



ACCELERATED COLLABORATIVE
TEACHER PREPERATION PROGRAM

Multiple Subject Option



California State University Northridge
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The ACT Program Handbook is designed for teacher candidates, faculty, mentor 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 2018**

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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

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Tina Torres, Director
Estela Chacon, Assistant Director

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, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. 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 research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, 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

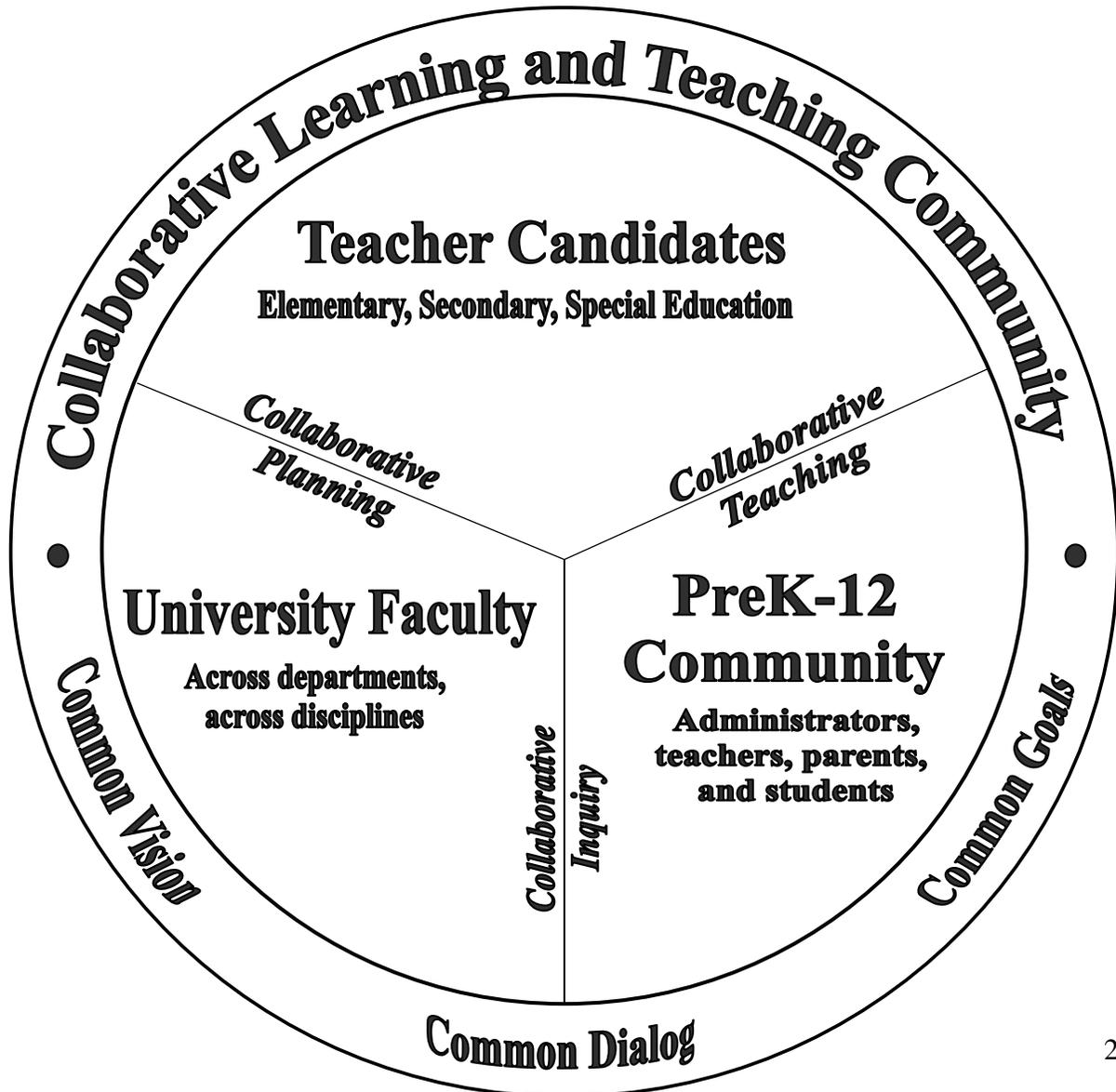
and Achievement) Collaborative, an initiative of the Los Angeles Annenberg Metropolitan Project (LAAMP) and supported by a 5-year grant from the Weingart Foundation.

