

ACT

ACCELERATED COLLABORATIVE
TEACHER PREPERATION PROGRAM

California State University Northridge
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The ACT Program Handbook is designed for teacher candidates, faculty, Cooperating Teachers, university supervisors, and coordinators participating in the Accelerated Collaborative Teacher (ACT) Preparation Program. It is intended to provide an overview of the program, describe responsibilities of credential candidates, coordinators, and faculty participating in the ACT Program, and explain ACT policies and procedures.

**The ACT Coordinators and Faculty
August 2015**

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ACT PROGRAM CONTACT LIST

The ACT Preparation Program is offered through the Michael D. Eisner College of Education at California State University, Northridge. ACT teacher candidates must meet all university and credential program requirements to participate in the program. The following information is provided to assist ACT participants in contacting appropriate offices and personnel during the program.

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CSUN College of Education Administrative Personnel

Dean's Office

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PART I: ABOUT THE ACT PREPARATION PROGRAM

The ACT Preparation Program reflects the philosophy and guiding values of the College of Education. This philosophy is expressed in the following Conceptual Framework adopted by the College.

Conceptual Framework – Michael D. Eisner College of Education

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 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 value ethical practice and what it means to become **ethical and caring professionals**.

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 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 value **creative and reflective thinking** and practice.

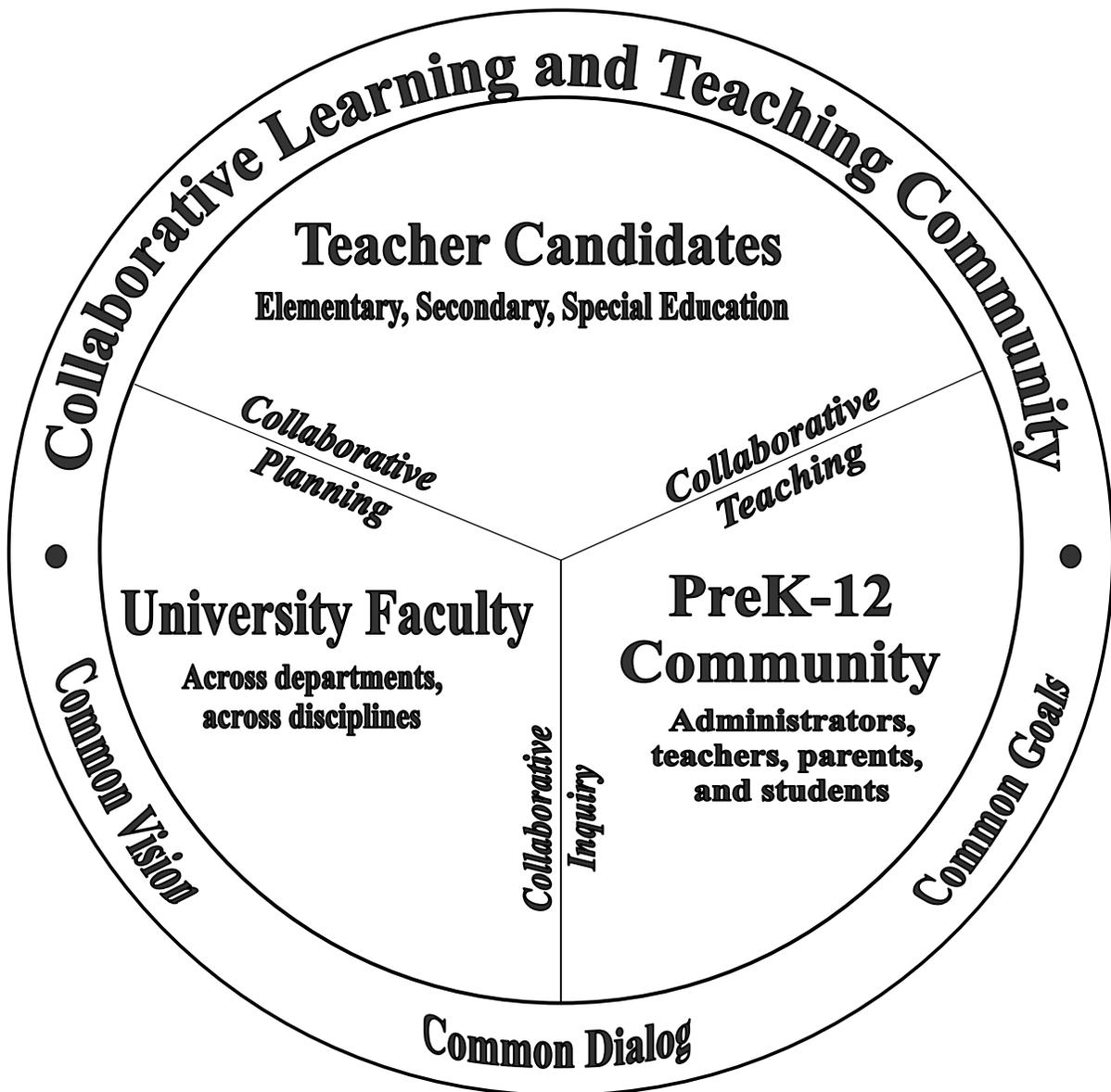
Program Overview

The ACT Preparation Program is offered collaboratively between the College of Education at California State University, Northridge (CSUN), the Los Angeles Unified School District, and other approved school districts. ACT is designed for teacher candidates who have completed a bachelor's degree and are interested in a one-year full-time credential program. The program leads to a Preliminary Multiple Subject, Single Subject, or Education Specialist Preliminary Credential. ACT was developed through the DELTA (Design for Excellence: Linking Teaching and Achievement) Collaborative, an initiative of the Los Angeles Annenberg Metropolitan Project (LAAMP) and supported by a 5-year grant from the Weingart Foundation.

The values that the ACT Program promotes are reflected in the following **vision statement**:
We are a collaborative, supportive, empowering community, united in the commitment to invigorate ongoing teacher education and utilize research and assessment that will inspire best teaching practices to meet the diverse needs of students and to significantly affect student achievement.

Our goal as a Collaborative is to create and sustain a learning and teaching community that fosters collaborative planning, teaching and inquiry among teacher candidates, university faculty, and the PreK-12 community. Figure 1, which also appears on the cover of the handbook, depicts the interrelationship of the elements of such a community.

Figure 1



ACT Program Principles

In the developmental stages of the program, various members of the Collaborative met to discuss elements of the ACT Program. From these elements a core of principles was derived that have guided the development and implementation of the ACT Preparation Program:

- **A standards-based program** – ACT is organized around the six interrelated domains of the California Standards for the Teaching Profession and incorporates the Common Core Standards.
- **A developmental approach** – The scope and sequence of the content and experiences build developmentally, one upon the other.
- **Extensive and intensive field experiences** – Teacher candidates complete a full year of fieldwork in the classrooms of effective general or special educators who serve as Cooperating Teachers.
- **Preparation to teach diverse urban learners** – ACT promotes a sensitivity to diversity and the knowledge and skills necessary to teach in multicultural and multilingual settings.
- **Alignment with the school district calendar** – The ACT calendar aligns with the district calendar so that teacher candidates experience a full year of school life.
- **Professional learning and teaching community** – Through ACT teachers, administrators, parents in the community, teacher candidates and university faculty are collectively immersed in sharing knowledge, inquiry, and problem solving.

The ACT Program offers several unique features, including:

- Guaranteed enrollment in courses
- Professional preparation in one academic year
- Personalized advisement and mentoring
- Progression through the program as a cohort
- Emphasis on field based experiences with diverse learners
- One-on-one coaching by experienced Cooperating Teachers

ACT credential candidates are enrolled in coursework full time and complete field experiences and student teaching in selected schools under the supervision of exemplary Cooperating Teachers.

Knowledge, Skills and Dispositions

The ACT Preparation Program is designed to prepare candidates to be effective teachers by focusing on knowledge, skills and dispositions addressed by the six domains of the California Standards for the Teaching Profession (CSTP):

- Engaging and supporting all students in learning;
- Creating and maintaining effective environments for student learning;
- Understanding and organizing subject matter for student learning;
- Planning instruction and designing learning experiences for all students;
- Assessing student learning;
- Developing as a professional educator

The following dispositions have been identified in the ACT Program as important qualities of effective teachers. These dispositions, often reflected in the beliefs and values of an individual, are discussed throughout the program, and assessed by ACT candidates, their instructors, university supervisors and Cooperating Teachers.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn and is committed to serving urban students from diverse cultural and linguistic backgrounds as well as students with special needs.
- **Commitment to Ethical Practices**: Committed to ethical professional activities in serving urban students and their families.

Program Components

The two-semester ACT Program consists of three components: core courses designed for all credential candidates, specialization coursework, and field experiences.

Core. The Core, consisting of two courses that are collaboratively taught, focuses on foundational knowledge and skills for teachers serving diverse urban learners. All ACT candidates (i.e., elementary, secondary and special education) progress through these courses together.

Specialization. Building on the core, specialization courses are designed for each specialization area (elementary, secondary and special education). Credential candidates attend the appropriate specialization courses with course content coordinated across common core, specialization courses and fieldwork.

Fieldwork. Fieldwork is an integral part of the ACT Preparation Program and is designed to provide extensive experiences across grade levels and increase in intensity with each semester. Credential candidates are assigned to teachers who have been selected to guide and mentor the teacher candidate in the field experience.

In semester one, credential candidates are assigned to a Cooperating Teacher to observe, participate and begin to assume responsibility for planning, teaching and evaluating the curriculum. In the second semester, credential candidates increase their teaching responsibility and assume greater responsibility for the classroom. It is expected that by the end of the spring semester of student teaching, the candidate will demonstrate the competencies required of a beginning teacher as reflected in the California Standards for the Teaching Profession (CSTP) and associated Teacher Performance Expectations (TPEs). Fieldwork hours vary according to specialization requirements. Table 1 provides an overview of the ACT Program for the three specializations.

