

STUDENT TEACHING HANDBOOK

SINGLE SUBJECT PRELIMINARY CREDENTIAL PROGRAM

**Traditional Pathway
FYI-English, FYI-Mathematics Pathway
JYI-English, JYI-Mathematics Pathway**

Revised Fall 2008

**Department of Secondary Education
Michael D. Eisner College of Education
California State University, Northridge**
http://www.csun.edu/coe/sed/student_teaching/index.html

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Introduction

Teacher Candidates who enroll in programs at California State University, Northridge have a number of possible pathways to follow. This handbook focuses on the Traditional, FYI, and JYI Pathway Field Experiences, but there are a total of five program pathways at the University that lead to the preliminary single subject credential:

1. FYI: the undergraduate Four-Year Integrated Program in English or Mathematics for qualified freshmen who wish to earn a BA and credential in four years
2. JYI: the undergraduate Junior-Year Integrated Program in English or Mathematics for qualified juniors who wish to earn a BA and credential in 2-3 years beginning in the junior year
3. ACT: the cohorted Accelerated Collaborative Teacher Preparation Program for full-time post-baccalaureate candidates
4. SSUIP: two-year University Intern Program for candidates teaching full time in public schools with an Intern Credential
5. The Traditional Single Subject Program: this option allows candidates the greatest amount of flexibility in schedules, and most classes meet on campus and are scheduled for late afternoons or evenings

TRADITIONAL SINGLE SUBJECT CREDENTIAL PROGRAM: 31 Units

SED 511	Fundamentals of Secondary Education in Multiethnic Secondary Schools (3) <u>Must be taken in first semester of program enrollment</u>
EPC 420	Educational Psychology of Adolescence (3)
SED 525xx	Methods of Teaching Single Subject (3) – in Art, English, etc.
SED 554	Supervised Field Experience (3)*
SED 554S	Supervised Field Experience Seminar (1)
SED 514	Computers in the Instructional Program (3)
AAS/ARMN/CHS/ELPS/PAS 417	Equity and Diversity in Schools (3)
SED 521	Literacy, Language, and Learning in Multiethnic Secondary Schools (3)
SPED 401C	Inclusive Education (2)
HSCI 496AD	Health Concerns of the Adolescent (1)
SED 555	Supervised Practicum (5)**
SED 555S	Supervised Practicum Seminar (1)

**SED 554 and SED 554S* constitute the first semester of student teaching. Pre- or co-requisite classes: SED 511, EPC 420, and SED 525xx in the single subject. Also required for SED 554: Basic Skills, Certificate of Clearance (fingerprinting), subject matter competency, writing proficiency, application to the Credential Office to student teach and Credential Office clearance

***SED 555 and SED 555S* constitute the second semester of student teaching. Pre-requisite classes: SED 554 and all of its pre- or co-requisite classes. Pre- or co-requisite classes for SED 555: SED 521, SPED 401C, the cross-listed 417.

TRADITIONAL SINGLE SUBJECT BCLAD CREDENTIAL PROGRAM: 37 Units

In addition to the courses listed above, BCLAD candidates enroll in

SED 525ESL	Methods of Teaching English as a Second Language (3)
Multicultural A course in the language of emphasis (see Credential Office) (3)	
Instead of SED 555, BCLAD candidates enroll in SED 555BL (5) and SED 555S (1)***	

***In addition to the pre- and co-requisites as described above, BCLAD candidates must have passed the Language Test 6 prior to enrollment in SED 555BL.

For FYI and JYI information, see contacts in Appendix C (English or mathematics only)

TEACHING PERFORMANCE EXPECTATIONS

All single subject credential programs at CSUN call for candidates to have opportunities to learn, practice, and master the Teaching Performance Expectations (TPEs), as required by the California Commission on

Teacher Credentialing. Evaluations in the two supervised field experiences, SED 554 and SED 555/555BL, are based on the Teacher Candidate's performance related to the TPEs. The full text of the TPEs is available on the Department website. These thirteen TPEs are organized into six major domains:

- A. Making Subject Matter Comprehensible to Students
 - TPE 1 Subject-specific Pedagogical Skills for Single Subject Teaching Assignments
- B. Assessing Student Learning
 - TPE 2 Monitoring Student Learning During Instruction
 - TPE 3 Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
 - TPE 4 Making Content Accessible
 - TPE 5 Student Engagement
 - TPE 6 Developmentally Appropriate Teaching Practices
 - TPE 7 Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8 Learning About Students
 - TPE 9 Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
 - TPE 10 Instructional Time
 - TPE 11 Social Environment
- F. Developing as a Professional Educator
 - TPE 12 Professional, Legal, and Ethical Obligations
 - TPE 13 Professional Growth.

THREE IMPORTANT CSUN OFFICES

In addition to noting the other single subject preliminary credential pathways and the Teaching Performance Expectations in this Introduction, we also want to briefly review the functions of three CSUN offices that work together to help you become the best teacher you can be. These are the Subject Matter Department, the Credential Office, and the Department of Secondary Education.

Subject Matter (Content Area) Department and Subject Competency. The most efficient way to establish subject competency for a post-BA single subject teaching credential is to complete a state-approved undergraduate program in a subject area commonly taught in middle schools and high schools. Whether you are an undergraduate, a transfer student, or have already completed an undergraduate degree, direct your questions about subject area competency via a teaching option major to the university department of the subject in which you will receive your credential. (See the Appendix B for department contact information). This department may require additional courses to indicate your expertise to be a secondary school teacher in a given field. You must receive departmental clearance in order to apply to a single subject program. Students enrolled in FYI and JYI Pathways in English or mathematics are in undergraduate, blended programs that meet subject English or mathematics subject matter requirements as part of the program.

Instead of a state-approved BA program approved by a subject area department, post-BA candidates may instead establish subject competency by passing the appropriate examination in their subject area. Applicants may demonstrate subject competency by passing all subtests in their subject exam of the California Subject Examination for Teachers (CSET). For further information on the CSET, see the Credential Office or visit the CSET website at: <http://www.cset.nesinc.com/>.

Specialized Science Candidates with advanced degrees should check with the Credential Office regarding a third option for establishing subject matter competency.

Credential Office. This office provides pre-admissions information sessions and advisement, organizes the credential applicant admissions interviews, and provides information on course and program requirements for enrollment. Contact (818) 677-3002 for information session dates and for advisement appointments, or visit the Credential Office website at: <http://www.csun.edu/education/cred/index.html>

Credential Office staff also assist candidates by 1) receiving and evaluating applications for admission, 2) establishing eligibility for student teaching, and 3) analyzing and recommending applications for the preliminary teaching credential. The Credential Office clears you for supervised instruction (student teaching), determining that you have enrolled in the necessary co- or pre-requisite program courses, demonstrated basic skills (typically CBEST passage), and met all other requirements. An application to student teach should be submitted to the Credential Office by March 20 for the fall semester or by October 20 for the spring semester, for priority consideration. At the beginning of the second semester of supervised instruction, visit the Credential Office to apply for the preliminary credential.

Department of Secondary Education. Many but not all of the education courses you take for the credential are taught in this department. At any time feel free to make an appointment to ask questions of the Subject Coordinator, the professor in charge of student teaching in your content area; the Department Chairperson; or the Secondary Education (SED) Student Teaching Coordinator. We help you proceed through the credential program in a timely manner, and we are in regular communication with the Credential Office.

In addition to SED classes, you will also take credential courses from other departments in the Michael D. Eisner College of Education and other university departments in order to complete the preliminary credential.

OFFICIAL COMMUNICATION

A final, but important piece of information is that the university's official manner of communication with all credential candidates is through your CSUN email address. When you are accepted into the Credential Program, be sure you activate your CSUN email by going to <http://www.csun.edu/account>. You'll be asked to enter your CSUN User ID and Password, and on-screen instructions will lead you through the process for establishing your account. If you experience difficulty with this process, you can phone 818-677-1400 for assistance. Once you have your account, it is critical that you regularly check your CSUN email for possibly urgent messages, including information about your registration. You may also choose to forward your CSUN email messages to your personal account in order to receive them in a timely manner.

Foreword

For Teacher Candidates enrolled in the Single Subject Credential program at California State University, Northridge, the student teaching experiences are highlights of the program. These fieldwork assignments pull together all aspects of the program, and successful student teaching experiences lead not only to the credential, but encourage the development of a reflective classroom professional who effectively advances pupil learning.

This handbook describes the persons actively involved in student teaching, including the supervisory team and the Teacher Candidate. The supervisory team is composed of the Master Teacher, the University Supervisor, the Seminar Instructor, the SED Subject Coordinator, the SED Student Teaching Coordinator, and the Chair of the Department of Secondary Education. The handbook also defines and describes the experiences, requirements, and responsibilities for successful student teaching for Traditional, FYI, and JYI Program Teacher Candidates. (Other handbooks provide similar information for Teacher Candidates enrolled in the Department's ACT and University Intern programs.) Additionally, the Teaching Performance Expectations (TPEs) are listed in the handbook's introduction, so that all involved in the single subject credential program can be familiar with these important competencies.