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 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 set 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 mentor 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 mentor 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 mentor 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 mentor 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 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 mentor 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	ELPS 541A –Introduction to Teaching in Urban Schools (1) SPED 541B - Introduction to Teaching in Urban Schools (2)	ELPS 542A –Meeting the Needs of All Students in Urban Schools (2) SPED 542B - Meeting the Needs of All Students in Urban Schools (1)
Specialization	Elementary	EPC 500 – Fundamentals of Teaching (3) EED 520 – Reading Instruction for Diverse Learners (3) EED 577 – Language Arts Instruction and English Language Development (3) EED 565M – Mathematics Curriculum and Methods (3) EED 515 – Basic Technology Methods (2)	EED 575 – Integrated Social Studies and Arts Curriculum and Methods (3) EED 565S – Science Curriculum and Methods (3) KIN 595PE – Applied Methods for Physical Education (1) HSCI 465ELM – Teaching Health (1)
	Secondary	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)	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)
	Special Education: Mild/Moderate Disabilities	EED 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	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)

		Mild/Moderate Disabilities (3)	
Fieldwork	Elementary	EED 567ACT –Supervised Fieldwork (4) EED 559C –Supervised Fieldwork Seminar (2)	EED 568ACT – Student Teaching (6) EED 559F –Student Teaching Seminar (1)
	Secondary	SED 554 and 554S – Field Experience in Secondary Education and Seminar (3 + 1)	SED 555 and 555S – Student Teaching Experience and Seminar (5 +2)
	Special Education	SPED 579ACT – Fieldwork with Exceptional Learners (4)	SPED 580ACT – Advanced Fieldwork with Exceptional Learners (6)

ACT Faculty

Coordinators

University coordinators representing each of the three credential options (multiple subject, single subject, special education), and a PreK-12, 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 contact 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/tablets) 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 and tablets 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 Teaching Performance Expectations (TPEs)**

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning: Instructional time

TPE 6: Developing as a Professional Educator: Professional, Legal, and Ethical Obligations

The Field Experience Team

Each of the teacher candidate's two field experiences is designed and coordinated by a team consisting of the mentor 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.

Mentor Teacher

The mentor 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 mentor teacher to facilitate the process by which candidates grow to be competent and reflective professional educators. The mentor 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 the mentor 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 mentor 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 mentor 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, mentor 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 mentor teachers, 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 mentor 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 mentor 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 mentor teacher.
- Introduce yourself to the administrators, faculty, students, and staff.
- Decide with the mentor teacher how students will address you.

Planning and Instruction

- Meet with the mentor teacher to orient yourself to the classroom environment, and to review first day plans.
- Establish a mutually satisfactory daily conference time with your mentor teacher.
- Determine with your mentor teacher teaching materials and records to be used.
- Discuss with the mentor teacher school rules for managing discipline problems and the mentor teacher’s preferred techniques for classroom management.
- Obtain texts and teaching materials from the mentor teacher.
- Observe the mentor 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 mentor 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 mentor teacher is required to report to school.
- Keep an ongoing log of your experiences, challenges, concerns and satisfactions.
- Keep communication with the mentor 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 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 mentor teacher.

Attempt to keep communication open, discussing problems or concerns as they arise.

- Utilize the mentor 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 mentor 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/binder. The mentor 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 mentor 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/binder must be readily accessible in the classroom for perusal at any time by the mentor teacher and the university supervisor.

Assessment and Grading

- Keep a roll and grade book and confer frequently with the mentor 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 Mentor Teacher

The mentor teacher is legally responsible for events and situations that arise in the classroom. Hence, it is imperative that the mentor 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 mentor teacher or teacher candidate.
- Schedule two and three-way conferences with the mentor teacher and/or the teacher candidate at regular intervals and at times that are mutually convenient. Provide the

mentor teacher and teacher candidate with written summaries of the conference, including specific objectives for the teacher candidate.