Table 1: ACT Course Requirements by Program

		Semester One - Fall	Semester Two - Spring
Core	All ACT Candidates	<p>ELPS 541A –Introduction to Teaching in Urban Schools (1) SPED 541B - Introduction to Teaching in Urban Schools (2)</p>	<p>ELPS 542A –Meeting the Needs of All Students in Urban Schools (2) SPED 542B - Meeting the Needs of All Students in Urban Schools (1)</p>
Specialization	Elementary	<p>EPC 500 – Fundamentals of Teaching (3) E ED 520 – Reading Instruction for Diverse Learners (3) E ED 577 – Language Arts Instruction and English Language Development (3) E ED 565M – Mathematics Curriculum and Methods (3) E ED 515 – Basic Technology Methods (2)</p>	<p>E ED 575 – Integrated Social Studies and Arts Curriculum and Methods (3) E ED 565S – Science Curriculum and Methods (3) KIN 595PE – Applied Methods for Physical Education (1) HSCI 465ELM – Teaching Health (1)</p>
	Secondary	<p>EPC 420 – Educational Psychology of the Adolescent (3) SED 511 – Fundamentals of Teaching in Multiethnic, Multilingual Secondary Schools (4) SED 525 – Specialized Methods (3) SED 514 – Computers in the Instructional Program (3)</p>	<p>SED 521 – Literacy, Language, and Learning in Secondary Schools (3) SED 529 - Teaching English Learners (3) HSCI 496 ADO – Health Concerns of the Adolescent (1)</p>
	Special Education: Mild/Moderate Disabilities	<p>E ED 565M – Mathematics Curriculum and Methods (3) (MM, MS, DHH) or SED 525 – Methods of Teaching Single Subject (3) (MM only) SPED 406 – K-12 Literacy Instruction (3) SPED 402 – Behavioral Assessment and Positive Behavioral Supports (3) SPED 416 – Educating Diverse Learners with Disabilities and Working With Their Families (3) (MM only) SPED 501MM – Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)</p>	<p>SPED 404 – Learners with Social-Communication Disabilities including Autism (3) (MM) SPED 502MM – Reading/Language Arts Instruction for Learners with Mild/Moderate Disabilities (3) SPED 503MM – Curriculum and Instruction in Math and Content Subjects (3)</p>
Fieldwork	Elementary	<p>E ED 567ACT–Supervised Fieldwork (4) E ED 559C–Supervised Fieldwork Seminar (2)</p>	<p>E ED 568ACT – Student Teaching (6) E ED 559F–Supervised Fieldwork Seminar (1)</p>
	Secondary	<p>SED 554 and 554S – Field Experience in Secondary Education and Seminar (3 + 1)</p>	<p>SED 555 and 555S – Student Teaching Experience and Seminar (5 +2)</p>
	Special Education	<p>SPED 579ACT – Fieldwork with Exceptional Learners (4)</p>	<p>SPED 580ACT – Advanced Fieldwork with Exceptional Learners (6)</p>

ACT Faculty

Coordinators

University coordinators representing each of the three credential options (multiple subject, single subject, special education), and a PreK-12 Coordinator, are responsible for administering the ACT Program. They fulfill specific responsibilities related to assignment and coordination of teacher candidates during their field experiences. Coordinators oversee admissions and advisement of credential candidates in each of the three credential options.

Specific questions regarding the credential program should be addressed with the appropriate ACT Coordinator.

Core Faculty

Faculty in the Core plan and present content from multiple perspectives related to students from culturally and linguistically diverse backgrounds and those with special needs. Candidates participate in whole class instruction that is co-taught by the faculty and are assigned to home teams for smaller group instruction.

Questions regarding the content, activities, assignments, and grading in the core course each semester can be addressed with the assigned grading Core instructor.

Specialization Faculty

Specialization faculty teaching in the ACT Program have expertise in a specific area of study, e.g., teaching students with disabilities, or methods related to a subject area discipline.

Questions or concerns related to a specialization course should be discussed with the specialization instructor.

If at any time a teacher candidate feels his or her questions and/or concerns regarding a specific course have not been satisfactorily addressed, the student should discuss the concerns with the appropriate ACT Coordinator.

ACT Policies, Expectations, and Professional Responsibilities

Expectations of ACT Program Teacher Candidates

- You are conscientious and professional and want the best preparation as a beginning teacher.
- You will conduct yourself in a professional manner at all times.
- You will read all assignments at least once.
- You will read course syllabi several times.
- You will question course instructor(s) if you are unclear on assignments, grading practices, and class expectations.
- You will complete assignments in a professional manner (e.g., typed, unless otherwise noted) and submit them on their due date.
- You will, if given the opportunity, redo written assignments by either implementing or intelligently critiquing suggestions offered to you.
- You will attend all class meetings and be on time unless arrangements are made with the instructor.
- You will phone another student ahead of time if you need to be absent, asking this person to take notes for you and pick up any handouts so that you can keep pace in your classes and be prepared for the next class meeting.
- If you are absent from class and need assistance, you will first seek help from another student and then from your Instructor(s).
- You will participate consistently in all ACT Program courses and provide Instructors honest feedback on your experiences.
- You will share your personal experiences, knowledge, skills, and talents with other participants in the program throughout the year.
- You will refrain from using cell phones or texting during class. Electronic devices (laptops/iPads) will only be used for class related activities.

Expectations Candidates May Make About ACT Program Instructors

- We will address your questions and concerns.
- We will give adequate time to prepare for class meetings.
- We will make every effort to design motivating and purposeful learning experiences.
- We will give adequate time to reviewing your assignments.
- We will return all assignments to you in a timely manner, with the turn around time indicated by your instructor.
- We will be just and fair in our evaluation of you.

Registering For Classes

Teacher candidates in the ACT Program pay fees and register for classes according to university policy and must comply with deadlines. The following deadlines apply.

Semester	Deadline for Registering for Classes
Fall Semester	End of the third week of classes
Spring Semester	End of the third week of classes

Any teacher candidate who is not registered for classes by this deadline may not participate in the ACT Program.

Employment While Enrolled in the ACT Program

The ACT program is designed for teacher candidates who are available for full-time study. While many students enrolled in the ACT Program are employed on a part-time basis, they must be able to arrange their work schedules to accommodate the ACT Program class and field experience schedule.

E-Mail

CSUN sends all official communication by email, including registration information. Therefore, all teacher candidates enrolled in the ACT Program are required to obtain and maintain a CSUN email address. Candidates may link their CSUN Webmail account to a private Internet service provider, but are responsible for checking their CSUN email address regularly for messages. To activate your CSUN email, go to <http://www.csun.edu/account>.

Attendance and Tardiness

Attendance for the purpose of participation in class discussions and group activities is required at all core and specialization class sessions, and seminars. Teacher candidates are asked to abide by attendance policies established for each course. All class sessions will begin promptly as scheduled. If, due to an emergency, the teacher candidate must be late to a class, s/he must notify the specialization instructor one-half hour (or as soon as possible) before the start of the class session. Teacher candidates should abide by the tardiness policy established in each of the courses.

Use of Cell Phones/Electronic Devices During Class

All cell phones must be silenced during class. If, due to an emergency situation, the teacher candidate must take a call during class time, s/he is asked to notify the instructor(s) prior to the beginning of class. Electronic devices such as laptops/iPads should only be used for class related activities.

Assignments

All assignments are to be completed in a professional manner. Unless otherwise specified, assignments must be typed using a standard font and margins. Please check the writing requirements in syllabi for each course.

Field Experiences and Student Teaching

Field experiences are an integral part of the ACT Program. They provide teacher candidates opportunities to observe best practices in managing and organizing the classroom, and planning, teaching, and evaluating students. As candidates progress through the ACT program, they assume greater responsibility for organizing and maintaining the classroom environment, planning and teaching the curriculum, and assessing students. The field experience component of the program culminates in a full-time student teaching experience.

In their field experiences, teacher candidates demonstrate professional competencies related to the six domains of the California Standards for the Teaching Profession and associated Teaching Performance Expectations (TPEs):

California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs)

Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

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

Planning Instruction and Designing learning Experience for Students

TPE 8: Learning about students

TPE 9: Instructional planning

Creating and Maintaining Effective Environment for Student Learning

TPE 10: Instructional time

TPE 11: Social engagement

Developing as a Professional Educator

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

These six domains are the basis for assessing candidates during their field experiences.

The Field Experience Team

Each of the teacher candidate's two field experiences is designed and coordinated by a team consisting of the Cooperating Teacher, the University Supervisor, the ACT Coordinator in the candidate's specialization (elementary, secondary, special education), and in the case of the Secondary ACT Program, the Subject Area Coordinator. All members of the team are specialists that have had extensive training and experience as classroom teachers and in the supervision of teachers. Open communication is a major responsibility of each member of the student teaching team. All members must be aware of the special role each has to fulfill, and that the common goal of the team is the success of the teacher candidate.

Cooperating Teacher

The Cooperating Teacher is a tenured teacher with at least three years experience who has been carefully selected to participate as a supervisor in the ACT Program. It is the responsibility of the Cooperating Teacher to facilitate the process by which candidates grow to be competent and reflective professional educators. The Cooperating Teacher observes and guides the teacher candidate in developing effective practices and communicates regularly with the University Supervisor on the progress of the candidate.

University Supervisor

The University Supervisor is the field supervisor for the teacher candidate and communicates closely with Cooperating Teacher on the progress of the teacher candidate. The University Supervisor integrates the various aspects of the student teaching assignment by scheduling visits, observing the teacher candidate, conferencing with the teacher candidate and Cooperating Teacher, and keeping communication lines open. The University Supervisor must respond quickly when needs arise, and serves as a contact and resource for both the Cooperating Teacher and teacher candidate.

ACT Coordinator

The ACT Coordinator supervises placements of teacher candidates in schools and makes adjustments in assignments as needed in collaboration with University Supervisors. The Coordinator is responsible for addressing problems and concerns that may occur between the teacher candidate, Cooperating Teacher, and/or the university supervisor. The Coordinator is always consulted about the withdrawal of any candidate from student teaching.

Subject Coordinator (Secondary Program)

The Subject Coordinator is a full-time faculty member with specialized expertise in a designated subject field. S/he assists in the recruitment and training of new Cooperating Teacher, and in consultation with the ACT Coordinator, the placement of teacher candidates in their field experiences. The ACT Coordinator and Subject Area Coordinator work with University Supervisors and Cooperating Teachers, in the event of problems regarding teacher candidates.

The Student Teaching Experience

The ACT Program faculty considers the supervised teaching experience to be the capstone of its professional training program. As the final field experience of the ACT Program, student teaching is designed as an opportunity for students to further refine practices aligned with the California Standards for the Teaching Profession, Teacher Performance Expectations, and Common Core Standards. Each member of the field experience team has specific responsibilities in facilitating the transition of the teacher candidate to professional teacher.

Responsibilities of the Teacher Candidate

Before Your Assignment Begins

Professionalism

- Consider your student teaching assignment a full-time job, and plan accordingly.
- Adhere to professional ethics (dress code, privileged communications).
- Become familiar with school protocol regarding student teaching.
- Teach according to the school site's academic calendar, not the university calendar.
- Discuss with your Cooperating Teacher the best method to inform him or her of any unforeseen absences from student teaching.
- Learn to conduct parent conferences in an objective and professional manner.
- Approach the assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve.
- Notify the University Supervisor of all changes in address, phone, e-mail, etc.