The Department faculty and I wish you the best in your supervised fieldwork and practicum experiences, and in your career as a single subject teacher.

Bonnie Ericson, Chair
Department of Secondary Education

Chapter 1: The Supervisory Team

A team of professional educators is dedicated to making your initial experiences in teaching a success. All members of this team are subject matter specialists who have had training and experience in supervision.

Master or Supervising Teacher. This individual is a tenured teacher who has been jointly appointed by both the University Subject Coordinator and the local school administrator to serve as the site supervisor for the Teacher Candidate. In SED 554, the Master Teacher works with the candidate for one class period daily (or at least 5 hours per week on a block schedule), plus additional consultation or conference time during the week, for a full semester or track.

Depending upon the assignment in SED 555, the student teacher may have one or two Master Teachers during the same semester. The Master Teacher(s) works with the candidate for three class periods daily (or at least 15 hours per week on a block schedule), plus an additional period daily for a full semester or track. The Master Teacher(s) observes and coaches the Teacher Candidate, communicates regularly with the University Supervisor on the progress of the candidate, and writes a Progress Report (SED 554) or a Midterm and Final Evaluation (SED 555 or SED 555BL).

University Supervisor. The University Supervisor is the field supervisor of the Teacher Candidate. In SED 554, the University Supervisor visits the Candidate on four occasions, two times in the first half of the assignment and two times in the final half of the assignment. Typically, the SED 555/555BL University Supervisor will visit a Teacher Candidate for a full class period every three weeks to observe a lesson and conduct on-site conferences, approximately five-six times per semester/track. The University Supervisor also confers with the Master Teacher and writes a Progress Report (SED 554) or a Midterm and Final Evaluation (SED 555/555BL). Additionally, the SED 555/555BL University Supervisor may sign the Individual Induction Plan (IIP). Once they have been trained and calibrated, University Supervisors may also participate in scoring the PACT Teaching Event due near the end of the semester for SED 555S.

SED 554S/SED 555S Seminar Instructors. Candidates enrolled in SED 554 or SED 555/555BL enroll in SED 554S or SED 555S and attend a seminar led by a Seminar Instructor with expertise in the subject area. This individual guides candidates in completing the required activities, including the Preliminary Teaching Event (SED 554) or the PACT Teaching Event (SED 555/555BL). The SED 555S Seminar Instructor may also sign the Individual Induction Plan (IIP). Candidates in the seminar explore best practice in subject area teaching, assessment, and classroom management, and discuss classroom challenges, issues, and solutions with peers. The Seminar Instructor also communicates with University Supervisors and, when trained and calibrated, participates in the scoring of the Preliminary Teaching Event or the PACT Teaching Event.

SED Subject Coordinator. The Subject Coordinator is a faculty member in the Department of Secondary Education with specialized expertise in a designated subject field. All of the Subject Coordinators have had significant experience as secondary school teachers and as teacher trainers. The Subject Coordinator works with University Supervisors and school administrators to make field experience placements with appropriate Master Teachers. The Subject Coordinator works with University Supervisors and Master Teachers in the event of problems or issues regarding the performance of a Teacher Candidate. Additionally, the Subject Coordinator works with the SED PACT Coordinator to organize the reading of PACT Teaching Events within the subject area.

Student Teaching Coordinator. The Secondary Education Student Teaching Coordinator has general responsibility over all Traditional Program fieldwork assignments. The Coordinator conducts meetings of University Supervisors and Subject Coordinators, and supervises the management of official records regarding student teaching. The Coordinator also makes arrangements for adjustments in assignments, special permissions, and final evaluation of the Teacher Candidates. The Coordinator is always consulted and informed about the withdrawal or dismissal of any candidate from SED 554 or SED 555/555BL, and receives a copy of any Assistance Plan.

Chair of the Department of Secondary Education. The Department Chair is the director of the single subject program with ultimate responsibility for the entire single subject credential program, including field

experiences. The Department Chair approves hiring of faculty and staff, carries out departmental policies regarding field experiences, and makes the final rulings on special cases.

Chapter 2: Assignments for Supervised Fieldwork

Single Subject Supervised Fieldwork at CSUN occurs over two school-site full semesters or tracks. The assignment will be in the subject area in which the Teacher Candidate receives subject matter clearance. Placements are at two different levels, one middle school and one high school assignment.

SED 554 Supervised Field Experience (3 units) and SED 554S Seminar (1 unit): Candidates enrolled in SED 554/554S complete a structured series of activities under the supervision of the Master Teacher, University Supervisor, and Seminar Instructor. The Teacher Candidate is assigned to one (1) class for a single period daily at a school, or at least 5 hours per week if on a block schedule, with additional planning/conferencing time at the school. Class enrollment is generally 20-35 or more students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. Because teacher candidates are assigned to a Master Teacher for one period only, a Master Teacher may be assigned two teacher candidates. Candidates keep the schedule of the school's semester or track, so are expected to observe and then teach at the site until the end of the school's semester, regardless of the dates of CSUN's semester and the deadlines for submission of the final Progress Report.

An application to student teach should be submitted to the Credential Office by March 20 for the fall semester or by October 20 for the spring semester, for priority consideration. Candidates who wish to enroll in SED 554/554S in their first semester of the program must apply to student teach with their admission to the program. A limited number of summer SED 554/554S assignments are available; see below for further information.

Overview of Activities in SED 554 (3 units) and SED 554S (1 unit)

Classroom Observations 1-5	Weeks 1-3
Preliminary Teaching Event Task 1: Context for Learning	Weeks 1-3
Working with Small Groups or Individuals/Teaching Parts of a Daily Lesson	Weeks 4-6
Professional Connections: Parents, Family, Community, School, and Professional Organization Meetings – 3 hours minimum	As available
Daily Lesson Planning and Teaching	Weeks 6/7 +
Teaching Event Task 2: Planning Instruction and Assessment	Weeks 6/7+
Preliminary Teaching Event Task 3: Instructing Students and Supporting Learning	By due date
Preliminary Teaching Event Task 4: Assessing Student Learning	By due date
Preliminary Teaching Event Task 5: Reflecting on Teaching and Learning	By due date

Teacher candidates attend a seminar in which each of the above is fully described and discussed, and in which they receive guidance and instruction as the semester progresses.

SED 555/555BL Supervised Practicum (5 units) and SED 555S Seminar (1 unit). The second field experience assignment is for three (3) class periods daily (or at least 15 hours on a block schedule), plus an additional class period to confer with the master teacher and university supervisor, and participate in activities associated with becoming a professional educator. Class enrollment is generally 20-35 or more students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. In this assignment the Teacher Candidate may have one or two Master Teachers and usually has two different preparations. BCLAD candidates are assigned at least one ESL, Sheltered, SDAIE or class with significant numbers of English learners. This assignment is at a teaching level (middle school/high school) different than the first assignment. Candidates enroll in and complete SED 555/555BL and SED 555S in the fall or spring semester. Summer placements are not available, apart from the exceptions described on page 10.

Cross-Cultural Requirement. In compliance with the mandate from the Commission on Teacher Credentialing, one semester of supervised instruction must include a cross-cultural experience and one assignment must include at least one class that enrolls English learners. Please note that the SB 2042 program no longer provides a separate CLAD Credential option. All candidates in the SB 2042 program

are “CLAD-prepared” – able to assist English learners with content learning and with English Language Development in classrooms.

Supervised Field Experience and Practicum Placements. The university determines where the Teacher Candidate will be assigned. The decision is made by the Subject Coordinator in consultation with the Teacher Candidate and the administrator in charge of student teacher placements at a cooperating school. It is not appropriate for a student teacher to speak with a principal to arrange a placement. The placement is based first on the availability of qualified University Supervisors and school site Master Teachers. Geographic constraints, teaching needs of the assignment (middle vs. high school, availability of technology, a class with English learners, etc.), and personal requests made by the candidate to the Subject Coordinator are all considered when determining the placement. A request by a Teacher Candidate to be assigned to the high school from which he or she graduated is considered inappropriate. The Teacher Candidate will profit from participating in an educational environment other than the one she or he had as a student. School sites for placement are located within a 20 mile radius of CSUN. Please note that the program does not allow the substitution of experience for either SED 554/554S or SED 555 or 555BL/555S and that SED 554/554S is a prerequisite for SED 555 or 555BL/555S.

Summer School Assignments (Restricted Enrollment). A limited number of six- to eight-week summer assignments is open for SED 554/554S to qualified Teacher Candidates (must have earned an A or B in the SED 525xx methods course and are cleared by the Credential Office) who meet one of the following criteria:

1. assigned to a full-time teaching position in a discipline that is not in the content area of the credential sought
2. assigned to a full-time teaching position in an educational setting (multiple subject, special needs) different than the single subject credential sought
3. teaching full-time in a private school and require a public school student teaching experience
4. delay in student teaching will result in financial or other hardship.

Candidates who wish to enroll in SED 554/554S should complete and submit the form requesting a summer placement to the Department of Secondary Education by March 20.

