

**ASSISTANCE PLAN FOR \_\_\_\_\_**  
**Fall, Spring or Summer 200\_**

(Note to University Supervisors: The following plan contains sample wording, not required wording. You should rewrite the text to address the situation at hand.)

This assistance plan has been formulated to address the numerous “marginal” and “inadequate” marks received by \_\_\_\_\_ on the midterm evaluation of the student teaching experience. The individuals who have signed below have agreed that all these conditions must be met at satisfactory levels in order for the candidate to receive credit for student teaching.

Domain A. Making Subject Matter Comprehensible to Students

\_\_\_\_\_ is an avid history buff who is familiar with and has something to say on almost any subject covered by the text or the state content standards.

- What \_\_\_\_\_ needs to do here is reflect on how developed his love for and knowledge of history (more than likely by reading a great deal of history and talking with other people about it), and structure his teaching so that his students have the opportunity to do the same.

Domain B. Assessing Student Learning

In terms of assessing learning, the one test observed thus far seemed to be predominantly focused on low-level fact-recall and memorization. Since the answers seem to have been given to the students the day before the test and the students apparently scored well, it is unclear what the test is assessing, and how \_\_\_\_\_ is using the test to guide his instruction.

- The supervisor and \_\_\_\_\_ need to discuss this component of his teaching before further recommendations are made.

Domain C. Engaging and Supporting Students in Learning

\_\_\_\_\_ relies on two methods to teach social studies. Students use the text to complete publisher-provided worksheets, which by the teacher’s own admission do not require students to authentically engage and understand the material since they merely look for key words and copy surrounding text. Or, \_\_\_\_\_ conducts period-long question-and-answer sessions that are essentially lectures. On the one hand, the lectures sometimes featuring humorous anecdotes and fascinating tidbits of information drawn from \_\_\_\_\_’s personal experience and extensive knowledge base, and he sometimes tries to get the students involved by asking whether they can draw on their own experience or prior knowledge to relate to the subject at hand. But on the other hand, these questions are

almost always “test” questions that require no more than one or two words answers, and the lectures are chiefly characterized by no clear goals and objectives, and unclear and abrupt transitions from one topic to another.

- The University Supervisor and \_\_\_\_\_ need to discuss this component of this teaching further before additional recommendations are made.

Domain D. Planning Instruction and Designing Learning Experiences for Students

\_\_\_\_\_ does not prepare written lesson plans with clear objectives and varied instructional activities. Students are not engaging in meaningful reading, writing that would enable them to progress from basic to higher-order literacy and thinking skills.

- \_\_\_\_\_ needs to prepare daily and unit plans using the formats to which he was exposed in his credential courses or some other acceptable format. He needs to reduce the amount of time he is lecturing, and increase the amount of time students are engaged in meaningful reading and writing activities, and interacting with each other. If he lacks ideas for methods and activities, he needs to review his notes from his courses, purchase a social studies textbook or activity book, or use the teacher’s edition of the text.

Domain E. Creating and Maintaining Effective Environments for Student Learning

In terms of managing the classroom, the students are quiet but many seem inattentive during class, some even doing work not related to what \_\_\_\_\_ is talking about at a given moment. It is apparent that \_\_\_\_\_ has in some ways little control over keeping the students on task, engaged and interested.

- \_\_\_\_\_ needs to implement lesson plans with clear objectives, varied activities, and clear instructions and student accountability methods, well enough to establish adequate control of the classroom.

Domain F. Developing as a Professional Educator

In terms of developing as a professional, \_\_\_\_\_ is not adequately reflecting on the shortcomings and limitations of his own methods, preferring instead to blame students for having low skills, short attention spans and low work ethic. He claims to not know how else he can teach or what other activities he can have them do, but seems to dismiss suggestions or recommendations from the supervisor. This is inadequate as the candidate has completed the coursework for the credential program, including a social studies methods course taught by the university supervisor.

- \_\_\_\_\_ needs to attend every session of the Spring seminar for student teaching, even after the student teaching assignment is completed. He needs to participate in all activities, pay attention to the lessons his peers present, and be open to the possibilities for improving his teaching. He needs to spend less time blaming students and CSUN university supervisors for their shortcomings and more time understanding then surmounting the limitations of his own methods.

**Signatures with dates:**

\_\_\_\_\_  
Teacher candidate

\_\_\_\_\_  
Master Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Assistant Principal or other school administrator