Students/School/Community

- Familiarize yourself with students and their backgrounds, and the culture of the school and the community.
- Become familiar with the community and its resources.
- Find out procedures for using equipment and obtaining supplies from the media center, teachers' workroom, and/or resource room. Assist in preparing material and teaching aids.
- Attend functions like "Back-to-School night" with your Cooperating Teacher.
- Introduce yourself to the administrators, faculty, students, and staff.
- Decide with the Cooperating Teacher how students will address you.

Planning and Instruction

- Meet with the Cooperating Teacher to orient yourself to the classroom environment, and to review first day plans.
- Establish a mutually satisfactory daily conference time with your Cooperating Teacher.
- Determine with your Cooperating Teacher teaching materials and records to be used.
- Discuss with the Cooperating Teacher school rules for managing discipline problems and the Cooperating Teacher's preferred techniques for classroom management.
- Obtain texts and teaching materials from the Cooperating Teacher.
- Observe the Cooperating Teacher in class; familiarize yourself with the teaching of skill subjects, standards of behavior for different activities, class routines and procedures, and safety drills.
- Ask clarifying and probing questions about the observations you make of the Cooperating Teacher.

During Your Assignment

Professionalism

- Approach each assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve

- Be punctual and attend daily. Arrive at least 30 minutes prior to class time or when your Cooperating Teacher is required to report to school.
- Keep an ongoing log of your experiences, challenges, concerns and satisfactions.
- Keep communication with the Cooperating Teacher and University Supervisor open, discussing problems or concerns as they arise. You may also contact your ACT Coordinator.
- Take the initiative in asking questions and requesting materials. Attend staff meetings, professional conferences, and parents' meetings. Ask to sit in on a parent-teacher conference.
- Learn to conduct parent conferences in an objective and professional manner.
- Become involved in classroom, playground and lunch activities; give help and assistance when needed.
- Follow through on the expectations for the classroom aide as established by the Cooperating/Mentor Teacher.
- Attend regularly scheduled seminars. The seminar promotes articulation between common core and specialization courses and fieldwork and serves as a medium for solving specific problems in teaching and/or classroom management.
- Express appreciation at the conclusion of your assignment to all administrators, faculty, and staff who contributed to your learning experience.

Planning and Teaching

- Establish a mutually satisfactory daily conference time with your Cooperating Teacher. Attempt to keep communication open, discussing problems or concerns as they arise.
- Utilize the Cooperating Teacher's methods and materials while you begin to know the students, their learning styles, and motivational needs. If you then wish to adopt different methods and materials, discuss your ideas with your Cooperating Teacher.
- Submit written lesson plans at least 24 hours in advance of the teaching period or within the timeframe required for each specialization. Retain these plans in a cumulative notebook. The Cooperating Teacher may require you to submit in writing your proposed sequence of materials and activities for the following week on Fridays.
- Evaluate lesson plans and the classroom implementation as objectively as possible and confer with the Cooperating Teacher on a daily basis.
- Maintain a large ring binder, which includes a unit or semester overview, unit plans, and daily lesson plans with all handouts for students. This notebook must be readily accessible in the classroom for perusal at any time by the Cooperating Teacher and the University Supervisor.

Assessment and Grading

- Keep a roll and grade book and confer frequently with the Cooperating Teacher on the number and types of entries.
- Prepare copies of the class roll and daily schedule.

NOTE: Each specialization prescribes specific fieldwork activities related to each of the two field experiences. Please consult Part II – Section 2 of the handbook for specific information regarding the field experience and student teaching responsibilities for your specialization area.

Responsibilities of the Cooperating/Mentor Teacher

The Cooperating Teacher is legally responsible for events and situations that arise in the classroom. Hence, it is imperative that the Cooperating Teacher instruct the teacher candidate regarding school and district policies, coverage of the district curriculum, appropriate lesson plans, appropriate grading procedures, and contact with the parents.

Before the Assignment Begins

Professionalism

- Include the Teacher Candidate in school staff meetings, workshops, parent conferences, and other meetings, e.g., PTA.
- Acquaint the Teacher Candidate with professional organizations and encourage him/her to attend conferences.

Students/School/Community

- Inform your class, aides, volunteers, and parents that a teacher candidate will be joining you and what his/her role will be. Also clarify how the teacher candidate will gradually assume full classroom responsibilities.
- Introduce your teacher candidate as an associate or junior colleague to your pupils, the faculty, administrators, community persons, parents, and staff.
- Discuss with your teacher candidate the expected arrival and departure times based on the policies of your particular administration and faculty.
- Familiarize your teacher candidate with district policies including sexual harassment and abuse, child abuse neglect and reporting, code of conduct with students, and use of social media.
- Inform your teacher candidate of school/district curriculum, appropriate lesson plans, appropriate grading procedures, and contacts with parents.
- Inform your teacher candidate about policies concerning school personnel and resources, including fire drills and other safety procedures.
- Familiarize your teacher candidate with specific health and equipment requirements of individual students.

Planning, Teaching, and Student Assessment

- Provide your teacher candidate with workspace and materials.
- Establish a regular time each day to conference with the teacher candidate. Encourage self-evaluation on the part of the teacher candidate.
- Prepare a list of suggestions for directed observations, i.e., routine procedures, behavior management, special techniques for handling groups and special health needs.
- Discuss and plan the teacher candidate's schedule for participation in classroom activities.
- Help the teacher candidate plan appropriate goals, content and seatwork.
- Inform your teacher candidate of the procedures and practices used by the school for managing disciplinary problems.

- Discuss your goals and procedures for classroom management.
- Train the teacher candidate in the official use of the roll and grade book(s).

Assessment of the Teacher Candidate

- Take time to discuss your expectations for the teacher candidate in terms of responsibilities, contributions, and performance level and how you will evaluate the teacher candidate.
- Discuss and agree upon the criteria for evaluating the teacher candidate's lesson plans.

During the Assignment

Professionalism

- Include the teacher candidate in faculty and parent meetings, parent conferences, and professional workshops as scheduled.
- Acquaint the teacher candidate with professional organizations and encourage attendance at conferences.

Planning, Instruction, and Assessment

- Share your planning with the teacher candidate.
- Review the teacher candidate's daily lesson plans.
- Model effective teaching techniques and approaches for the teacher candidate.
- Be present in the room when the teacher candidate is teaching class in order to give accurate feedback on the strengths and weaknesses of lessons.
- Demonstrate your classroom management procedures for the teacher candidate.
- Relinquish the class "leader" role to the teacher candidate and promote students' views of teacher candidate as a teacher.
- Help students to adjust to the increasing role of the teacher candidate in the classroom.
- Unless you are team teaching with the teacher candidate, redirect students to the teacher candidate if they come to you for assistance.
- Assist in selection of pupil(s) for assessment and individualized instructional planning.
- Invite the teacher candidate to visit the classroom(s) of other teachers to learn different teaching techniques.

Troubleshooting

- Inform the University Supervisor immediately, if the teacher candidate is having difficulties or encounters problems that appear to be insurmountable.

Assessment of the Teacher Candidate

- Write out observations, comments, and evaluations for activities in which the candidate is engaged. Provide the teacher candidate with a copy and keep another copy on file.
- Avoid making suggestions or correcting the mistakes of the teacher candidate in front of the class or any place in the presence of students, unless the destruction of property or safety of students is involved.
- Conference with the teacher candidate at the time of midterm and final evaluation to explain the ratings, being careful to denote the teacher candidate's strengths and areas for

growth.

- Complete and discuss the midterm and final evaluation with the teacher candidate and university supervisor.

Responsibilities of the University Supervisor

Students/School/Community

- Become familiar with school programs and schedules.
- Become familiar with the candidate's previous teaching experiences.
- Inform yourself as to the school schedule for lunch, recess, and special events, so you can schedule your visits at opportune times. Observe school protocol during these visits.

Visitations

- Schedule visits to the classrooms of teacher candidates and be punctual in those visits.
- Observe the teacher candidate in the classroom on a regular basis. Schedule additional observations if you feel they are needed or if requested by the Cooperating Teacher or teacher candidate.
- Schedule two and three-way conferences with the Cooperating Teacher and/or the teacher candidate at regular intervals and at times that are mutually convenient. Provide the Cooperating Teacher and teacher candidate with written summaries of the conference, including specific objectives for the teacher candidate.
- Provide resources for the Cooperating Teacher and teacher candidate as requested or when appropriate.

Troubleshooting

- Be alert to interpersonal problems between the teacher candidate and Cooperating Teacher and be receptive to the ideas and suggestions for change from both.
- Discuss problems or concerns you have about teacher candidate skills or the appropriateness of the setting with the Cooperating Teacher and the ACT Coordinator. Prescribe possible resolutions to problem(s), including reassignment, additional preparatory experience, or withdrawal from the program, if necessary.
- Inform the appropriate ACT Coordinator of concerns involving the teacher candidate.

Assessment of the Teacher Candidate

Discuss the content of feedback and criteria for evaluation. Discuss the mid-term evaluation completed by the Cooperating Teacher. Complete the final evaluation and discuss the evaluation with the teacher candidate. Complete the electronic midterm and final evaluations in a timely manner.

Student Teaching Policies

Credit for Previous Teaching Experience

All ACT teacher candidates must participate in the prescribed field experiences and student teaching. ACT does not allow the substitution of experience for student teaching.

Eligibility to Student Teach

Teacher candidates must be approved by the credential office to student teach in the second semester of the ACT Program (spring). Approval includes completion of all requirements listed on the Credential Progress Report (CPR) including the following, listed below by specialization.

Multiple Subject Credential Candidates

- Successful passage of CSET
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Single Subject Credential Candidates

- Passage of CBEST
- Professional Education Program Plan coordinated with completion of subject matter requirements
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course)
- Successful completion of all Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Special Education Credential Candidates

- Appropriate CSET subject matter examination or commission approved subject waiver program
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of all Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Student Teaching Placement

Student teaching is expected to be completed in LAUSD or other approved districts/sites. Specific student teaching requirements for each of the credential programs offered in the ACT Program are described below.

Multiple Subject Credential Program

Teacher candidates complete two supervised field experiences, one in the fall semester (EED 567 ACT) and the other in the spring semester (EED 568 ACT). One of the assignments will be at the primary (K-2) level and one at the upper elementary (3-5) level. There will be a minimum two grade level difference between the two assignments, e.g., second grade and fourth grade. Both fall supervised fieldwork and spring student teaching are preceded by an

observation/ participation (O/P) experience in the classroom in which the candidate will complete the supervised field experience. Forty hours are required in the fall semester, and 20 hours in the spring semester. The O/P experience is completed in visits to the assigned elementary classroom during the first 2-3 weeks of each semester.