Summer assignments are not approved for SED 555, with three exceptions. Only Teacher Candidates who meet one of the following criteria will be considered for a summer assignment for SED 555:

1. assigned to a full-time teaching position in a discipline that is not in the content area of the credential sought
2. assigned to a full-time teaching position (multiple subject, special needs) different than the single subject credential sought
3. teaching full-time at a private school and require a public school teaching experience.

Note: SED 554/555/555BL Teacher Candidates cannot be hired while being supervised in a summer session because a Master Teacher is unable to adequately supervise a candidate during preparation or conference periods. The 6-week summer school assignments require teaching 2 classes for approximately 2 hours each according to the school site summer session schedule. The 8-week summer assignment consists of teaching 3 classes of approximately 1 hour each for 8 weeks in a year round school, beginning at the start of a summer track. Four-week summer placements are not allowed.

Teachers at Accredited Private Schools. If the accredited private school is within the geographic area served by CSUN, the teacher at a private school may enroll in one semester of student teaching and complete the required activities at the private school. However, the private school teacher must complete the other assignment (SED 554 or SED 555/555BL) in a public school setting. SB 57 waives the student teaching requirement for some private school teachers (see the Commission on Teacher Credentialing website or the Credential Office for further information).

Supervised Instruction for CSU Students from Another Campus. If CSUN is providing supervision for a candidate who will then transfer the credit to another program, all the requirements for the fieldwork or

practicum experience designated by CSUN must be fulfilled. Thus, the type of placement will be the same as for all other supervised teachers in our program.

Candidates Requesting Supervision in Two Different Disciplines. Teacher Candidates may request supervised teaching in two different disciplines if they determine that a teaching experience in an area outside the initial credential area will assist in employment. To earn a credential, the candidate must first complete SED 554/554S in the credential subject area with above average ratings. The Teacher Candidate may submit a request to the Secondary Education Department Chair and Student Teaching Coordinator for a divided assignment in SED 555, so that one class is in the subject area of the credential and two classes are in the other subject field. Teacher Candidates must possess subject competency by program or exam in the second subject area in order to student teach in that subject. He or she must also complete the subject-specific SED 525xx methods course for the secondary subject assignment prior to or concurrently with student teaching in that additional subject area.

Chapter 3: Responsibilities of the Teacher Candidate

Student teaching is often considered the highlight of the program, when a candidate has the opportunity to bring together knowledge from coursework, to gain confidence, and to build effective teaching practices in classroom settings. As a Teacher Candidate, you are a guest of the school to which you are assigned for SED 554 or SED 555/555BL. This means that a Teacher Candidate is teaching upon invitation of the school's principal. Teacher Candidates are required to adhere to the following policies and procedures during Supervised Fieldwork and Practicum.

Before Beginning Supervised Fieldwork and Practicum

1. As you begin the program or the semester before you plan to student teach, download the Student Teaching Handbook from the Department of Secondary Education website: <http://www.csun.edu/education/sed/>. Read this document carefully.
2. Late in the semester prior to student teaching, or once you have been cleared by the Credential Office to student teach, the Subject Coordinator in your subject area will contact you and start to work on placing you in a school. As detailed on Page 10 of this handbook, the university will determine where to place you, taking into consideration a number of factors. It is our responsibility to arrange the placement, not the student teacher's. It is inappropriate to make contacts with schools or teachers, then inform your Subject Coordinator of these informal arrangements. Please be patient with this phase of the process.
3. All candidates in the single subject credential program are required to have a CSUN email account, and they should check CSUN email regularly. All official communication is sent by the university to your CSUN email address.
4. Once you are notified of your assignment by the SED Subject Coordinator, you should contact the school's Principal or Assistant Principal in charge of student teaching to introduce yourself. Then contact the Master Teacher at the school and make arrangements to visit the school. Do not expect to have a firm commitment about the course(s) you will be teaching, but an approximate schedule may be available. Whenever possible, the school or Master Teacher will provide you with textbooks or other materials so that you have some time to become familiar with them.
5. You are obligated to attend a seminar with your Seminar Instructor (SED 554S or SED 555S) and other student teachers in your academic field, typically held from about 4:30 – 6:30 p.m. one weekday, generally alternate weeks.

Planning

Thoughtful planning is essential to becoming an accomplished teacher. As a Teacher Candidate you are required to:

1. Set up a scheduled time when you can meet regularly with the Master Teacher to review your activities and plans for teaching, in SED 554 and SED 555/555BL.
2. For SED 555/555BL, prepare a semester overview in writing within the first 2-4 weeks of the beginning of your teaching semester. The University Supervisor or the Master Teacher will suggest a format.
3. At the appropriate time in SED 554 and throughout SED 555 or SED 555BL, write weekly overviews to show the proposed sequence of plans, materials, and activities for the following week. These are to be submitted to and discussed with the Master Teacher and the University Supervisor.
4. Once you begin teaching in SED 554 and throughout SED 555/555BL, write a daily lesson plan for each preparation and submit these to the Master Teacher at least 24 hours in advance of the class being taught. The format of the lesson plan is generally recommended by the University Supervisor or Seminar Instructor. The Department has a lesson plan format available in Appendix F of this handbook or on the Department website. The candidate may opt to use the Lesson Template in the TaskStream Lesson Builder. A Word version of this is also available on the Department website and in Appendix F. The degree of detail in a plan is such that a competent teacher in the subject field could successfully teach from the lesson plan.

In SED 554, the observations, notes, plans, and handouts for each lesson plan must be kept chronologically in a three-ring binder that is available to the University Supervisor and Master Teacher. For SED 555 or

SED 555BL, the semester overview, weekly plans, daily plans, and student handouts for each preparation must be kept chronologically in a three-ring binder. This notebook must be readily available in the classroom for perusal at any time by the University Supervisor, whose visits may be unannounced. Near the notebook, place copies of the student texts being used. Position these materials where the University Supervisor can always expect to find them.

Note: Although lesson plans are essential to best practice, we do not recommend creating thorough semester plans before the beginning the assignment. Your assignment may be changed due to unexpected numbers of students or student abilities that require changes in the Master Teacher's schedule. We also do not recommend writing daily lesson plans until your teaching assignment is firmly set. Your expectations of student abilities and content background may require reassessment and changes in response to the students' progress in understanding certain concepts.

Grading. Although grading is the legal responsibility of the teacher of record, your Master Teacher(s), all Teacher Candidates must keep a roll book, usually an electronic one, and confer frequently with the Master Teacher on the number and types of entries. The Teacher Candidates should assign grades for students jointly with continued guidance from the Master Teacher and consideration of the policies, practices, and culture of the school, as well as the California Academic Content Standards and the English Language Development Standards.

Additional Professional Responsibilities at the School Site

All Teacher Candidates are expected to:

1. Be punctual and attend daily. Arrive at the school at least one-half hour prior to the class time in order to sign in at the Main Office, review plans, make adjustments, set up any necessary equipment, greet students as they enter the classroom, and have materials ready when class begins.
2. Contact the Master Teacher, the school secretary, and the University Supervisor in case of illness or emergency with as much advance warning time as is possible. Call the University Supervisor at home to prevent an unnecessary visit.
3. Teach/complete activities according to the school site's academic calendar, not the calendar of CSUN. If there is a conflict in vacation periods, the Teacher Candidate must follow the school calendar of the assigned school.
4. Attend the faculty orientation meeting generally held in August or on the first pupil-free day of school, prior to a fall assignment. For a spring placement, attend the student teacher orientation, if the school arranges such a meeting. The Teacher Candidate must consult with the Master Teacher or call the assigned school to determine when such meetings will be held.
5. Learn the school's organizational structure and function within the various management divisions, i.e., the Attendance Office, Guidance Offices, Nurse's Office, Library, Resource Specialists, Cafeteria, and places to gain information about various programs offered at the school. Consult with the Master Teacher about how to work within the school's procedural system and manage all the required processes and forms.
6. Become acquainted with the community and its resources, and attend functions like "Back to School Night" or "Open House" with your Master Teacher.
7. Conduct parent conferences in an objective and professional manner that benefits the student and the parent(s).

Additional Professional Responsibilities at the University

All Teacher Candidates must attend the regularly scheduled SED 554S or SED 555S seminar. When you call or stop by the Secondary Education Office to enroll in student teaching, you will be provided with your seminar's meeting time and day and the Seminar Instructor's name. You will participate in discussions with student teacher peers and complete numerous activities in the seminars. You will be guided by the Seminar Instructor to complete the Preliminary Teaching Event in SED 554S and the PACT Teaching Event in SED 555S. Candidates also complete a number of evaluation forms to provide the program with important information.