- Provide resources for the mentor teacher and teacher candidate as requested or when appropriate.

Troubleshooting

- Be alert to interpersonal problems between the teacher candidate and mentor 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 mentor 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 midterm evaluation completed by the mentor 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)
- Certification in Cardiopulmonary Resuscitation (CPR)

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)
- Certification in Cardiopulmonary Resuscitation (CPR)

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)
- Certification in Cardiopulmonary Resuscitation (CPR)

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 567ACT) and the other in the spring semester (EED 568ACT). 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 early field experience in the classroom in which the candidate will complete the supervised field experience/student teaching. Forty hours are required in the fall semester, and 20 hours in the spring semester. The early field experience is completed in visits to the assigned elementary classroom during the first 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 early December.

Spring Semester - In the spring semester, student teaching is a 10-week, full-time requirement beginning in February and continuing to approximately early 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. Refer to the student teaching program for your specialization for additional fieldwork and student teaching requirements.

Student Teaching Seminars

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

Absences During Fieldwork and 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 mentor 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 mentor 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 mentor 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 mentor 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 mentor 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 mentor 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 mentor 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 mentors. One experience is completed at the primary (K-2) level and one at the upper elementary (3-5) level. 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 EED 567ACT: Supervised Fieldwork (4 units)	SPRING SEMESTER EED 568ACT: Student Teaching (6 units)	TOTAL (10 units)
<ul style="list-style-type: none"> • 40 hours of early field experience during weeks 2-3 of the semester • 225 hours of supervised fieldwork (approximately 25 hours per week for 10 weeks) during weeks 6-15 	<ul style="list-style-type: none"> • 20 hours of early field experience during weeks 2-4 of the semester • 375 hours of full-time student teaching during weeks 6-15 of the semester (10 weeks) 	<p>Approximately 660 hours of fieldwork and student teaching across both semesters of the program</p>

Supervised Fieldwork and Student Teaching Placements

The ACT Elementary Fieldwork 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. Candidates may request to student teach in another participating district during the spring semester. Together, these two experiences provide 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 mentor teacher to discuss these with the university supervisor and/or the ACT Elementary Fieldwork Coordinator.

General Responsibilities of Candidates, 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 mentor teacher in class and familiarize themselves with the classroom, the school, and the instructional program;
- observe the 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 mentor teacher of your absence;
- keep communication open, discussing problems and concerns as they arise;
- discuss class assignments involving fieldwork with the mentor teacher and determine appropriate timeline to complete these;
- provide the 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 **Mentor Teacher** observes the credential candidate during the candidate's teaching, and completes observation forms and conferences with the candidate. At the midpoint of the student teaching assignment, the mentor teacher completes a formative assessment of the credential candidate using the Student Teacher Evaluation and shares this with the candidate and the university supervisor. In addition, in collaboration with the university supervisor, the mentor teacher completes a final Student Teacher Evaluation 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 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 midterm evaluation and share it with the teacher candidate and university supervisor;
- discuss Student Teacher Evaluation (see Appendix) with the candidate;
- complete Student Teacher Evaluation 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 mentor teacher is legally responsible for what happens in the classroom. Thus, **the mentor teacher must work closely with the teacher candidate to ensure the safety of the students in the classroom.** In addition, the 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 mentor teacher. In addition, the university supervisor will complete a midterm evaluation using the Student Teacher Evaluation, and a final evaluation at the end of the student teaching assignment.

The responsibilities of the university supervisor are to:

- schedule a minimum of six visits to the classroom, completing an observation form and conferencing with the student teacher and mentor teacher;
- meet with 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 mentor teacher;
- inform mentor teachers and student teachers of due dates for fieldwork forms;
- discuss any concerns regarding student placement or progress with the ACT Elementary Fieldwork Coordinator.