Fall Semester – The fall semester supervised field experience is completed during the morning hours when reading/language arts/ELD and mathematics are taught in the elementary classroom. The exact hours and times will vary according to the school schedule. This assignment is for a 10-week period beginning mid-September and continuing to mid-December.

Spring Semester - In the spring semester, student teaching is a 10-week, full-time requirement beginning early March and continuing to approximately mid-May.

Please note that the exact schedule for the candidate’s involvement in the schools will vary according to the daily schedule at the school to which the candidate has been assigned. Moreover, the beginning and ending dates of the candidate’s supervised field assignment will depend upon a number of factors, including the calendar of the school to which the candidate has been assigned.

Single Subject Credential Program

Students must complete two field experiences, one in the fall semester (SED 554 and SED 554S: Field Experience in Secondary Education and Seminar) and the other in the spring semester (SED 555: Student Teaching Experience and Seminar). During the first field experience in fall, students spend one period a day in an assignment and another class period a day that is used for observation, planning, conferencing, etc. In the spring semester, students spend four periods a day in an assignment, three teaching periods and one conference period. One of the assignments will be at the middle school level and one at the senior high school level. The length of the student teaching experience is based on the calendar at the school site at which the teacher candidate is placed.

Special Education Credential Program

Students complete a student teaching assignment in the spring semester. The assignment is completed in a classroom setting appropriate to the candidate’s specialization of mild/moderate disabilities.

See Part II – Section 2 for a description and expectations for the supervised field experiences and grading policies specific to each specialization.

Cross-Cultural Requirement

The Commission on Teacher Credentialing (CTC) requires that at least one student teaching experience expose prospective teachers to the rapidly changing demographics of the State. In compliance with this mandate, at least one supervised field experience must provide the teacher candidate a cross-cultural experience defined as a classroom setting of mixed racial/ethnic compositions.

Student Teaching Seminars

Attendance is required at all seminars associated with field experiences and student teaching.

Absences During Student Teaching

Teacher candidates are expected to attend daily during the assignment, except in instances of illness or family emergency. If the candidate is absent more than three days from the assignment, the candidate's assignment will be extended an additional week. If the candidate is absent for more than five days, the candidate's assignment will be extended an additional two weeks. If an assignment cannot be extended because of the school year ended, the candidate may need to extend student teaching to the following semester. Absences totaling ten or more school days will automatically withdraw the candidate from the assignment. The absence policy may vary depending upon your specialization. Please consult Part II – Section 2 for any variations on the policy regarding absences from student teaching.

Teacher Candidate Evaluations

ACT teacher candidates completing a Multiple and Single Subject Credential are graded on a Credit/No Credit basis in their field experiences and student teaching. ACT teacher candidates completing an Education Specialist credential receive a letter grade in their field experiences and student teaching. Credit for student teaching is dependent upon the teacher candidate's performance in the classroom and demonstration of a satisfactory level of **competency** as established by each specialization. "Credit" requires a successful experience in supervised teaching as evaluated by the Cooperating Teacher in consultation with the University Supervisor. Special education credential candidates must receive a "B" or better to pass student teaching.

See Part II – Section 2 for specific criteria for evaluating the teacher candidate in his or her field experiences and student teaching.

Change in Placement

In a few situations, a placement may not be viable for the candidate or the school. In this situation, the candidate, ACT supervisor or coordinator, or Cooperating Teacher or school administrator may ask for a placement change. This request should be initiated in writing with a rationale for the change and should include whether the assignment will need to be extended. The candidate and the ACT Coordinator should sign the document. Only one other attempt will be made to place the student for each assignment.

Student Teaching Assistance Plan

When a Teacher Candidate is not demonstrating satisfactory progress in the student teaching assignment, the Cooperating Teacher and the university supervisor will jointly develop a **Student Teaching Assistance Plan (STAP)** based on the California Standards for the Teaching Profession. The Student Teaching Support Plan will specify competencies that the teacher candidate will need to demonstrate within a defined period of time in order to successfully complete the student teaching assignment. Completion of the student teaching requirement can occur within the semester the Student Teaching Support Plan is written, or in a subsequent semester when the Teacher Candidate re-enrolls in student teaching. The ACT Coordinator for the candidate's credential option will review the Student Teaching Support Plan. A copy of the Student Teaching Support Plan remains with the teacher candidate and the appropriate ACT

Coordinator. The ACT Coordinator will assume the responsibility of informing personnel in the Credential Preparation Office to remove the Student Teaching Support Plan from the candidate's file once the candidate successfully completes the student teaching assignment.

Withdrawal from Student Teaching

In a few situations, the teacher candidate's teaching may not meet the required program standards. When this occurs, it is best for the teacher candidate to withdraw from the assignment. Any decision regarding withdrawal of a candidate from student teaching must be discussed with the ACT Coordinator and school site administrator in charge of student teaching. Final approval of the decision to withdraw a candidate from student teaching is made by the appropriate coordinator. If the teacher candidate chooses to discontinue student teaching during a semester, the candidate is expected to notify the Cooperating Teacher, University Supervisor and the appropriate ACT Coordinator. If a candidate withdraws from student teaching, a Support Plan should be written, summarizing the candidate's performance and providing a plan for the candidate to be successful in another placement. A candidate who has withdrawn twice from student teaching is ineligible for future placement.

Removal of a Teacher Candidate from an Assignment

In the event that the teacher candidate does not fulfill obligations to the assignment, to the students, or to the Cooperating Teacher or University Supervisor, or if for any other reason, the assignment needs to be terminated, the teacher candidate may be removed from the student teaching assignment. Removal may be initiated by the Cooperating Teacher or University Supervisor upon a discussion with the ACT Coordinator and the school site administrator in charge of student teachers.

Grade of "No Credit" (NC) Assigned for Student Teaching (Special Education candidates are assigned a letter grade for student teaching.)

A grade of NC is assigned by the University Supervisor in consultation with the ACT Coordinator. A grade of "No Credit" is based on the recommendations made by the Cooperating Teacher and the University Supervisor. Every student has the right to challenge any grade given by an instructor. This includes a grade of "No Credit" (NC) for student teaching. The student who wishes to appeal a grade of NC should 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.

Appealing Unfavorable Decision(s)

Every student has the right to appeal any unfavorable decision. To protect the rights of the student, the ACT Program follows procedures established by the College and University for appealing decisions regarding involuntary withdrawal from the teacher preparation program and a grade of "No Credit" for student teaching (see "Student Teaching Policies").

Involuntary Withdrawal from the Teacher Education Program

In instances in which the teacher candidate consistently demonstrates poor work habits or unprofessional behavior, he or she may be involuntarily withdrawn from the Teacher Education Program. This action is initiated between ACT Program faculty and the Coordinator for the

candidate's specialization area. The action is communicated in writing to the Executive Secretary of the Selection and Admission Committee. The student is informed of the existence of the negative written communication per the Family Privacy ACT of 1974. Thereafter, the Executive Secretary begins the procedures identified in the Credential Office memorandum of August 18, 1988, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate's right to 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 Preparation Office.

PART II:

ACT Multiple Subject Credential Program

Student Teaching Policies and Requirements for Multiple Subject
Candidates in the Accelerated Collaborative Teacher (ACT) Preparation
Program

Supervised Fieldwork and Student Teaching

Multiple Subject Credential Candidates

Supervised fieldwork is an integral part of the ACT Program. Field experiences in the program are designed to bridge theories in teaching and learning to practical applications in classroom and school settings. ACT teacher candidates complete fieldwork across both semesters, collaborating with experienced teachers who are selected to serve as coaches. One experience is completed in a K-2 setting and the other in a 3-5 setting. Teacher candidates begin each fieldwork experience by observing and participating in classroom practices. As the semester progresses, students begin to assume greater responsibility for planning and teaching in specified curricular areas. The fieldwork component of the ACT Program culminates in a full-time student teaching experience in the spring semester.

In the fall semester field experience, Multiple Subject Credential candidates assume responsibility for teaching in the areas of reading/language arts/ELD and mathematics. In semester two (spring), teacher candidates are responsible for teaching in all curricular areas and for managing classroom routines. It is expected that by the close of the spring semester student teaching experience, candidates for the multiple subject credential will demonstrate the competencies of a beginning teacher.

Table 2

**Number of Hours of Fieldwork and Student Teaching
Multiple Subject Credential Candidates**

FALL SEMESTER	SPRING SEMESTER	TOTAL
E ED 567ACT: Supervised Fieldwork (4 units)	E ED 568ACT: Student Teaching (6 units)	(10 units)
<ul style="list-style-type: none"> • 40 hours of early field experience during weeks 2-5 of the semester • 200 hours of supervised fieldwork (approximately 20 hours per week for 10 weeks) during weeks 6-15 	<ul style="list-style-type: none"> • 20 hours of early field experience during weeks 2-5 of the semester • 400 hours of full-time student teaching during weeks 6-15 of the semester (10 weeks) 	<p>Approximately 680 hours of fieldwork and student teaching across both semesters of the program</p>

Supervised Fieldwork and Student Teaching Placements

The ACT Elementary Field Coordinator is responsible for fieldwork assignments, made in consultation with the ACT Coordinator. Fieldwork is completed in participating LAUSD schools in the San Fernando Valley and adjoining regions and provides the candidate experience teaching across the elementary grade level continuum.

If any questions or concerns arise regarding a specific fieldwork or student teaching assignment, it is the responsibility of the teacher candidate and/or Cooperating/Mentor Teacher to discuss these with the university supervisor and/or the ACT Elementary Field Coordinator.

General Responsibilities of Candidates, Cooperating/Mentor Teachers, Supervisors, and Coordinators

Teacher candidates complete field experiences in both semesters of the ACT Program. These field experiences are designed to promote candidates' ability to teach in alignment with the CSTP and meet the Teacher Performance Expectations (TPEs) as mandated by the California Commission on Teacher Credentialing (CCTC).

General responsibilities of teacher candidates are to:

- meet with the Cooperating/Mentor Teacher in class and familiarize themselves with the classroom, the school, and the instructional program;
- observe the Cooperating/Mentor Teacher in class and familiarize themselves with her/his program and philosophy;
- introduce yourself to school faculty and staff and learn procedures (e.g., sign-in procedures, dress code, accessing materials and equipment, etc.);
- ask about procedures for notifying Cooperating/Mentor Teacher of your absence;
- keep communication open, discussing problems and concerns as they arise;
- discuss class assignments involving fieldwork with the Cooperating/Mentor Teacher and determine appropriate timeline to complete these;
- provide the Cooperating/Mentor Teacher with observation and assessment forms and establishing meetings to discuss assessments;
- attend all meetings scheduled by the university supervisor;
- submit observation and assessment forms, and field experience log to the University Supervisor.