Chapter 4: The Master Teacher

Master or Supervising Teachers are carefully selected by the Subject Area Coordinators in consultation with a school administrator. The Master Teacher provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth. Thus, the Master Teacher:

1. Is present at all times in the classroom during the assignment of the Teacher Candidate unless the Candidate is an emergency permit hire.
2. Is willing to relinquish the role of classroom teacher to the Teacher Candidate during the student teaching and never “takes charge” of the classroom unless he or she foresees a serious problem developing.
3. Provides supportive, fair, and consistent evaluations on a daily basis by writing suggestions directly on the activities or lesson plans or on other forms and by holding frequent, if not daily, conferences.
4. Supports the Teacher Candidate in completing activities and during student teaching in trying different and perhaps even unfamiliar materials and methods.
5. Collaborates with university faculty, school staff development personnel, and school administration in the education of the teacher candidate.
6. Knows the Teaching Performance Expectations (TPEs) and is aware of these in assessing the candidate.
7. Is consistent in providing the Teacher Candidate with frequent and evidence-based written assessments from actual classroom observations and shares these observations with the University Supervisor.
8. Provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth.
9. Is interested in the enrichment that comes from interacting professionally with a junior colleague and welcomes opportunities to be a learner as well as a Master Teacher.

The Teacher Candidate begins an assignment on first day of the semester/track of the assignment and completes teaching at the end of the semester/track of the assignment. The Candidate observes the calendar of the school site.

Orientation of the Teacher Candidate

The Master Teacher is key in orienting the Teacher Candidate by:

- Introducing other teachers, the staff, and the key administrators, in addition to providing a general introduction to the plan of the school site including the locations of offices, cafeteria, lounge, rest rooms and copying facilities.
- Providing information about the departmental and school policies regarding curriculum and instruction, discipline procedures, absentee and tardy management, safety drill exercises, special schedules, handling of substance or parental abuse, and the proper methods of procuring needed equipment, materials and supplies.
- Giving general information about the students, their backgrounds, and community characteristics.
- Providing models for keeping the official roll book, writing lesson plans, referring to academic content standards, designing examinations/assessments, and writing other materials such as a class information letter to be sent home to inform parents.
- Providing a desk or table and file drawer or cupboard for work and storage spaces.

Supervisory Guidelines

We request that Master Teachers follow these guidelines to establish a good working relationship with the Teacher Candidate and the University Supervisor.

- a) Do not make suggestions and/or correct the Teacher Candidate in front of the class or any place within the hearing of students, unless the destruction of property or safety of students is involved.
- b) Redirect the students to the Teacher Candidate if they come to you for assistance during student teaching.
- c) Not only be present at all times during the class of a regular student teacher but also observe lessons closely. Provide prompt feedback via written anecdotal notes, scripts, verbal comment, or

- other observation data. Engage in constructive conversation based on evidence collected about the TPEs and routinely ask the Teacher Candidate to reflect on his or her lessons.
- d) Establish a schedule for frequent input into lesson and assessment planning before the lesson is held or the assessment is administered.
 - e) Inform the University Supervisor immediately if the candidate encounters serious problems that do not appear to be improving.
 - f) Provide guidance and direction to the candidate in assessing student learning on a daily basis by both formative and summative methods.
 - g) Invite the student teacher to sit through non-assigned classes to learn different teaching techniques.
 - h) Share effective successful procedures for class management and student discipline. Also, allow the candidate to try other methods that he feels might be most comfortable for his teaching style and personality, as long as classroom decorum is maintained.
 - i) Complete the on-line Supervising/Master Teacher Survey near the end of the semester, providing feedback on the student teaching supervision experience.
 - j) The SED 554 Progress Report and the SED 555/555BL Midterm and Final Evaluations are completed online. For the on-line evaluation system to work effectively, please note the following:
 - a. For the new on-line evaluation system, it is necessary that student teaching coordinators and Christina Perez in the SED office, 818-677-2580/2581, be provided with the correct email addresses for all master teachers as soon as possible. Student teachers are asked to complete an on-line master teacher information form in the first two weeks of the assignment at:

<http://edutech.csun.edu/surveytool/index.php?sid=6>
 - b. It is important that the University Supervisor, the Candidate, and the Master Teacher(s) discuss the draft of an evaluation *before* it is finalized. There should be consistent agreement about areas of growth for the Candidate. The on-line system provides a way to print the draft. The Student Teacher signs the draft and the Master Teacher retains a paper copy. The date on which the draft was discussed with the student teacher should be indicated online on the evaluation, and then it can be finalized and submitted. The student teacher automatically receives an electronic condensed copy of the evaluation, as do the Student Teacher, Master Teacher, and the SED office.
 - c. If there is any problem with the on-line evaluation system, such as a University Supervisor or Master Teacher not receiving the instructions and passwords from CSUN to complete an evaluation, please send an email with the student's name and program, and the master teacher's email address, to: sedevals@csun.edu. Due dates for midterm and final evaluation submissions are provided early in the assignment, and on-line information for completing the evaluations is emailed two weeks prior to the deadline.

Legal Aspects of Supervising a Non-Credentialed Teacher Candidate

In a regular student teaching situation, the Master Teacher is legally responsible for what happens in the classroom. Thus, the Master Teacher must work closely with the Teacher Candidate on the following:

- Curriculum: Insure the course content as determined by the district is taught. Supervision of the course overview, weekly plans and daily lesson plans as well as classroom observations will ascertain that the appropriate course content and Academic Content/English Language Development Standards are being taught and learned.
- Grades: Be sure there is a very clear understanding about how the grading is to be accomplished. Initially, the students' grades may be assigned by the Teacher Candidate. However, the grades must be reviewed and signed by the Master Teacher, who is ultimately responsible as the teacher of record.
- Parent Conferences: It is important that the Teacher Candidate have the experience of working with parents. However, the candidate is speaking for the Master Teacher and as such, the Master Teacher needs to monitor the conference closely.

- Assistance Plan: If the Teacher Candidate is not demonstrating satisfactory progress in either SED 554 or SED 555/555BL, the Master Teacher collaborates with the University Supervisor in developing an Assistance Plan based on the Teaching Performance Expectations. The requirements for this plan are discussed in more detail in the Chapter 5 of this document.
- Removal of a candidate from an assignment: In the event the Teacher Candidate does not fulfill his/her obligations to the students and to the Master Teacher, or if for any other reason the assignment needs to be terminated, a discussion is required with the University Supervisor and the principal sends an email to the Student Teaching Coordinator and/or Department of Secondary Education Chairperson.

Compensation and Privileges for the Master Teacher

The Master Teacher receives an honorarium of \$100.00 for the supervision of each SED 554 candidate and \$150.00 for the supervision of an SED 555 candidate. A Master Teacher may work with two candidates in SED 554. In addition, the Master Teacher may obtain a university library card for the CSUN Oviatt Library. CSUN Master Teachers may be called upon to be guest lecturers in university classes or to serve in other capacities.

It is hoped that the Master Teachers will be able to attend professional development workshops at the university, as well as functions at CSUN designed to thank them for their contributions as an essential part of the team in developing outstanding beginning teachers.

Suggestions for Conferencing with Student Teachers

Faculty from several CSU's meet periodically to discuss issues related to student teaching and partnerships with schools, and as part of that work have developed suggestions for effective conferencing with Student Teachers that you may find useful.

1. Be prepared for conferences by planning the key points to be discussed, bringing notes, observation materials, sample of students' work, records and other applications. Be prepared to provide specific suggestions/coaching for improvement with tangible ideas.
2. Create a supportive atmosphere and conduct the conference where you have a full degree of privacy and a minimum of interruptions.
3. Review the student teacher's performance objectively, looking for strengths as well as needs for improvement.
4. Focus on a collaborative approach to analyzing the student teacher's performance and determining changes to be made. Attempt to draw analyses from the student teacher's reflective, self-analytical skills. If the student teacher does not have the skill to be self-analytical in some areas, provide her/him with more directive information, but continually move back to collaboration to continue the self-analytical development.
5. Limit the conference to a discussion of one or two important items. Try not to overwhelm the student teacher.
6. Conclude each conference with plans for a desired change.
7. Focus attention on the objective teaching-learning situation rather than on the student teacher.

Self-Evaluation for Master Teachers

The same group of CSU faculty interested in student teaching and university-school teacher preparation partnerships also developed a Self-Evaluation for Master Teachers. You may find it interesting or valuable to consider these questions during your work with one of our student teachers. This Self-Evaluation may also serve as a tool when conferencing with your student teacher as you model reflection of your own practice for the student teacher.

- 1) Have I become well acquainted with the student teacher?
 - a) Did I use the information furnished by the University?
 - b) Did we discuss his/her personal and academic background?
 - c) Did I encourage him/her to express his/her ambitions, concerns, and expectations?

- d) Has a model for presenting lessons been provided, and did I help the student teacher identify the following?
 - i) Motivational techniques used
 - ii) Methods of discipline and classroom management
 - iii) Objectives of the lesson with assessment/s to evaluate instructional effectiveness
 - iv) Activities to correlate with the lesson
 - v) Curriculum materials used
 - vi) Active participation techniques
 - vii) Beginning of class activities
 - viii) Hands-on activities and materials
 - ix) Instructional equipment used

- 2) Have I provided opportunities for the student teacher to work on bulletin boards, displays, etc?