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

The responsibilities of the coordinator are to:

Work with School Principals:

- establish student teaching schools by maintaining effective face-to-face relationships with the principals at those sites;
- visit principals at student teaching schools in person, on their campuses at least once each semester;
- work with principals to select the most highly effective mentor teachers;
- keep principals informed about the student teachers they will be hosting each semester, policies, student needs, paperwork, concerns, etc.;

Work with Mentor Teachers:

- visit mentor teachers at student teaching schools in person, on their campuses at least once each semester;
- inform mentor teachers about the student teachers they will be hosting by communicating with them prior to the start of observations;
- explain to mentor teachers the expectations of early field experience and student teaching as well as policies, procedures, requirements, timelines, forms/paperwork from the Department of Elementary Education;
- assist mentor teachers with any questions or concerns regarding the field experience

Work with University Supervisors:

- meet with university supervisors on a regular basis; training for supervisors based on supervisor needs;
- keep university supervisors informed about new policies, procedures, requirements, timelines, forms/paperwork from the Department of Elementary Education;
- supervise the evaluation process (STAR, STAP) along with the mentor teacher and university supervisor and/or the department's Involuntary Delay/Withdraw Process (for unsuccessful students); participate in the STAR and STAP process, including coordinating new placements for students, when appropriate;
- assist university supervisors with any questions or concerns regarding the field experience

Work with Student Teachers:

- place student teachers with highly effective teachers
- explain to student teachers the expectations of early field experience and student teaching
- inform student teachers about their student teaching placements (school, mentor teacher, university supervisor) prior to the start of early field experience
- inform student teachers about policies, procedures, requirements, timelines, forms/paperwork, etc.;
- communicate with student teachers throughout their student teaching experience
- visit student teachers at school site at least once each semester;
- mentor student teachers who may be struggling in student teaching with the assistance of the university supervisor and mentor teacher
- work with student teachers (and may need STAR, STAP) and coordinate new placements for students, when appropriate;
- assist student teachers with any questions or concerns regarding the field experience

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

In the fall semester, teacher candidates are assigned to a 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 encouraged 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 third week of supervised fieldwork.

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 the mentor teacher • <i>Schedule:</i> Two to three mornings per week (8-12 hours per week), to be arranged between candidate and mentor teacher. 	<p>225 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.**

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

EED 567ACT: Supervised Fieldwork (4 units)

The following is a required sequence of experiences for Multiple Subject Credential Candidates enrolled in the fall semester of the ACT Preparation Program. The particulars of the teacher candidate's involvement in the fieldwork assignment are to be determined jointly between the university supervisor and the 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'), book room, resource room, duplicating facilities, library, computer lab, etc. 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 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/ELD, math methods).
- Talk to your mentor teacher about keeping an interactive dialogue journal.
- Always demonstrate a professional attitude when on the school grounds.
- Complete all assignments associated with the state-required 20 hours of early field experience in the area of literacy.
- Complete analysis of context for learning/teaching.

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

First Semester Course Requirement Chart:

Timeline	Requirement
Early Field Experience (before student teaching)	Complete Early Field Experience in your student teaching classroom, based on expectations given to you by your university supervisor, seminar instructor, EED 477B or EED 520 instructor, and the Field Experience Office. Attend on a regular basis.
Throughout	Keep and maintain a Student Teaching Binder available in the student teaching classroom that includes: <ul style="list-style-type: none"> • <u>all written lesson plans</u> required by the program and mentor teacher with written reflections completed after each lesson • a detailed planbook that includes all lessons for the week; highlight all lessons you taught and activities you led • an updated classroom map that includes a seating chart indicating ELD (with levels)/Special Needs/GATE students, etc.
	Maintain a weekly Reflective Journal based on university supervisor requirements.
Week 1	Teach 1-2 lessons in either Language Arts or Math. Write lesson plan using department format. Submit lesson plan at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lesson plans, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Week 2	Teach lessons in Language Arts, ELD* and Math. Teach at least 2-3 lessons total. Write lesson plans using department format. Submit lesson plans at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lesson plans, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Weeks 3-4	Continue to teach lessons in Language Arts, ELD* and Math. Teach at least 4-6 lessons total. This total includes the three lessons for edTPA. Write lesson plans using department format. Submit lesson plans at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lesson plans, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Weeks 5-9	Continue to add to your teaching responsibilities in Language Arts, ELD* and Math and increase the number of lessons taught each week. Include transitions and classroom management tasks, such as leading the morning routine.
	Review grading system, help record grades in gradebook, know components of report card, observe parent teacher conferences, etc.
	Based on the developmental level of the student teacher, the university supervisor and mentor teacher may approve the writing of brief lesson plans.
	During Week 9, student teacher and mentor teacher are encouraged to co-teach. Discuss plans for takeover with mentor teacher.
Week 10 Final Exam	<u>5 consecutive days of takeover:</u> Teach all morning for one week. Written evidence of planning required. No exceptions for visiting other classrooms, mentor teacher teaching lessons, etc.