The **Cooperating/Mentor Teacher** observes the credential candidate during the candidate's teaching, and completes observation forms and conferences with the candidate. At the mid-point of the student teaching assignment, the Cooperating/Mentor Teacher completes an informal evaluation of the credential candidate using the Classroom Teaching Profile (CTP) and shares this with the candidate and the University Supervisor. In addition, in collaboration with the University Supervisor, the Cooperating/Mentor Teacher completes a final CTP using competencies reflected in the California Standards for the Teaching Profession and Teacher

Performance Expectations as criteria. Finally, they will meet regularly with the University Supervisor to discuss fieldwork requirements and student progress.

Responsibilities of the Cooperating/Mentor Teacher are to:

- inform the class that a teacher candidate will be joining the class, explaining the candidate's role;
- inform classroom aide(s) that a teacher candidate will be participating in the program, and discuss the candidate's role and expectations;
- orient the teacher candidate to the school and introduce her/him to school personnel;
- assist the teacher candidate in acclimating to the classroom environment;
- gradually increase the teacher candidate's responsibilities;
- review and discuss the teacher candidate's lesson plans prior to implementation and provide comments and suggestions;
- complete observation forms of the teacher candidate's lessons and conference with the candidate regarding her or his teaching;
- regularly meet with the university supervisor to discuss the teacher candidate's progress in student teaching;
- complete a mid-assignment evaluation and share it with the teacher candidate and university supervisor.;
- discuss Classroom Teaching Profile (see Appendix B) with the candidate.
- complete Classroom Teaching Profile in collaboration with the university supervisor at close of the assignment;

A Note on Legal Aspects of Supervising a Teacher Candidate: In field experience situations, the Cooperating/Mentor Teacher is legally responsible for what happens in the classroom. Thus, **the Cooperating/Mentor Teacher must work closely with the teacher candidate to ensure the safety of the students in the classroom.** In addition, the Cooperating/Mentor Teacher must provide guidance in designing and implementing the curriculum, grading, and conducting parent conferences.

The **University Supervisor** will make regular visits to the classroom during the teacher candidates' supervised field experience (fall) and student teaching assignment (spring). The supervisor will complete an observation form at each visit and share the information in the form with the teacher candidate and Cooperating/Mentor Teacher. In addition, the University Supervisor will complete a mid-assignment evaluation using the CTP, and a final evaluation at the end of the student teaching assignment.

The responsibilities of the university supervisor are to:

- schedule a minimum of four visits to the classroom, completing an observation form and conferencing with the student teacher and coach;

- meet with Cooperating/Mentor Teacher(s) on a regular basis to discuss student teaching requirements and student progress;
- complete the teacher candidate evaluation form in collaboration with the Cooperating/Mentor Teacher;
- inform coaches and students of due dates for fieldwork forms;
- discuss any concerns regarding student placement or progress with the ACT Elementary Field Coordinator.

The **ACT Fieldwork Coordinator** coordinates fieldwork assignments and adjusts assignments as necessary.

The responsibilities of the coordinator are to:

- distribute a questionnaire to students regarding fieldwork preferences (e.g. grade level, type of classroom, etc.);
- assign students to Cooperating/Mentor Teachers;
- assist the university supervisor to coordinate fieldwork and seminars with core and specialization requirements;
- assist the university supervisor with monthly meetings of coaches;
- assist students, Cooperating/Mentor Teacher and university supervisor with any concerns regarding field placements.

**Semester One: E ED 567ACT: Supervised Fieldwork (4 units) and
E ED 559C: Supervised Fieldwork Seminar (2 units)**

In the fall semester, teacher candidates are assigned to a Cooperating/Mentor Teacher at the primary or upper elementary level to observe and participate in the classroom and gradually assume responsibility for planning and teaching in the reading/language arts/ELD and mathematics curricular areas. It is expected that during the fieldwork assignment, teacher candidates will apply, further elaborate, extend and evaluate the skills and understandings they acquire in the fall semester core and specialization courses within the context of an actual classroom setting. Teacher candidates are required to keep an interactive dialogue journal of their observations and reflections on the field experience.

The fall semester supervised field experience is coordinated with the Common Core and reading, language arts/ESL, and mathematics methods specialization courses. The candidate's participation in the classroom program begins with the early observation/participation experience in weeks 2 through 5. Following the Early Field Experience, the candidate transitions into a ten week supervised field experience, participating daily in the classroom during the morning hours when the elementary reading/language arts, ELD, and mathematics programs are taught. In this supervised field experience, the candidate gradually assumes responsibility for teaching reading, language arts, English language development program early on in the assignment and assumes

responsibility for mathematics beginning in the tenth or eleventh week of the semester-long assignment.

Semester One (Fall) Fieldwork Schedule (hours are approximate):

Table 3

Weeks 2-5 of the Fall Semester	Weeks 6-15 of the Fall Semester
<p>40-hour early observation/participation field experience</p> <ul style="list-style-type: none"> • Candidate observes/participates in classroom under direct guidance of Cooperating/Mentor Teacher • <i>Schedule:</i> Two to three mornings per week (8-12 hours per week), to be arranged between candidate and Cooperating/Mentor Teacher. 	<p>200 hour supervised field experience</p> <ul style="list-style-type: none"> • Candidate gradually assumes responsibility for planning and teaching in the areas of reading/language arts/ELD program, and mathematics • <i>Schedule:</i> 5 mornings per week for 10 weeks

The fieldwork seminar, EED 559C, associated with the field experience meets for two hours every week (approximately 30 hours during the semester). The seminar focuses on classroom organization and management, and planning, teaching, and evaluating reading/language arts, ELD, and mathematics programs, and preparation for candidate assessment. **Attendance at seminar meetings is required.**

Suggested Experiences, Activities, and Involvement of Candidates in Semester One (Fall)

E ED 567ACT: Supervised Fieldwork (4 units)

The following is a suggested sequence of experiences for Multiple Subject Credential Candidates enrolled in the fall semester of the ACT Preparation Program. It is intended as a guideline. The particulars of the teacher candidate’s involvement in the fieldwork assignment are to be determined jointly between the University Supervisor and the Cooperating/Mentor Teacher to whom the candidate has been assigned.

Early Observation/Participation Field Experience (Weeks 2-5 of the fall semester)

- Tour the school noting the location of the lunchroom, office, restrooms (children’s and adults’), public telephone, book room, resource room, duplicating facilities, library, computer lab. Also, familiarize yourself with procedures for signing in and out of the school on a daily basis.
- Become familiar with total classroom program, routines, schedules, and resources.
- Learn the names of students in your class, and make a seating chart.
- Read a story or portion of a book to the class on a regular basis.
- Observe instructional programs in reading/language arts, ELD, and mathematics.

- Conference with the Cooperating/Mentor Teacher on topics of instructional programs, lessons observed, management strategies, and classroom routine.
- Conduct interviews and/or assess several students to determine level of language proficiency.
- Conduct interviews with students to determine their understanding of math concepts, problem solving abilities, and arithmetic skills.
- Gather data on the social relationships among children in the classroom.
- Complete assignments associated with the common core and specialization courses (reading, language arts/ESL, ELD, math methods).
- Keep an interactive dialogue journal with the Cooperating/Mentor Teacher.
- Always demonstrate a professional attitude when on the school grounds.
- Complete all assignments associated with the state-required 20 hours of O/P in the area of literacy.
- Complete analysis of context for learning/teaching.

Supervised Fieldwork (Weeks 6-15 of the Fall semester)

Week One

- Assume responsibility for at least one morning routine and transition, e.g., beginning of school, recess, lunch.
- Discuss lessons planned for reading, language arts/ESL for the following week.
- Plan, teach, and evaluate at least one lesson in reading/language arts in a small group or whole class setting.
- Give a spelling test.
- Teach at least one ELD and/or Mixing lesson.
- Continue to record observations and reflections in interactive dialogue journal.

Week Two

- Continue all previous involvement.
- Assume greater responsibility for morning routines and transitions.
- Plan, teach, and evaluate two or more lessons in reading/language arts.
- Plan, teach and evaluate at least one lesson in mathematics.
- Teach at least one ELD and/or Mixing lesson.
- Continue interviews to assess students' level of language proficiency (as needed).
- Continue interviews with students to determine level of math proficiency (as needed).
- Create and assemble a bulletin board in the classroom to coincide with the language arts curriculum.
- Begin to develop a record keeping system for reading/language arts.
- Collaborate with coach/collaborating teacher in reviewing and revising weekly lesson and unit plans.
- Obtain feedback on one language arts lesson plan from another teacher candidate at your school.
- Continue to record observations and reflections in interactive dialogue journal.

Weeks Three and Four

- Continue all previous involvement.
- Participate in all morning routines and transitions, taking a leadership role in many.
- Meet with coach to plan the reading, language arts/ESL and mathematics curriculum for the following week.
- Assume greater responsibility for planning and teaching in the reading/language arts and ELD instructional program.
- Plan, teach and evaluate at least three lessons in mathematics.
- Create a language arts center.
- Create a bulletin board or center to coincide with the mathematics curriculum.
- Continue to record observations and reflections in interactive dialogue journal.
- Observe a reading/language arts and ELD lesson in the classroom of another teacher candidate teaching at a different grade level at your school.
- Obtain feedback on one language arts/ESL lesson plan from another teacher candidate at your school.
- At the close of week four, complete a mid-assignment self-evaluation and conference with the coach/collaborating teacher and the university supervisor.
- Under the guidance of the coach/collaborating teacher, develop an action plan to address specific areas in the candidate's teaching identified as weaknesses.

Weeks Six through Ten

- Continue all previous involvement.
- Complete all tasks not accomplished in the first half of the assignment.
- Implement action plan, focusing greater attention in those areas of the candidate's teaching identified as weaknesses.
- Assume responsibility for classroom management and all morning classroom routines and transitions.
- Assume responsibility for all elements of the classroom environment in the areas of reading/language arts and mathematics, including bulletin boards and centers.
- Videotape reading/language arts lesson in rehearsal for the summative candidate assessment in Semester 2.
- Review final classroom teaching evaluation with the coach/collaborating teacher and university supervisor.