- 3) Have I oriented the student teacher to the A.V. equipment, technology, copy machines, etc? Have I encouraged the candidate to integrate technology in his or her teaching?

- 4) Have I modeled and encouraged a variety of instructional methods, including work in small groups and individual practice strategies?

- 5) Have I modeled and discussed a variety of ways of evaluating student progress so as to maximize instructional time and student progress?

- 6) Have I briefed the Student Teacher on school procedures, such as fire/earthquake drills and reporting student injury or illness?

- 7) Have I reviewed with the Student Teacher classroom procedures for instruction, including:
 - a) Differentiated Instruction
 - b) Types of instructional materials such as manipulatives and teacher guides
 - c) Roles of paid aides and parent or community volunteers
 - d) Recording student progress
 - e) Relating teaching to TPE's and content standards?

- 8) Have I assisted the Student Teacher in developing lesson plans by:
 - a) Providing district designed lesson plan forms or selecting a lesson plan form from the student teaching handbook
 - b) Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
 - c) Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning?

- 9) Have I worked to develop strong communication and a positive relationship with the Student Teacher?

- 10) Have I worked to develop strong communication and a positive relationship with the University Supervisor?

Chapter 5: The University Supervisor, Seminar Instructor, and SED Subject Coordinator

The University Supervisor has a major role in directing the education of the Teacher Candidate as a teacher, coach, arbitrator and direct link between the schools and CSUN. In this role, the University Supervisor stays in close touch with the schools and interprets the policies and procedures for student teaching.

Over the course of SED 554, the University Supervisor is to visit each candidate a minimum of four (4) times for a full class period of roughly one hour, or the equivalent, with two visits before midterm and two visits after midterm, often including a visit after the CSUN semester is completed. A visit of about one hour is also typical for longer classes on a block schedule. Over the course of SED 555/555BL, the University Supervisor visits each teacher candidate 5.5 times for a full class period of roughly one hour or equivalent, with approximately one half of the visits before the Midterm Evaluation and one half of the visits after the Midterm Evaluation. If the Teacher Candidate is having difficulty in SED 555/555BL, the University Supervisor may need to visit more frequently or near the end of the teaching semester for the school site even if the CSUN semester is completed.

All University Supervisors must have CSUN email addresses, and must check their CSUN e-mail accounts regularly. To check your CSUN e-mail as soon as you've activated your university account, use any Web browser and go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your yahoo, hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail Forwarding. If there is any problem with the on-line evaluation system, such as not receiving the instructions and codes from CSUN to complete an evaluation, please send an email with the student teacher's name and program, to sedevals@csun.edu.

In addition to the above responsibilities, the University Supervisor is expected to perform the following duties:

1. Discuss the requirements, duties, and benefits of Master Teacher role, sharing information from this handbook and addressing any questions from the Master Teacher or school.
2. Share your contact information with the Master Teacher and request contact information from him or her (email address and phone number), so that you can communicate outside of school if the need arises.
3. Orient the Master Teacher to the Single Subject Credential Program Pathways, and note the pathway of the current student teacher.
4. Confer with the Student Teacher on a regular basis about his or her progress, strengths, and areas for improvement. Ask questions that lead the Student Teacher to reflect on his or her performance and teaching decisions.
5. Review the Student Teacher's lesson plan notebook and carefully observe his or her teaching during school visits. Share and discuss notes made during the visit with the candidate.
6. Confer with the Master Teacher on a regular basis about the progress of the Teacher Candidate, typically at site visits.
7. Confer with the Master Teacher at the times the Progress Report (SED 554) or Midterm and Final Evaluations (SED 555/555BL) are to be written, to insure that:
 - both have considered the same information regarding the Teacher Candidate's performance
 - both have similar understanding of how to complete the CSUN evaluation forms and the meanings of the evaluation terminology
 - both are in general agreement about future areas of growth for the candidate.
8. Confer with the Student Teacher and Master Teacher about the Progress Report (SED 554) or Midterm and Final Evaluations (SED 555/555BL) drafts.
9. Electronically submit SED 554 Progress Reports and SED 555/555BL Midterm and Final Evaluations by the scheduled deadlines, or inform the Student Teaching Coordinator of any delays.

10. Consult with the Teacher Candidate enrolled in SED 555 or 555BL about the Individual Induction Plan (IIP). The University Supervisor often signs the IIP.
11. Inform the Subject Coordinator, Student Teaching Coordinator, and/or Department Chair of problems involving the Teacher Candidate.
12. Provide the Subject and Student Teaching Coordinators with a copy of any Assistance Plans.
13. Attend meetings called by the Student Teaching Coordinator or the Department Chair of Secondary Education.
14. Recruit and instruct new Master Teachers in collaboration with the Subject Coordinator.
15. Whenever possible, participate in Professional Teaching Portfolio scoring at the end of each semester, and/or complete training and calibration in order to be able to critique Preliminary Teaching Events and score PACT Teaching Events. There is monetary compensation for reading Preliminary Teaching Events and/or scoring PACT Teaching Events.

Assistance Plans

The University Supervisor leads the development of an Assistance Plan with the cooperation of the Master Teacher. Following is the Michael D. Eisner College of Education policy for the Assistance Plan:

When, in the judgment of the Master Teacher and the University Supervisor, a Teacher Candidate in SED 554, SED 555, or SED 555BL fails to demonstrate satisfactory progress in the field experience assignment, the University Supervisor and the Master Teacher, generally in consultation with the Subject Coordinator or Student Teaching Coordinator, will develop an Assistance Plan. This plan will be based on the Teaching Performance Expectations (TPEs) and will specify the competencies that the Teacher Candidate will need to demonstrate within a defined period of time in order to successfully complete the field experience or student teaching assignment. The Assistance Plan will be reviewed and revised, if necessary, by the Student Teaching Coordinator. It will be placed in the credential candidate's file located in the Credential Office. A copy of the Assistance Plan remains with both the Subject and Student Teaching Coordinators. The Student Teaching Coordinator assumes the responsibility of informing personnel in the Credential Office to remove the Assistance Plan from the candidate's file once the candidate successfully completes the student teaching assignment. If the candidate is unable to meet the requirements of the Assistance Plan, the school typically terminates the assignment or the Candidate elects to withdraw from the assignment.

The Seminar Instructor is responsible for teaching the seminar that supports the student teaching assignment. This individual guides Candidates in completing the required seminar activities, including the Preliminary Teaching Event (SED 554) or the PACT Teaching Event (SED 555/555BL). Candidates in the seminar explore best practice in subject area teaching, assessment, and classroom management, and discuss classroom challenges, issues, and solutions with peers. Seminar Instructors communicate with University Supervisors and the PACT Coordinator, and when trained and calibrated, and whenever possible, participate in the scoring of the Preliminary Teaching Event or the PACT Teaching Event. There is monetary compensation for reading Preliminary Teaching Events and/or PACT Teaching Events. Seminar Instructors are responsible for submitting a grade (CR, I, NC) to the Student Teaching Coordinator by the established deadline, and they generate and send a report to each candidate on his or her Preliminary or PACT Teaching Event performance.

The Seminar Instructor in SED 555S also provides support for Candidates to develop the Individual Induction Plan (IIP) and may sign this document. Finally, the SED 555S seminar instructor is responsible for the Candidates' completion of a number of evaluations, including the program exit dispositions assessment, a field experience evaluation, and the CSU Exit Survey.

The Subject Area Coordinator has the following responsibilities:

1. Communicate with Teacher Candidates once cleared for student teaching, and assign them to schools and Master Teachers within the 20-mile service area of CSUN for SED 554 and SED 555/555BL. Provide placement information to the SED Student Teaching Administrative Assistant in a timely manner.

2. Assign candidates to University Supervisors for supervision, in consultation with the Department Chair and other program pathway directors as needed. Provide University Supervisor assignment information to the SED Student Teaching Administrative Assistant in a timely manner.
3. Seek resolution of problem(s) regarding a Teacher Candidate having difficulties, including the monitoring of Assistance Plans.
4. Inform the Student Teaching Coordinator about any Teacher Candidate whose continuance in the program is doubtful.
5. Identify potential on-site Master Teachers in consultation with the University Supervisor and school administrators.
6. Whenever possible, participate in Professional Teaching Portfolio scoring at the end of each semester, and/or complete training and calibration in order to be able to critique Preliminary Teaching Events and score PACT Teaching Events. There is monetary compensation for reading Preliminary Teaching Events and/or scoring PACT Teaching Events.
7. Keep the Student Teaching Coordinator informed of any candidate who may not be making sufficient progress to receive credit for the semester.