*ELD lessons should be taught if English Learners are present in the classroom.

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/ELD, and mathematics instructional programs to warrant advancing the candidate to full-time student teaching in the spring semester.

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

In the spring semester, teacher candidates are assigned to a 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 Core and specialization courses within the context of the actual classroom setting. Teacher candidates are encouraged to keep an interactive dialogue journal of their observations and reflections on the student teaching experience.

Teacher candidates are assigned to a mentor teacher teaching at either the primary (K-2) or upper elementary (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
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20-hour early observation/participation field experience	Full-time Student Teaching
<ul style="list-style-type: none"> • Candidate observes/participates in classroom under direct guidance of 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 mentor teacher. 	<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 approximately 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.**

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

EED 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’), book room, resource room, duplicating facilities, library, computer lab, etc.
- 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.
- Conference with the 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 Core and specialization courses (social studies/arts, science, PE, health).
- Talk to your mentor teacher about keeping an interactive dialogue journal.
- 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)

Second Semester Course Requirement Chart

Timeline	Requirement
Early Field Experience (before student teaching)	Complete Early Field Experience in your student teaching classroom, based on expectations given to you by your university supervisor, seminar instructor, and the Field Experience Office. Attend on a regular basis.
Throughout	<p>Keep and maintain a Student Teaching Binder available in the student teaching classroom that includes:</p> <ul style="list-style-type: none"> • <u>all written lesson plans</u> required by the program and mentor teacher with written reflections completed after each lesson • a detailed planbook that includes all lessons for the week; highlight all lessons you taught and activities you led • an updated classroom map that includes a seating chart indicating ELD (with levels)/Special Needs/GATE students, etc. <p>Maintain a weekly Reflective Journal based on university supervisor requirements.</p>
Week 1	Teach 1-2 lessons in either Language Arts or Math. Write lesson plan using department format. Submit lesson plan at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lessons, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Week 2-3	Add second subject area. Each week teach at least 4-6 lessons total. This total includes the three lessons for edTPA. When teaching lessons in Language Arts, add in some ELD lessons if English Learners are present in the classroom. Write lesson plans using department format. Submit lesson plans at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lessons, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests). Begin managing transitions.
Weeks 4	Add third subject area. Teach at least 6-8 lessons this week and increase responsibility for teaching and managing transitions. Write lesson plans using department format. Submit lesson plans at least 24 hours in advance to mentor teacher and university supervisor. Include essential questions for all lessons, except routines related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Weeks 5-8	<p>Increase the number of lessons taught each week. Continue to add to your teaching responsibilities, adding lessons in history, science, physical education, health education, and visual and performing arts, if not taught in the first four weeks. Include transitions and classroom management tasks, such as leading the morning routine.</p> <p>Review grading system, help record grades in gradebook, know components of report card, observe parent teacher conferences, etc.</p> <p>Based on the developmental level of the student teacher, the university supervisor and mentor teacher may approve the writing of brief lesson plans for subjects previously taught.</p> <p>During Week 8, student teacher and mentor teacher are encouraged to co-teach. Discuss plans for takeover with mentor teacher.</p>
Week 9-10 Final Exam	<u>10 consecutive days of all-day takeover.</u> Teach all day for two weeks. Written evidence of planning required. No exceptions for visiting other classrooms, mentor teacher teaching lessons, etc.