NOTE: It is expected that by the close of the fall semester field experience, the candidate will demonstrate a sufficient level of competency in conducting him/herself as a professional in the classroom and possessing the knowledge and skill to plan, teach, and evaluate the reading, language arts/ESL, and mathematics instructional programs to warrant advancing the candidate to full-time student teaching in the spring semester.

**Semester Two: E ED 568ACT: Student Teaching (6 units) and
E ED 559F: Student Teaching Seminar (1 unit)**

In the spring semester, teacher candidates are assigned to a Cooperating/Mentor Teacher for a ten week period of full-time student teaching. It is expected that during this student teaching experience, teacher candidates will further apply, elaborate, extend and evaluate the skills and understandings they acquire in the fall and spring semester Common Core and specialization courses within the context of the actual classroom setting. Teacher candidates are required to keep an interactive dialogue journal of their observations and reflections on the student teaching experience.

Teacher candidates are assigned to a Cooperating/Mentor Teacher teaching at either the primary (PreK-2) or upper elementary level (3-5) level, depending upon the candidate’s placement in the fall semester supervised field experience.

The candidate’s fieldwork begins in the second week of the semester with an early field experience in the classroom of the candidate’s student teaching assignment. In week six (or earlier) of the semester, the candidate transitions into the full-time student teaching assignment. During the ten-week assignment, the candidate gradually assumes full responsibility for all matters concerning classroom management and classroom routines, and for curriculum planning, teaching, and assessing students in all subject areas of the elementary curriculum: reading, English Language Development, language arts, mathematics, social science, science, art, music, and health and physical education. Moreover, it is expected that the credential candidate will, at a minimum, assume full responsibility for all matters related to teaching during the last two weeks of the ten-week assignment. This level of involvement of the credential candidate in the elementary classroom is intended to prepare the credential candidate to assume the responsibilities of a first-year beginning teacher.

Semester Two (Spring) Fieldwork and Student Teaching Schedule:

Table 4

Weeks 2-5 of the Spring Semester	Weeks 6-15 of the Spring Semester
<p>20-hour early observation/participation field experience</p> <ul style="list-style-type: none"> • Candidate observes/participates in classroom under direct guidance of Cooperating/Mentor Teacher • <i>Schedule:</i> Two to three days (morning and/or afternoon) per week (8-12 hours per week), to be arranged between candidate and Cooperating/Mentor Teacher. 	<p>Full-time Student Teaching</p> <ul style="list-style-type: none"> • Candidate gradually assumes responsibility for planning and teaching in all areas of the elementary curriculum • <i>Schedule:</i> Full-time student teaching for 10 weeks

The fieldwork seminar associated with student teaching meets for two hours every other week or (approximately 16 hours during the semester) on a schedule designed to support candidates in

student teaching and the performance assessment. The seminar focuses on classroom organization and management, planning, teaching, and evaluating all elements of the elementary curricular program, and candidate assessment. **Attendance at seminar meetings is required.**

Suggested Experiences, Activities and Involvement of Candidates in Semester Two (Spring)

E ED 568ACT: Student Teaching (6 units)

Early Observation/Participation Field Experience (Weeks 2-5 of the spring semester)

- Tour the school noting the location of the lunchroom, office, restrooms (children's and adults'), public telephone, book room, resource room, duplicating facilities, library, computer lab. Also, familiarize yourself with procedures for signing in and out of the school on a daily basis.
- Become familiar with total classroom program, routines, schedules, and resources.
- Learn the names of students in your class, and make a seating chart.
- Read a story or portion of a book to the class on a regular basis.
- Observe all lessons and activities and record observations and reflections in interactive dialogue journal.
- Conference with the coach/collaborating teacher on topics of instructional programs, lessons observed, management strategies, and classroom routine.
- Conduct interviews and/or assess several students to determine level of language proficiency.
- Conduct interviews with students to determine their understanding of math concepts, problem solving abilities, and arithmetic skills.
- Gather data on the social relationships among children in the classroom.
- Complete assignments associated with the common core and specialization courses (social studies/arts, science, PE, health).
- Keep an interactive dialogue journal with the coach/collaborating teacher.
- Always demonstrate a professional attitude when on the school grounds.
- Complete analysis of context for learning/teaching.

Student Teaching (weeks 6-15 of the spring semester)

Week 1

- Observe lessons and activities and record observations and reflections in log.
- Assist in teaching in all curricular areas.
- Assume responsibility for at least one classroom routine or transition.
- Read a story or portion of a book to the class.
- Plan, teach, and evaluate at least one language arts lesson.
- Plan, teach, and evaluate an art or physical education lesson.
- Plan, teach, and evaluate at least one mathematics lesson
- Select topics and begin to gather materials for teaching reading/language arts, mathematics, social science, and science.

- Conduct a math assessment interviews with several children.
- Construct a sociometric grid for placing students in social studies/science groups.
- Meet with Cooperating/Mentor Teacher to plan for the following week.
- Keep an interactive dialogue journal with your Cooperating/Mentor Teacher.

Week 2

- Continue all previous involvements.
- Assume responsibility for several classroom routines.
- Plan, teach, and evaluate several math lessons.
- Plan, facilitate, and evaluate at least one small group or center activity in math.
- Plan, teach, and evaluate several language arts lessons, including at least one small group or center activity.
- Plan, teach, and evaluate at least one physical education and one art lesson.
- Begin to develop a record keeping system for math and language arts, including a system for tracking oral and written language in math. Be sure to consult with your Cooperating/Mentor Teacher regarding your plans.
- Conduct a math assessment interview s with several children.
- Begin plans for a bulletin board or center for a subject area of your choice.
- Develop a comprehensive plan for the following week that reflects appropriate scope and sequence.
- Obtain feedback on one lesson plan from another teacher candidate.
- Continue with interactive dialogue journal.

Week 3

- Continue all previous involvements.
- Assume greater responsibility for classroom routines and classroom management of time, space and materials.
- Assume greater responsibility for the reading/language arts and math instructional programs.
- Plan, teach, and evaluate several language arts lessons, including at least one small group or center activity.
- Plan, teach, evaluate an ELD and/or Mixing lesson.
- Plan, teach and evaluate at least three math lessons, including at least one small group or center activity.
- Plan for teaching science for two hours/week in the following week.
- Plan, teach, and evaluate a social studies lesson.
- Develop a comprehensive plan for the following week that reflects appropriate scope and sequence.
- Create a bulletin board or center in the classroom for a subject area of your choice.
- Continue to develop your record keeping system for math and language arts, including your system for tracking oral and written language in math.
- Obtain feedback on one lesson from another teacher candidate (i.e., peer coaching).

- Continue to develop math and science units.
- Continue with interactive dialogue journal.

Week 4

- Continue all previous involvements.
- Assume responsibility for all classroom routines and transitions.
- Plan all activities for paraprofessionals including instructions and materials.
- Assume additional responsibility for planning, teaching and evaluating language arts and math, including large and small groups.
- Plan, teach, evaluate an ELD and/or Mixing lesson.
- Plan, teach, and evaluate several mathematics lessons.
- Plan, teach and evaluate two science lessons.
- Plan, teach and evaluate two social studies lesson.
- Develop and introduce a math game for instruction, review, reinforcement, problem solving, etc.
- Set up a bulletin board in the classroom for a subject area of your choice.
- Develop a learning center to accompany your classroom instruction.
- Prepare comprehensive plan for all areas of the instructional program and obtain feedback from your Cooperating/Mentor Teacher.
- Establish a conference for the end of the week to meet with the coach to finalize plans for teaching in the following week. Present unit plans to Coach for review and feedback.
- Obtain feedback on one math lesson from another teacher candidate.
- Do a thorough mid-assignment evaluation. Complete the checklist and evaluation form as to your progress as a student teacher. Conference with Cooperating/Mentor Teacher about your evaluation.
- Continue with interactive dialogue journal.

Weeks 6 through 10

- Videotape reading language art lesson(s) for subsequent analysis on part of the Performance Assessment for California Teacher (PACT).
- During Week 9 or 10, the Cooperating/Mentor Teacher and university supervisor collaborate in completing the classroom teaching evaluation forms.
- The Cooperating/Mentor Teacher, university supervisor, and teacher candidate meet in a final conference to discuss the teacher candidate's readiness as a beginning teacher.
- During the last two weeks (at least) of the assignment, the teacher candidate is expected to assume full responsibility for all classroom management concerns, all classroom routines, and for planning, teaching, and evaluating all subject area disciplines in the elementary curriculum.

Requirements to Exit from the Program

ACT Program candidates will apply for the Multiple Subject Credential in the spring semester. At the time of application, the candidate must have met all requirements other than spring coursework. These include:

- RICA. Reading Instruction Competence Assessment
- CPR. Certification in cardio-pulmonary resuscitation – Community or Infant/Child/Adult certification
- U.S. Constitution. Through course or examination

NOTE: This assumes that the teacher candidate has met Basic Skills, Writing Proficiency, and subject matter requirements.

Teaching Performance Assessment. In addition to the credential program requirements discussed in the preceding pages, candidates must successfully complete the Teaching Performance Assessment (TPA) before they will be recommended for the credential. CSUN has adopted the Performance Assessment for California Teachers (PACT) model of the TPA. It consists of four parts: Three Content Area Tasks (CATs) and the Teaching Event (TE).

The three CATs are completed in conjunction with the appropriate methods courses:

Disciplinary Focus	Host Course	Pedagogical Focus
Mathematics	EED 565M	Assessment
Social Studies	EED 575	Planning
Science	EED 565S	Planning

The **Teaching Event** is completed in conjunction with student teaching and the associated seminar. Teacher candidates will rehearse the Teaching Event in EED 567ACT Supervised Fieldwork and EED 559C Supervised Fieldwork Seminar. Seminar instructors will provide the appropriate support to candidates in rehearsing the Teaching Event in the fall semester. Candidates independently complete the TE in the spring semester.

The Department of Elementary Education's PACT Coordinator, ACT Coordinator, and Seminar Instructors will schedule a timeline and activities to support candidate rehearsal and completion of the PACT.