The Placement Policy

The placement plan policy for the Michael D. Eisner College of Education follows:

Among the goals of the program are for candidates to successfully complete their student teaching assignments and for schools to benefit by receiving the services of competent, prepared, and responsible Teacher Candidates. Accordingly, SED 554 and SED 555/555BL placements are made by a Subject Coordinator after consulting with candidates and with school principals or their designees regarding Master Teachers who meet program requirements. After the Subject Coordinator makes three (3) attempts to place a Teacher Candidate and is unable to do so either because the candidate refuses the placement or because the school refuses the placement of the candidate, the candidate must wait until the following semester for an assignment. A Placement Plan will then be developed by the Teacher Candidate, the Subject Coordinator, and the Student Teaching Coordinator. The Placement Plan will be used during the following semester when a Subject Coordinator again attempts to place the Teacher Candidate.

When the Teacher Candidate returns for student teaching, if a Subject Coordinator makes two attempts to place him/her and is unable to do so because the candidate refuses the placement and/or the school refuses to place the candidate, the Teacher Candidate may be recommended to the Director of the Credential Office for consideration of involuntary removal from the teacher preparation program.

Chapter 6: Evaluations of the Teacher Candidate

The Progress Report (SED 554) and Midterm and Final Evaluations (SED 555/555BL) Procedures

A successful experience in SED 554/554S or SED 555/555BL and SED 555S results in a grade of “Credit,” defined for all post-baccalaureate students as satisfactory performance at a “B” or higher level.

All draft evaluations for SED 554 or SED 555/555BL are to be discussed in a three-way conference involving the Teacher Candidate, the Master Teacher, and the University Supervisor. All complete evaluations are submitted on-line, and the Teacher Candidate, University Supervisor, Credential Office, and Secondary Education Department Office receive condensed evaluation reports electronically. Should the Teacher Candidate disagree with a part of the evaluation, he/she may submit a written reply to the Student Teaching Coordinator.

In SED 554, the Teacher Candidate will receive a final Progress Report from both the Master Teacher and the University Supervisor. The Progress Report for SED 554 is typically provided near the end of the assignment after the University Supervisor has had an opportunity to observe the Teacher Candidate in actual teaching situations. A Midterm Progress Report is optional in SED 554, but is always submitted if a Teacher Candidate is experiencing difficulty in the assignment.

In SED 555 or SED 555BL, the Teacher Candidate receives both a Midterm and Final Evaluation from the Master Teacher(s) and the University Supervisor. The Final Evaluation becomes a permanent part of the candidate’s Credential Office File. Further information on the process for submitting and receiving electronic evaluations appears in previous chapters.

A grade of Incomplete in SED 554 or SED 555/555BL will be given to candidates whose Progress Reports or Final Evaluations from both the Supervising Teacher and the University Supervisor have not been received by the deadline date for entry of grades for CSUN. A grade of Incomplete will also be given to candidates whose grade is Incomplete in SED 554S or SED 555S.

Basis for Progress Report and Student Teaching Evaluations

Evaluations in SED 554 and SED 555/555BL are based on an appraisal of the Teacher Candidate’s teaching competence and suitability for a career as a teacher by at least two professionals for each assignment: the Master Teacher(s) and the University Supervisor. The criteria are identified on the evaluation form and are organized according to the major domains of the Teaching Performance Expectations (see the Introduction for all 13 TPEs):

- making subject matter comprehensible to students
- assessing student learning
- engaging and supporting all students in learning
- planning instruction and designing learning experiences for students
- creating and maintaining effective environments for student learning
- developing as a professional educator.

To earn a CR in SED 554, the Teacher Candidate must also earn a CR from the SED 554S Seminar Instructor.

Explanation of Ratings for SED 554: Supervised Field Experience

The Progress Report form reflects the developmental structure of this field experience and uses stages of growth from Initial to Intermediate to Advanced to indicate the candidate’s performance. In order to earn a Credit in the SED 554 Supervised Field Experience, each of the final Progress Reports must contain:

- No more than four performance competency phases ratings of 1 and 2 (Initial Competency)
- No rating of 1 in Domain A: Making subject matter comprehensible to students, or in Domain D: Planning instruction and designing learning experiences for students.

Initial Competence (1, 2). The candidate demonstrates beginning knowledge of the TPEs and beginning skill in implementing aspects of pedagogy, curriculum, and classroom management. This phase is characterized by inconsistencies in planning, delivery of instruction, and classroom management.

Intermediate Competence (3-4). The candidate demonstrates increasing knowledge of curriculum, pedagogy, and classroom management, and growing skill in planning and implementing lessons. Characteristics include increased confidence, a wider repertoire of teaching strategies, and growing ability to manage an effective learning environment.

Advanced Competence (5). Limited to those rare candidates who display evidence of exemplary ability with curriculum, pedagogy, student engagement, and the creation of effective environments for learning. Advanced Competence indicates highly skillful performance of the TPEs, and an ability to modify lessons in order to meet individual student abilities and needs.

Explanation of Ratings for SED 555 or 555BL: Supervised Practicum

In the second fieldwork assignment, the Student Teacher Evaluation form is used for the Midterm and Final Evaluations.

5 Outstanding. Reserved for rating the teaching performance at an unusually high level of proficiency that is sustained at that outstanding level throughout the semester. Indicates that the Teacher Candidate who has reached this exceptional nature of mastery could serve to demonstrate a teaching lesson for other teachers.

4 Strong. Demonstrates a high level of teaching performance that indicates enough competence to warrant making independent decisions about planning and implementation of lessons. Ensures generally that the students in the classroom meet the goals of the lessons satisfactorily.

3 Satisfactory. Indicates an adequate level of understanding of the TPEs but needs to put them into practice more skillfully or consistently. Generally, additional practice will result in competence.

2 Marginal. Reveals a low level of performance stemming from an inability to comprehend or demonstrate essential TPEs. Generally these deficiencies signal correlative problems in several areas of the TPEs. A Teacher Candidate who receives four or more marks at this level on the Midterm Evaluation must have an Assistance Plan; a Teacher Candidate who receives four (4) or more marks at this level on the Final Evaluation will receive a grade of NC and will not be recommended for a credential.

Marginal Teacher Candidates are encouraged to either withdraw from the program or commit themselves to an additional semester of training in order to improve their performance and meet the Teaching Performance Expectations.

1 Unsatisfactory. Indicates an unacceptable level of performance. Teacher Candidates who are rated at this level on one or more competencies will not receive credit for SED 555 and will not be recommended for a credential. If even one competency is marked “Unsatisfactory” at the Midterm Evaluation, an Assistance Plan is required and serious consideration should be given to withdrawing from the assignment unless the Teacher Candidate shows dramatic improvement within 2-3 weeks.

Withdrawal of a Teacher Candidate

In a few situations the Teacher Candidate’s teaching may be significantly deficient. When this occurs, it is best for the Teacher Candidate to withdraw from the assignment as early in the semester as possible. Before the Midterm Evaluation or at any time in the semester, the University Supervisor and the school-site Master Teacher shall:

1. Confer with the Teacher Candidate
2. Develop a specific Assistance Plan in order to foster improvement
3. Assess the teaching performance objectively

4. Evaluate the situation.

If the host school initiates a written request through the principal that the Teacher Candidate leave the placement, the assignment is immediately terminated. The candidate may request a Withdrawal, or can be assigned a No Credit.

Decisions regarding withdrawal from the assignment by the Teacher Candidate are discussed among the Teacher Candidate, the University Supervisor, the Master Teacher, and the Subject Coordinator. The Coordinator of Student Teaching is kept informed.

If a Teacher Candidate chooses to discontinue SED 554 or SED 555/555BL during an assignment, he or she must notify the Master Teacher, University Supervisor, and Office of Secondary Student Teaching (818/677-2581), providing the reason for the withdrawal. Further, the candidate shall immediately return all school property (books, records of grades, keys) to the Master Teacher. To receive the 'Withdrawal,' the candidate shall submit to Admissions and Records the appropriate signed paperwork. An Incomplete will not be given. Further, if the candidate wishes to have an assignment in a later semester, the candidate must apply for student teaching through the Credential Office.

A candidate who has withdrawn two times from any combination of SED 554/ SED 555/SED 555BL, or who has received two NC's in any combination of SED 554/SED 555/SED 555BL, or who has one Withdrawal and one No Credit in any combination of SED 554/SED 555/SED 555BL is ineligible for future placement. The candidate may request an exception of the Student Teaching Coordinator and Department Chair to allow a third placement when a candidate has withdrawn for documented reasons such as illness, family illness, or financial hardship. The Committee on Selection, Admission, and Retention in the Credential Office may be asked to a review of the Student Teaching Coordinator/Department Chair decision.

Absences. Candidates are expected to attend regularly, except for illness or a family emergency. Absences exceeding ten school days automatically withdraw the candidate from the assignment.

Basis of Grading in Seminars

A grade of Incomplete in SED 554S will be assigned to candidates who have not submitted the Preliminary Teaching Event by the due date, who have not received a passing read for the Preliminary Teaching Event, or who have not completed other course activities. A grade of Incomplete in SED 554S will also be given to candidates who are receiving an Incomplete in SED 554. Candidates have the opportunity to consult with the Seminar Instructor and resubmit the Preliminary Teaching Event with revisions two times. If, after two resubmissions, the Preliminary Teaching Event is not passing, then the Candidate will receive a 'No Credit' in SED 554 and SED 554S and will need to re-enroll in the field experience and seminar, where he or she will again receive support from the Supervisory Team.