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 cardiopulmonary resuscitation – Community or Infant/Child/Adult certification
- U.S. Constitution. Through course or examination
- edTPA for Multiple Subject candidates

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 edTPA, the national model of Teacher Performance Assessments (TPA). The TPA for Multiple Subject candidates consists of two parts: A teacher performance assessment in elementary literacy and a mathematics assessment task.

The **Teaching Event** is completed in conjunction with student teaching and the associated seminar. Teacher candidates will rehearse elements of the mathematics assessment task in methods coursework and the design of the task in EED 565M Mathematics Curriculum and Assessment. Candidates will rehearse elements of the elementary literacy portion of the edTPA in methods coursework, EED 559C Supervised Fieldwork Seminar and EED 567ACT Supervised Fieldwork. Seminar instructors will provide the appropriate support to candidates in rehearsing the elementary literacy portion of the edTPA in the fall semester. Candidates independently complete the edTPA in the spring semester.

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

Appendices

APPENDIX A
California Standards for the Teaching Profession
Teacher Performance Expectations (TPES)

TPE 1: Engaging and Supporting All Students in Learning	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Practice and Assessed
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Practice and Assessed
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Practice and Assessed
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Practice and Assessed
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Practice and Assessed
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and also have an identified disability.	Practice and Assessed
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Practice and Assessed
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Practice and Assessed
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Practice and Assessed
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Practice and Assessed
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Practice and Assessed
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically	Practice and Assessed

fragile.	
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Practice and Assessed
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Practice and Assessed
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Practice and Assessed
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Practice and Assessed
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Practice and Assessed
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Practice and Assessed
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Practice and Assessed
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	Practice and Assessed
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	Practice and Assessed
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Practice and Assessed
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Practice and Assessed
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Practice and Assessed
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Practice and Assessed
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:	Practice and Assessed

<ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners and students with disabilities; • appropriate adaptations and modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and use of community resources and services as applicable. 	
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	Practice and Assessed
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Practiced
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Practice and Assessed
8. Use digital tools and learning technologies across learning environments as appropriate to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Practice and Assessed
TPE 5: Assessing Student Learning	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	Practice and Assessed
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Practice and Assessed
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Practice and Assessed
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Practiced
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Practice and Assessed
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Practiced
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Practice and Assessed
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Practice and Assessed
TPE 6: Developing as a Professional Educator	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student	Practice and Assessed

learning.	
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Practice and Assessed
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Practice and Assessed
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	Practice and Assessed
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	Practice and Assessed
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Practice and Assessed
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Practice and Assessed

APPENDIX B
Department of Elementary Education Lesson Plan Format
ACT Preparation Program (with ND)

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 _____ Formal lesson evaluation? (rubric, criterion list) <input type="checkbox"/> Yes <input type="checkbox"/> No
<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)		

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 + Explain Key Objective for the lesson*)

Body of the Lesson (*Develop the lesson according to the model of instruction indicated above. Engaging Instruction or Learning Activities + Teach new concept/skill + Demonstrate/Model/Examples + Check for Understanding + Guided Practice + Independent practice*)

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?

APPENDIX C

Criteria for the Selection of Partnership Schools and Mentor Teachers

The following criteria for the selection of partnership schools and mentor teachers are derived from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (CCTC, 2016), research on best practices in field experiences in teacher education, and program committees: the School-University Collaboration Committee and School-University Liaison teams.

General Principles

- Fieldwork sites are selected according to a sound rationale based on the College of Education conceptual framework and the vision and mission of the Teacher Credential Program.
- Selection of mentor teachers is based on identified criteria drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (CCTC), research on best practices, and the collective wisdom of veteran teachers and administrators.