Appendices

**Department of Elementary Education
Student Teaching Calendar – Fall 2015**

CSUN Dates		Important Dates for University Supervisors	1 st Semester Seminar Schedule & PACT TE Deadlines	2 nd Semester Seminar Schedule & PACT TE Deadlines	Student Teaching Dates			
			E ED 559C TH 4:00- 5:40 E ED 559C W 2:00- 3:40 E ED 559C M 2:00 – 3:40 E ED 559C M 2:00 – 3:40 E ED 579A W 2:00- 3:40 E ED 579A TH 2:00- 3:40	E ED 559F T 4:00- 5:40 E ED 579D T 4:00- 5:40	LAUSD	Simi Valley USD	Glendale USD	Saugus USD
WK 1	Aug 24-28	1 st week of classes at CSUN	ACT Student Teaching Orientation: TH, Aug 27, (12:00 - 3:00 PM) ED 3118 ITEP and Traditional 1st Semester Mandatory PACT and Student Teaching Orientation: Tuesday 8/25 (9:30-11:30AM) EED 1214/16 Seminar #1	ITEP and Traditional 2nd Semester Mandatory PACT and Student Teaching Orientation: Wednesday 8/26 (9:30-11:30AM) ED 1214/16				
WK 2	Aug 31-Sep 4	Student Teaching Assignment Lists emailed to University Supervisors by Wed, Sept 3; Contact student teachers with placement information	Seminar #2 Introduction to Task 1: Context	Seminar #1 Review Context Task	NA: Sep 4		NA: Sep 4	
WK 3 Holiday : Sep 7	Sept 7-11	University Supervisors conduct Welcome Orientation at host schools	Seminar #3		EFE NA: Sep 7	EFE NA: Sep 7	EFE NA: Sep 7	EFE NA: Sep 7
WK 4	Sept 14-18	Sign EFE Logs	Seminar #4 Introduction to Task 2: Planning	Seminar #2 Review Planning Task Review Academic Language Context Peer Feedback in class	EFE NA: Sep 14	EFE NA: Sep 14	EFE	EFE
WK 5	Sept 21-25	1 st week of student teaching Student Teaching Assignment List due to elemst@csun.edu by Fri, Sept 26 (must include master teacher emails)	Seminar #5 Introduction to Academic Language Upload Context Videotaping Orientation Session, Tuesday, September 22, 2:00 – 3:30 PM (ED 2117)	Plan Teaching Event calendar w/ supervising teacher Videotaping Orientation Session, Tuesday, September 22, 2:00 – 3:30 PM (ED 2117)	WK 1 NA: Sep 23	WK 1 NA: Sep 23	WK 1	WK 1

WK 6	Sept 28-Oct 2		Seminar #6 Introduction to Task 3: Instruction	Seminar #3 Review Instruction Task Continue reviewing Academic Language Planning Peer Feedback in class *Reserve cameras	WK 2	WK 2	WK 2	WK 2 NA: Sep 30
WK 7	Oct 5-9		Seminar #7 Continue teaching Instruction Upload Planning EFE Log due by Wed, Oct 5 (email your signed log to elemst@csun.edu) Video permission slips due to ED 2106 by Fri., Oct. 9 at 5:00 PM***	PACT Demographic Survey due: Fri, Oct. 9 *Reserve cameras EFE Log due by Mon., Oct 5 (email your signed log to elemst@csun.edu) Video permission slips due to ED 2106 by Fri., Oct. 9 at 5:00 PM***	WK 3	WK 3	WK 3	NA: Oct 5-9
WK 8	Oct 12-16	Midterm CTP passwords emailed on Wed, Oct 15	Seminar #8 Introduction to Task 4: Assessment *Reserve cameras	Video Instruction***	WK 4	WK 4	WK 4	WK 3
WK 9	Oct 19-23	Complete Midterm CTPs and review with student teachers	Seminar #9 Continue teaching Assessment Video Instruction*** *Reserve cameras	Seminar #4 Review Assessment Task Instruction Peer Feedback in class Video Instruction***	WK 5 Midterm	WK 5 Midterm	WK 5 Midterm	WK 4 Midterm
WK 10	Oct 26-30	Midterm CTP passwords emailed again on Wed, Oct 29 for any midterms that have not been submitted (Midterms due Fri, Oct 31) <i>Email Field Experience Coordinator about concerns by Fri, Oct 31</i>	Seminar #10 Introduction to Task 5: Reflection Video Instruction***	Seminar #5 Continue Instruction Peer Feedback (as needed) Begin Assessment Peer Feedback in class	WK 6	WK 6	WK 6 NA: Oct 30	WK 5 NA: Oct 30
WK 11	Nov 2-6	PACT Training: TBD	Seminar #11 Video upload sessions(TBA by seminar instructor)	Seminar #6 Continue Assessment Peer Feedback in class	WK 7	WK 7	WK 7 NA: Nov 6	WK 6
WK 12 Holiday : Nov 11	Nov 9-13		Seminar #12 Introduction to Academic Language Upload Instruction		WK 8 NA: Nov 11	WK 8 NA: Nov 11	WK 8 NA: Nov 11	WK 7 NA: Nov 11

WK 13	Nov 16-20		Seminar # 13 Upload Assessment	Seminar #7 Review Academic Language Reflection Peer Feedback in class Emergency video upload session, Friday, November 20 (ED 2115B) ****Teaching Event due: Sun, Nov 22 before midnight	WK 9 ALL DAYS (2 nd sem only)	WK 9 ALL DAYS (2 nd sem only)	WK 9 ALL DAYS (2 nd sem only)	WK 8
WK 14 Holiday : Nov 26-27	Nov 23-27	Final CTP passwords emailed on Wed, Nov 26	Seminar #14 Upload Reflection		NA: Nov 23-27	NA: Nov 23-27	NA: Nov 23-27	WK 9 NA: Nov 25-27 ALL DAYS (2 nd sem only)
WK 15	Nov 30- Dec 4	Complete Final CTPs and review with student teachers Sign ST Checklists <i>Email Field Experience Coordinator about "No Passes" by Fri, Dec 4</i>	Seminar #15 <ul style="list-style-type: none"> • Reflections on Rehearsal Teaching Event • Seminar wrap up • Catch up 	Seminar #8 <ul style="list-style-type: none"> • Wrap up • CSU Exit Survey • IIP • Resume writing, interview techniques, etc. 	WK 10 ALL DAYS (1 st & 2 nd sem) Final	WK 10 ALL DAYS (1 st & 2 nd sem) Final	WK 10 ALL DAYS (1 st & 2 nd sem) Final	WK 10 ALL DAYS (1 st & 2 nd sem) Final
WK 16 Last day formal instruction: Dec 8	Dec 7-11	Final CTP passwords emailed again on Mon, Dec 7 for any finals that have not been submitted (Finals due Fri, Dec 11)	ST Checklist due by Fri, Dec 11 (email your signed checklist to elemst@csun.edu)	ST Checklist, CSU Exit Survey completion page, and IIP due by Fri, Dec 11 SEE NOTE → → → →	NOTE: All credential candidates completing the Multiple Subject Credential program in Fall 2015 are required to complete the CSU Exit Survey and the Individual Induction Plan (IIP). Upon completing the CSU Exit survey, the candidate MUST download the "Thank You" page and submit this form to the Department of Elementary Education Office in ED 1206 or send via email attachment to elemst@csun.edu. Please complete the CSU Exit Survey and the IIP by Friday, December 11 at 5:00 PM. Thank you.			
Finals: Dec 9-15	Dec 14-18							
Grades due: Dec 22	Dec 21-25							

Legend: NA = Student Non-Attendance Days; SD = Staff Development; EFE = Early Field Experience; TE = Teaching Event

Student Teaching according to District Calendar: Student Teacher follow the school district calendar if it differs from the university/CSUN calendar in order to remain in the classroom with their pupils.

Overview of Student Teaching

<p><u>During EFE:</u> Conduct Welcome Orientation. Begin working on Student Teaching Assignment List. Student teachers complete 20 hours of EFE; Student teachers enrolled in E ED 520/ E ED 477B complete an additional 20 hours of OP. Sign EFE Logs.</p> <p><u>Student Teaching Week 1:</u> Student teachers must email their signed EFE Logs to elemst@csun.edu.</p> <p><u>Student Teaching Week 2:</u> Student Teaching Assignment List due to elemst@csun.edu</p> <p><u>Student Teaching Weeks 1-5:</u> Make at least 2 formal observation/conference visits prior to midterm.</p> <p><u>Student Teaching Week 5:</u> Complete midterm CTPs and review with student teachers. As appropriate, complete Student Teaching Assistance Report (STAR)/Student Teaching Assistance Plan (STAP), and review with student teacher/Field Experience Coordinator.</p>	<p><u>Student Teaching Weeks 6-9 (1st semester); Weeks 6-8 (2nd semester):</u> Make at least 1 formal observation/conference visit following midpoint, but prior to “All Days” and make extra visits as needed.</p> <p><u>Student Teaching Week 10 (1st semester); Weeks 9-10 (2nd semester):</u> Make at least 1 formal observation/conference visit during “All Days” of student teaching: Complete final CTPs and review with student teachers following completion of last classroom visit. Sign ST Checklists.</p> <p><u>After Student Teaching:</u> Student teachers submit ST Checklists to ED 1206.</p> <p><u>Extended Assignment:</u> As needed, student teaching make-up days and extension of student teaching assignment. Inform Field Experience Coordinator.</p>
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*****The due date for the department to receive video permission slips from student teachers is firm. No candidate will be allowed to videotape the Teaching Event in their classroom assignment until s/he has submitted video permission slips from all families of students who will appear in the video.**

Department of Elementary Education Lesson Plan Format

Candidate	Date	Grade level
Subject Area & Topic	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging OR <input type="checkbox"/> English only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Other _____
<input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced)		Formal lesson evaluation ? (rubric, criterion list) <input type="checkbox"/> Yes <input type="checkbox"/> No

Lesson Objective(s): The learners will *(label, draw, create, investigate, complete, compare, explain, etc.)*

Lesson's language objective: The learners will improve *(verbal or written)* production of English by *(partner sharing, retelling, defining, summarizing, persuading—verbal or written modes,)* and/or improve ability to comprehend *(verbal or written)* English by *(reading, listening, analyzing, considering, evaluating etc.)*. Consider the language demands of the learning task and the language proficiency level(s) of the students in your class when generating this objective.