A grade of Incomplete in SED 555S will be given to candidates who have not completed course activities, who have not submitted the PACT Teaching Event by the due date, or who have not received a passing score on the PACT Teaching Event submitted.

If a candidate fails the PACT Teaching Event because she or he fails more than one task or has more than two scores of '1' across tasks, an entirely new Teaching Event based on a different unit must be written. Candidates consult with the PACT Coordinator, who will explain the procedure for revising the Teaching Event or redoing it, discuss the reasons for the low scores, and make general suggestions for improvement. Candidates may resubmit the PACT Teaching Event with revisions two times, as long as they continue in the student teaching school placement (typically late January for the fall semester and mid-June for the spring semester). If the resubmission is completed and scored as passing prior to the deadline for course grades, a 'Credit' will be reported. If, the resubmission is completed but not scored prior to the deadline for course grades, an 'Incomplete' will be reported. If, after two resubmissions within the deadlines, the PACT Teaching Event is not passing, then the Candidate will receive a 'No Credit' in SED 555/555BL and SED 555S, and will need to re-enroll in the practicum and seminar, where they will again receive support from the Supervisory Team.

Candidates who fail the PACT Teaching Event because they have failed only one task will be given the opportunity to resubmit the specific individual task for a higher score. With the exception of the Reflection Task, resubmitting a task involves more than simply re-writing or revising the commentary for an individual task, as in the chart below:

Task Failed	Components to be resubmitted
Planning	Instructional context task; New series of lesson plans and instructional materials on a new topic; Planning commentary
Instruction	Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; Instruction commentary
Assessment	Instructional context task; New student work samples; Assessment commentary
Reflection	Revision of reflection commentary for previously taught Teaching Event; Daily reflections cannot be revised
Academic Language	Instructional context task; New Planning Task; New Instruction Task

Candidates who only need to redo one task are also allowed up to two attempts before the end of the student teaching placement, after which they will receive a 'No Credit' in SED 555/SED 555BL and SED 555S and will be required to redo the entire PACT Teaching Event and reenroll in the culminating field experience and seminar.

Removal of Incompletes

Incompletes for SED 554/554S and SED 555/555BL and SED 555S will be cleared by the Department of Secondary Education through the end of the last month of the candidate's school site assignment when passing work is completed. Thereafter, candidates have the responsibility to contact the Department to clear the Incomplete from their record.

Grade Point Average

In order to be recommended for a preliminary credential by the Credential Office, candidates are required to have a gpa in credential coursework of 3.0 or higher, with all grades C or higher, and an overall gpa since admission to the program of 2.75. Candidates who receive a C- or lower in a course must repeat the course, and the university allows two course repeats of credential coursework.

Policy on Appealing Unfavorable Decision(s). A candidate has the right to appeal for just cause any unfavorable decision. To protect the rights of the candidate, the Michael D. Eisner College of Education has established the following reasons for appeal:

1. Denial of Admission to the Teacher Preparation Program

Every applicant who has fulfilled all requirements is admitted to the Teacher Preparation Program. Any applicant not wishing or unable to fulfill some entrance requirement(s) may appeal for a waiver from the requirement(s) to the Credential Office, weekdays during office hours.

2. Involuntary Withdrawal from the Teacher Training Program

The action to withdraw a candidate must be initiated by a member of the faculty or staff in writing to the Director of the Credential Office. The candidate is informed of the existence of the negative written communication per the Family Privacy Act of 1974. Thereafter the Director of the Credential Office begins the procedures identified in the Credential Office memo of May, 1999, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate's right of free

speech and provide an opportunity to face the person(s) who wrote a negative communication about the candidate. The procedures are on file in the Credential Office and are available for inspection during regular office hours.

3. Grade of NO CREDIT (NC) assigned for SED 554/554S or SED 555/555BL and SED 555S

Every student has the right to challenge for just cause any grade given by an instructor. In the case of student teaching, the grade NC is actually given by the Student Teaching Coordinator and Department Chair who base the grade on the recommendations made by the Master Teacher(s) and the University Supervisor. The candidate who wishes to appeal a grade of NC should first consult with the Department Chairperson. If a satisfactory outcome is not obtained, the candidate may bring the case to the Academic Grievance and Grade Appeals Board. The procedure for doing this can be obtained in the Office of the Vice President for Student Affairs.

4. Decision NOT to recommend a Teacher Candidate for a preliminary credential

In order to be recommended for a preliminary credential, the candidate must receive a grade of CREDIT for all required units in SED 554/554S and SED 555/555BL and SED 555S, including satisfactory completion of the PACT Teaching Event in SED 555S (see Appendix E). If the Teacher Candidate does not receive this credit, the candidate will not be recommended for the preliminary credential. Any student may appeal a course grade through the procedures identified above.

Office of Career Placement. The Office of Career Placement offers services for prospective teachers. Candidates are encouraged to inquire about these services during the first semester of their supervised instruction.

Personnel Placement File. The responsibility for maintaining a Placement File lies solely with the candidate. Guidelines for developing such a file can be obtained from the Office of Career Placement.

APPENDIX A

MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic **excellence** in the acquisition of professional knowledge and skills. We commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence. We commit ourselves to, and expect our candidates to:

- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice; and
- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils.

We value ethical practice and what it means to become **ethical and caring professionals**. We commit ourselves to, and expect our candidates to:

- Articulate a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- Assume personal responsibility for developing, articulating, and refining the values, beliefs, and assumptions that guide professional practice;
- Demonstrate attitudes and behaviors of caring professionals; and
- Engage in inquiry about what it means to be an ethical and caring professional.

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We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:

- Participate in intra- and interdisciplinary partnerships including the College of Education, university, and schools;
- Participate in extra-university partnerships with community agencies, other universities, and local, state, and national agencies with common interests;
- Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- Identify and use professional and community resources.

We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**. We commit ourselves to, and expect our candidates to:

- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
- Respect and understand the conditions and contributions of communities and schools, and of families from *all* backgrounds;
- Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
- Accept responsibility and accountability for shared decisions and actions of members of the academic and service community.

We value **creative and reflective thinking** and practice. We commit ourselves to, and expect our candidates to:

- Engage in continuous reflection;
- Participate in ongoing professional development;
- Receive feedback and consider implications for practice and program renewal;
- Refine professional competencies through collegial interaction; and
- Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

APPENDIX B

University Contact Persons and Frequently Asked Questions

Credential Office ED 103 (818) 677-2586
 Director, Ms. Bonnie Crawford
 Assistant Director, Ms. Estela Chacon

Department of Secondary Education ED 1208 (818) 677-2581
 Chair, Dr. Bonnie Ericson (818) 677-2580
 Student Teaching Coordinator, Dr. David L. Moguel (818) 677-4010
 Student Teaching Administrative Assistant, Ms. Christina Perez (818) 677-2581
 SED Administrative Assistant, Ms. Theresa Pierce (818) 677-2580

Michael D. Eisner College of Education ED 3121 (818) 677-2590
 Dean, Dr. Michael Spagna
 Associate Dean, Dr. Beverly Cabello

Secondary Education Subject Area Coordinators

Art: Larry Oviatt (888) 716-2232
 Business: Donna Kalajian (818) 677-2580
 English: Grace Warren (818) 677-2581
 Foreign Language: David Moguel (818) 677-4010
 Health Science: Norm Herr (818) 677-2505
 Home Economics: David Moguel (818) 677-3051
 Mathematics: Ivan Cheng (818) 677-6791
 Music: Mary Schliff (818) 677-3170
 Physical Education: Belinda Stillwell (818) 677-3207
 Science (555/555BL): Norm Herr (818) 677-2505
 Science (554): Mike Rivas (818) 677-6792
 Social Studies: David Moguel (818) 677-4010

Frequently Asked Questions

How do I apply for student teaching?
 How do I solve a problem related to my
 eligibility for student teaching?

Whom to Contact for Answers

Credential Office

How do I register for student teaching?
 Where do I obtain enrollment permission numbers?
 How do I drop or withdraw from student teaching?

Secondary Education Department

Where is my student teaching assignment?
 When and where does my seminar meet?
 How do I deal with a problem I am having with my
 Master Teacher or University Supervisor?