Common Core or Content Standard(s):

California English Language Development Standard(s):

Materials, including technology and visual aids:

Classroom Management Strategies, including room arrangements and student grouping plan:

Strategies for Differentiation, Modification, Adaptation, SDAIE, and varied Communication Mode to be implemented: *(List specific strategies for each student and/or for each language proficiency level represented)*

Vocabulary and Academic Language:

List New Vocabulary from lesson or text to introduce:

List Academic Language to emphasize in lesson:

ND constructs: (*Underline or bold the ND constructs that this lesson addresses. State activities and strategies you will use.*)

- Language Memory Attention Temporal-Sequential Ordering
 Spatial Ordering Social Cognition Neuromotor Higher Order Cognition

Activities highlighting ND construct(s):

Strategies highlighting ND construct(s):

Assessment Plan: (*How will you determine the degree to which each student has met the learning objectives? Attach a rubric or criteria list for grading a student work product.*)

Sequence of Lesson Procedures (*Identify the Instructional Strategy/Model you will use in teaching this lesson: Direct Instruction, Problem-centered Instruction in Mathematics, 5 E Model in science, etc. Many models embed lesson opening and closing. Develop the lesson accordingly.*)

Opening (*Provide motivation to learn new skill/concept*)

Body of the Lesson (*Develop the lesson according to the model of instruction indicated above.*)

Closing (*Final activity or discussion based on essential questions.+ Include a transition to next activity or subject*)

Lesson Reflection Notes (*made after teaching*)

1. What was most effective about this lesson?
2. What is the evidence of student learning?
3. For students who did not fully accomplish the learning objective, what next steps might you design to help clarify or reinforce the key skill/concept?
4. For students who were successful in meeting the learning objective, what next steps might you design to challenge or logically move to the new skill/concept?
5. What will you change the next time you teach this lesson?

1 Classroom Teaching Profile - First Semester: 560C, 578A, 567ACT, or 571ST	
1.1	Evaluation Period Please select... <input type="text"/>
1.2	Evaluator Type Please select... <input type="text"/>
1.3	Evaluator Name <input type="text"/>
1.4	Evaluator ID <input type="text"/>
1.5	Number of times observed candidate: Please select... <input type="text"/>
1.6	School and District <input type="text"/>
1.7	Credential Type Please select... <input type="text"/>
1.8	If BCLAD, BCLAD Emphasis Language: (maximum 80 characters) <input type="text"/>
1.9	Grade Level(s) (maximum 25 characters) <input type="text"/>
1.10	Pathway Please select... <input type="text"/>
2 During this experience, the candidate has had significant experience in a setting(s) that include(s) the following, as required by the California Commission on Teacher Credentialing	
2.1	One of the following grade ranges: K-2, 3-5, 6-8 (Note that program field experiences must include two of these ranges.) Please select... <input type="text"/>
2.2	English Language Learners, including implementing SDAIE, working with CELDT, understanding the impact of legislation Please select... <input type="text"/>
2.3	Special Education, including working in inclusive settings with students with identified special needs, understanding the impact of legislation Please select... <input type="text"/>
2.4	Emergent Literacy Please select... <input type="text"/>
2.5	Culturally Diverse Setting Please select... <input type="text"/>
2.6	Technology to promote instruction and manage student data Please select... <input type="text"/>

The Teaching Performance Expectations (TPEs) are organized into six domains and address all aspects of quality and effectiveness that all beginning teachers must be developing. The following rating categories are used for the assessment:

(3) Significant Competency: the candidate has demonstrated a significant competency in performance of the standard

(2) Emerging Competency: the candidate has demonstrated emerging competency in performance of the standard

(1) Limited Competency: the candidate has demonstrated limited competency in performance of the standard

(0) Unsatisfactory Performance: the candidate has not met the standard of performance

No opinion: Please check the box if there is no basis for judgment.

3 1.0 Domain A: Making Subject Matter Comprehensible to Students					
TPE 1 Specific Pedagogical Skills for Subject Matter Instruction					
3.1	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Reading/Language Arts.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	
3.2	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Mathematics.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	
3.3	Uses appropriate instructional strategies and state standards to make subject matter meaningful in ELD.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	<input type="radio"/> No opinion*

*No opinion should be chosen only if there are no English Learners in the classroom.

4 2.0 Domain B: Assessing Student Learning					
TPE 2 Monitoring Student Learning During Instruction					
4.1	Uses progress monitoring at key points during instruction, and paces instruction and re-teaches content based on evidence gathered using assessment strategies.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	

5 TPE 3 Interpretation and Use of Assessments					
5.1	Understands and uses a variety of informal and formal, as well as formative and summative, assessments to determine students' progress and plan instruction.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	

6 3.0 Domain C: Engaging and Supporting Students in Learning					
TPE 4 Making Content Accessible					
6.1	Incorporates and varies specific strategies, teaching/instructional activities, procedures and experiences in order to provide a balanced and comprehensive curriculum.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	

7 TPE 5 Student Engagement					
7.1	Ensures the active and equitable participation of all students and uses a variety of materials, technologies, resources, and strategies to enhance student engagement.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	

8 TPE 6 Developmentally Appropriate Teaching Practices					
8.1	Develops and implements instructional practices appropriate to the grade level and students.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	

9 TPE 7 Teaching English Learners					
9.1	Applies theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	<input type="radio"/> No opinion*

*No opinion should be chosen only if there are no English Learners in the classroom.

10 4.0 Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8 Learning about Students

10.1	Demonstrates and applies an understanding of the needs and abilities of individual students and groups to learning experiences.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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11 TPE 9 Instructional Planning

11.1	Consistently selects, plans, modifies appropriate instructional routines, strategies, activities, and materials.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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12 5.0 Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10 Instructional Time

12.1	Allocates and uses instructional time effectively, making modifications as needed.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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13 TPE 11 Social Environment

13.1	Establishes and maintains a supportive environment for a community of learners while maintaining student behavior.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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14 6.0 Domain F: Developing as a Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations

14.1	Demonstrates an understanding of the professional (punctuality, attendance, appropriate dress, interaction and communication with others) and ethical obligations of an educator.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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15 TPE 13 Professional Growth

15.1	Reflects and improves teaching practices and professional skills.	0	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3
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16 Minimum Passing Standard:

Candidate must have no 0's and no more than two 1's.

17 Comments

17.1 Comments (maximum 4000 characters)

18 Evaluation Discussion

18.1 Date the evaluation was discussed with the candidate

18.2 Signatures

1 Classroom Teaching Profile - Second Semester: 561F, 578D, 568ACT, or 581ST	
1.1	Evaluation Period Please select...
1.2	Evaluator Type Please select...
1.3	Evaluator Name <input type="text"/>
1.4	Evaluator ID <input type="text"/>
1.5	Number of times observed candidate: Please select...
1.6	School and District <input type="text"/>
1.7	Credential Type Please select...
1.8	If BCLAD, BCLAD Emphasis Language: (maximum 80 characters) <input type="text"/>
1.9	Grade Level(s) (maximum 25 characters) <input type="text"/>
1.10	Pathway Please select...
2 During this experience, the candidate has had significant experience in a setting(s) that include(s) the following, as required by the California Commission on Teacher Credentialing	
2.1	One of the following grade ranges: K-2, 3-5, 6-8 (Note that program field experiences must include two of these ranges.) Please select...
2.2	English Language Learners, including implementing SDAIE, working with CELDT, understanding the impact of legislation Please select...
2.3	Special Education, including working in inclusive settings with students with identified special needs, understanding the impact of legislation Please select...
2.4	Emergent Literacy Please select...
2.5	Culturally Diverse Setting Please select...
2.6	Technology to promote instruction and manage student data Please select...

The Teaching Performance Expectations (TPEs) are organized into six domains and address all aspects of quality and effectiveness that all beginning teachers must be developing. The following rating categories are used for the assessment:

- (4) Exemplary Competency: the candidate has demonstrated exemplary competency in performance of the standard
- (3) Significant Competency: the candidate has demonstrated a significant competency in performance of the standard
- (2) Emerging Competency: the candidate has demonstrated emerging competency in performance of the standard
- (1) Limited Competency: the candidate has demonstrated limited competency in performance of the standard
- (0) Unsatisfactory Performance: the candidate has not met the standard of performance

No opinion: Please check the box if there is no basis for judgment.

3 1.0 Domain A: Making Subject Matter Comprehensible to Students									
TPE 1 Specific Pedagogical Skills for Subject Matter Instruction									
3.1	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Reading/Language Arts.	0	<input type="radio"/>	4					
3.2	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Mathematics.	0	<input type="radio"/>	4					
3.3	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Science.	0	<input type="radio"/>	4					
3.4	Uses appropriate instructional strategies and state standards to make subject matter meaningful in Social Studies.	0	<input type="radio"/>	4					
3.5	Uses appropriate instructional strategies and state standards to make subject matter meaningful in PE/Health /Arts.	0	<input type="radio"/>	4					
3.6	Uses appropriate instructional strategies and state standards to make subject matter meaningful in ELD.	0	<input type="radio"/>	4 <input type="radio"/> No opinion*					

*No opinion should be chosen only if there are no English Learners in the classroom.

4 2.0 Domain B: Assessing Student Learning

TPE 2 Monitoring Student Learning During Instruction

4.1 Uses progress monitoring at key points during instruction, and paces instruction and re-teaches content based on evidence gathered using assessment strategies. 0 4

5 TPE 3 Interpretation and Use of Assessments

5.1 Understands and uses a variety of informal and formal, as well as formative and summative, assessments to determine students' progress and plan instruction. 0 4

6 3.0 Domain C: Engaging and Supporting Students in Learning

TPE 4 Making Content Accessible

6.1 Incorporates and varies specific strategies, teaching/instructional activities, procedures and experiences in order to provide a balanced and comprehensive curriculum. 0 4

7 TPE 5 Student Engagement

7.1 Ensures the active and equitable participation of all students and uses a variety of materials, technologies, resources, and strategies to enhance student engagement. 0 4

8 TPE 6 Developmentally Appropriate Teaching Practices

8.1 Develops and implements instructional practices appropriate to the grade level and students. 0 4

9 TPE 7 Teaching English Learners

9.1 Applies theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE. 0 4 No opinion*

*No opinion should be chosen only if there are no English Learners in the classroom.

10 4.0 Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8 Learning about Students

10.1 Demonstrates and applies an understanding of the needs and abilities of individual students and groups to learning experiences. 0 4

11 TPE 9 Instructional Planning

11.1 Consistently selects, plans, modifies appropriate instructional routines, strategies, activities, and materials. 0 4

12 5.0 Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10 Instructional Time

12.1 Allocates and uses instructional time effectively, making modifications as needed. 0 4

13 TPE 11 Social Environment

13.1 Establishes and maintains a supportive environment for a community of learners while maintaining student behavior. 0 4

14 6.0 Domain F: Developing as a Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations

14.1 Demonstrates an understanding of the professional (punctuality, attendance, appropriate dress, interaction and communication with others) and ethical obligations of an educator. 0 4

15 TPE 13 Professional Growth

15.1 Reflects and improves teaching practices and professional skills. 0 4

16 Minimum Passing Standard:

Candidate must receive a minimum score of 2 in each category to earn a credential.

17 Comments

17.1 Comments (maximum 4000 characters)

18 Evaluation Discussion

18.1 Date the evaluation was discussed with the candidate

18.2 Signatures