Subject Coordinator
 Subject Coordinator, SED Office
 Subject Coordinator

How does student teaching work?
 What does my master teacher do?
 When does my assignment end and when are my evaluations due?
 Where can I find out everything I need to know?

http://www.csun.edu/coe/sed/student_teaching/index.html

APPENDIX C
SINGLE SUBJECT PROGRAM
SUBJECT MATTER PROGRAM ADVISORS

Credential Field	Advisor	Office	Phone #	Dept. Phone #	Fee	Office hours
Art*	Larry Oviatt Kenneth Sakatani		(888) 716-2232	677-2348	Yes	Call dept. for appointment
English/English	Dorothy Clark FYI/JYI: Kent Baxter	ST 718 ST 706	677-7225 677-4111 677-3872	677-3431	Yes	Call dept. for appointment
Modern and Classical Languages and Literature Spanish* Spanish Spanish	S. Olson B. Castronovo S. Pellarolo E. Ramos N. McCarty	ST 403 ST 406 ST 427 ST401	677-3593 677-3469 677-3454 677-3581	677-3467	Yes	Call dept. for appointment
Health Science	R. Fishbach (A-D) V. Ebin (E-H) G. Madjzoob (I-M) K. Young (N-P) R. Huff (Q-T) J. Winkelman (U-Z)	EN2213 EN2250 EN2246 EN2244 EN2232 EN2236		677-3101	Yes	Call dept. for appointment
Home Economics	M. Filbeck A. Martin A. Akers	SQ 141	677- 3051	677-3051	No	Call dept. for appointment
Mathematics	J. Dye J. Castro R. Basta M. Noronha FYI/JYI: Kellie Evans			677-2721 CSUN student transcripts only	No	Please read first: www.csun.edu/math/programs/credential.html Then, call for appointment or email: John.dye@csun.edu Jim.castro@csun.edu or Kellie.m.evans@csun.edu
Music	Mary Schliff	MU 206	677-3170	677-3181	Yes	Call dept. for appointment
Physical Education	Carole Oglesby Belinda Stillwell	KIN 260	677-7563	677-3205	Yes	Call for appointment
Science/Biology**	Stan Metzberg		677-3356	677-3356 CSUN student transcripts only	Yes	Visit www.csun.edu/biology/teacher for tracking form
Science/Chemistry**	D. Ngyen-Graff	EH 2305	677-2473	677-3381	Yes	Call for appointment or email dng@csun.edu
Science/Geological Science**	Gerald Simila	LO 1213	677-6151	677-3541	No	Call for appointment or email Elizabeth.nagy-shadman@csun.edu
Science/physics**	S.P. Lim	LO 1118	677-5612	677-2775	No	Call dept. for appointment
Social Science	Sharon Nomelli		677-3566	677-2566 CSUN student transcripts only	No	Call dept. for appointment M-F 9-5.. Brochure available in History Dept.
Social Science/Chicano ** Studies	David Rodriguez		677-2734	677-2734	No	Call dept. for appointment

* All coursework and requirements must begin prior to 7-1-06 and must be completed by 7-1-10

** All coursework and requirements must begin prior to 7-1-05 and must be completed by 7-1-09

APPENDIX D
PROGRESS REPORT: SED 554
MIDTERM & FINAL EVALUATION: SED 555

While the SED 554 Progress Reports and SED 555 Final Evaluations are now completed online, the items on the evaluation can be viewed at the Department of Secondary Education's Website for student teaching:

http://www.csun.edu/coe/sed/student_teaching/index.html

APPENDIX E
Performance Assessment for California Teachers (PACT)
Teaching Event
Single Subject Credential Programs: Traditional, ACT, FYI, Intern

All teacher candidates enrolled in the second/final student/intern teaching assignment complete a standardized performance assessment to demonstrate teaching competence. Passing this assessment meets the Teaching Performance Assessment requirement in California for earning the teaching credential. Since 2002, CSUN has assessed students through a Professional Teaching Portfolio, and a very few candidates will submit PTPs through the 2008-09 academic year. Most candidates, however, and all those admitted beginning in Summer 2008, must complete the PACT Teaching Event.

The Performance Assessment for California Teachers (PACT) Teaching Event is an assessment used by over 25 other California State Universities, all the University of California campuses, and many private institutions in the state. For the Teaching Event, the candidate prepares and teaches a 3-5-day unit or plan, assesses students during the unit, videotapes a lesson, and writes extensive commentary and reflection about the experience.

During the first semester of student teaching, beginning Fall 2008, all candidates will complete a Preliminary Teaching Event (PTE), an abridged version of the PACT Teaching Event, focusing on a single lesson. The candidate is guided in the preparation of the PTE in the CSUN seminar. If necessary for a passing score, the candidate may be provided with two opportunities to revise the SED 554 Preliminary Teaching Event.

A full Teaching Event due at the end of SED 555 is scored using 12 separate rubrics organized into 5 rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language). Each rubric is scored from 1-4, where a score of 2 is the minimum passing score, and a score of 1 is a failing score.

- Single Subject candidates pass the Teaching Event if they pass all five rubric categories AND have no more than 2 failing scores of "1" across all 12 rubrics.
- To pass a rubric category, candidates must have a majority (at least half) passing scores within the category. In Planning, 2 out of 3 scores must be a "2" or higher; in Instruction, Assessment, Reflection, and Academic Language, 1 out of 2 scores must be a "2" or higher.

If necessary for a passing score, the candidate may be provided with two opportunities to revise the SED 555S PACT Teaching Event.

More information on the PACT, including all supporting documents, can be found at:

<http://www.csun.edu/coe/educ/pact/index.html>

APPENDIX F.1

DAILY LESSON PLAN

Teacher's Name _____ Class/Period _____

Unit _____ Date _____

CA Content Standards Addressed _____

–

ELD Standards Addressed _____

–

Objectives: SWBAT _____

Materials Needed _____

–

Agenda 1. _____

2. _____

3. _____

4. _____

Time	Teacher Procedures, Questions, etc.	Student Tasks, Responsibilities, etc.

Lesson Plan, Continued

Time	Teacher Procedures, Questions, etc.	Student Tasks, Responsibilities, etc.

Lesson Plan, Continued

Time	Teacher Procedures, Questions, etc.	Student Tasks, Responsibilities, etc.

Assignment(s)/Homework: _____

How Pupil Learning is Assessed and Analyzed _____

Reflection on the Lesson's Effectiveness _____

Other _____

**APPENDIX F.2
LESSON TEMPLATE – TASKSTREAM**

Lesson Template - TaskStream

Client Organization: ___ Cal. State Northridge, Secondary Education

BASIC INFORMATION	
Teacher Candidate	Your name
Date(s) Taught	Please give the date(s) you taught (or will teach) this lesson. Please also give the sequence of the lesson within the unit (e.g., Day 2 of 14).
Content Area	Please provide.
Grade/Level	Please provide.
Topic(s)	What is the topic of the lesson? Be as succinct as possible (e.g., Battle of Gettysburg, Reading the poem “To My Last Duchess,” Discovering Pi)? What is the topic of the unit (e.g., The Civil War, British Poetry, Circles)?”]
Agenda	Please create an agenda that you would write on the board for your class. While you might not include the times in the version you use with students, please include times here.
STANDARDS AND OBJECTIVES	
California Content and ELD Standards*	Please provide.
Learning Objective(s) for Content	What skills and/or content do you want students to learn from this lesson? What should students be able to do after this lesson?
Learning Objective(s) for Academic Language	What academic language skills or abilities do you want students to develop during this lesson? What should students be able to do with academic language after this lesson?
Prerequisite Knowledge and Skills	What prior knowledge and skills are needed to complete the tasks and activities of the lesson successfully? What must students know and be able to do before the lesson, in order to engage and participate in the lesson with confidence?
LEARNING ACTIVITIES, ASSESSMENT, AND RESOURCES	
Sequence of Activities	Provide a detailed listing of teacher and student activities that make up the lesson. Include description of how student groups will be configured, activity prompts, expected student work products, and your role in facilitating the activities. Include other details important to your planning, such as your prepared questions for discussion, special facilities/equipment, and extended tasks for early finishers

Differentiated Instruction	Describe how you will differentiate instruction for students with varied needs for learning. Differentiated instruction may include alternatives for students with special needs, English learners, students at risk of failing, advanced learners, etc. How will you help these students meet or exceed standards
Monitoring and Assessing Learning	Describe how you monitor student progress at key points of instruction (i.e. entry level, formative, and summative, or before, during and at the end of a lesson or unit) to determine whether students are achieving your lesson objectives? How do you analyze student work to distinguish between level of English proficiency and understanding of the material? What kind of feedback do you give students on their work, and how do you enable students to conduct self-assessments and keep track of their own progress?
Rubrics (if applicable)	Include one rubric you will use in this lesson to assess student work.
Resources and Materials	List and provide references for (or attach) any resources you will need for your lesson, such as textbooks, other readings, teacher-created materials, videos, and Websites. Also list any materials, equipment, or special facilities needed, such as tools, manipulatives, visual aids, computers, VCR/TVs, lab equipment, white boards, art supplies, etc. Finally, list any human resources needed, such as adults serving as judges or role-play participants.
REFLECTION	

Reflection	<p>What parts of the lesson were effective in moving students towards your objectives, and for which students? Consider both your content and academic language objectives. What did you see or hear from students that makes you think these parts were effective? Why do you think they were effective?</p> <p>What parts were not effective—or were less effective—in moving students towards your objectives, and for which students? What did you see or hear from students that makes you think these parts were ineffective? Why do you think they were less effective?</p> <p>Finally, how will you use this reflection to inform your plan for the next lesson?</p>
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