CRITERIA FOR SELECTION OF SCHOOLS

School Environment

- A welcoming school environment
- An administration and staff that support the goals of Elementary Education and the role of schools in the preparation of future teachers
- A strong cadre of faculty that supports the goals of Elementary Education and the role of the mentor teacher in the preparation of future teachers

Curriculum

- Variety in school programs that touch all areas of the elementary curriculum
- K-5 curriculum that addresses all elements of the elementary curriculum
- Classrooms that reflect inclusive educational practices

Administration

- Administrators who fully support the goals of the Teacher Education program
- Administrators that view themselves as instructional leaders
- Administrators who believe that the preparation of future teachers is both a university and school responsibility

CRITERIA FOR SELECTION OF MENTOR TEACHERS

General Qualifications - Required

Mentor Teachers – Early Field Experiences

- Hold a valid teaching credential
- Have at least one year experience
- Have a satisfactory performance rating for all evaluations
- Demonstrate evidence of effective classroom management, curriculum design, and teaching in the content area of focus for the students' field experience, e.g., science, physical education, the arts

Mentor Teachers – Literacy

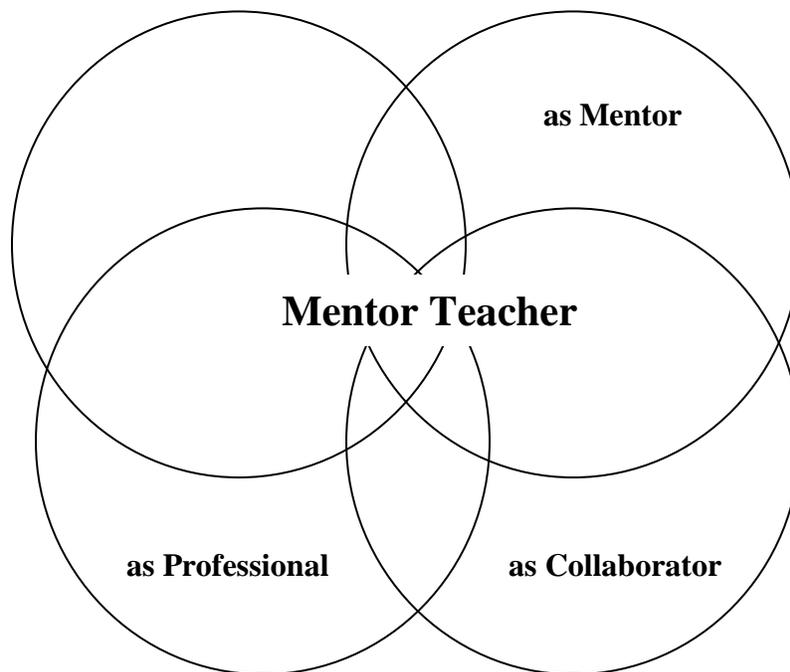
- Hold a valid teaching credential
- Have at least two years experience teaching

- Have a satisfactory performance rating for all evaluations
- Demonstrate evidence of effective literacy practices
- Demonstrate effectiveness in classroom organization and management and design of the literacy program for that grade level

Mentor Teachers – Student Teaching

- Hold a valid teaching credential and have “permanent” status in LAUSD
- Be a mentor teacher and have experience in classroom instruction during three of the last five years
- If a teacher of English learners, hold a valid English language teaching authorization (ESL authorization, CLAD emphasis credential)
- Demonstrate evidence of effectiveness in classroom management, curriculum design, implementation and evaluation, and collaboration at the grade and school levels
- Have satisfactory performance ratings for the last three evaluations that may include evaluations conducted during the probationary period
- Be willing to provide, as needed, instructional leadership or to assume curriculum development responsibilities at times other than regularly assigned working hours
- Are willing to participate in training centered on the developmental progression of beginning teachers; the Teaching Performance Expectations (TPEs); state-adopted academic content standards for students; theory-practice relationships in the program’s curriculum; and effective professional communication with beginning teachers

In addition to these required qualifications, the Integrated Teacher Education Program seeks individuals who demonstrate qualities as **practitioner**, **mentor**, **collaborator**, and **professional educator** to serve as mentor teachers:



Teacher as Practitioner:

- Secure in one’s teaching

- Reflective in his/her practice and can articulate the underlying rationale for practice
- Has a philosophy of education that advocates for a healthy productive child
- Demonstrates good rapport with K-5 students, and their parents and families
- Strong parent-teacher relationships
- Understand and welcome/appreciates diversity/culture, ideas
- Good knowledge of school and district policies
- Effective classroom management that is conducive to high levels of student engagement
- Knowledge of and ability to implement current and effective instructional strategies
- Teaches a well-balanced elementary school curriculum
- Effective short/long term planning based on California content standards and frameworks
- Differentiates instruction based on student needs (instructional sequence)
- Possess strong content knowledge and participates in professional development opportunities to enhance content knowledge
- Models effective management of classroom routines
- Models a wide range of effective techniques in all domains of practice: organizing and managing the classroom environment, assessment, planning, and teaching
- Models curriculum and instructional modifications appropriate for ELs, students with learning disabilities, the gifted and talented student.
- Models appropriate use of content are textbooks
- Models the use of assessment data to inform instruction
- Encourages active and equal participation from all students
- Monitors student progress towards academic goals
- Models effective questioning techniques and question formulation
- Models active listening in the classroom environment
- Models high and appropriate expectations for student achievement

Teacher as Professional Educator:

- Professional respect and ethics
- Respected by faculty and administration at the school
- Involved in school life outside of classroom
- Seeks out professional development opportunities; record of continued professional growth
- Leadership or active participation in in-service training and staff development
- Professional dress/demeanor
- Good record of attendance and promptness
- Ability to write and speak effectively
- Commitment to leadership roles and responsibilities

Teacher as Mentor:

- Understands the critical role that veteran teachers play in the preparation of aspiring teachers
- Time to support adult learners -- not bound to rigid time constraints
- Understands the place of the teacher candidate in the “learning to teach” continuum
- Effective communication skills and style
- Commitment to successful professional development of future teachers
- Provides opportunities for teacher candidates to plan, teach, and evaluate an instructional program
- Is willing to supervise and mentor the teacher candidate in developing effective practice

Teacher as Collaborator:

- Guiding teacher candidates through planning process (day to day, long term) through reflection and collaboration
- Ability to articulate practice
- Model collaboration with other professionals at the school site and district

APPENDIX D
Student Teaching Assistance Report (STAR)

Michael D. Eisner College of Education
Department of Elementary Education

The Student Teaching Assistance Report should be completed when extra assistance has been provided by the seminar leader, mentor teacher, or university supervisor to a teacher candidate who is working to develop a teaching skill and requires extra assistance. A meeting will be held with the student, faculty member or mentor teacher, and the Field Experience Office Director to review this report. The purpose of the report is to provide a record of support that can be maintained in the Field Experience Office.

Student Teacher Name: _____ ID #: _____

Email: _____ Telephone: _____

Program: _____ Course: _____ Semester/Year: _____ University Supervisor: _____

School/District: _____ Mentor Teacher: _____

Focus Areas: _____

Assistance Offered: _____

Outcome: _____

X _____
Student Teacher Signature

Date

X _____
University Supervisor/Mentor Teacher Signature

Date

APPENDIX E

Student Teaching Assistance Plan (STAP)

California State University, Northridge
Michael D. Eisner College of Education
Department of Elementary Education

-----*Office Use Only*-----

Student Teacher Name: _____ ID #: _____

Email: _____ Telephone: _____

Program: ITEP Traditional ACT Intern

STAP start date: _____ (Semester/Year)

Expected date of completion: _____ (Semester/Year)

_____ Student teacher has successfully completed his/her Student Teaching Assistance Plan and has the Director's approval to re-enroll in student teaching in _____(Semester/Year).

NOTE: Upon completion and approval of the STAP, student teacher **MUST** follow the standard procedures for re-enrolling in student teaching prior to the beginning of the semester and receive confirmation of eligibility from the Credential Office.

_____ Candidate did not complete his/her Student Teaching Assistance Plan and may not re-enroll in student teaching.

X _____
Director Signature

Date

IMPLEMENTATION

The Student Teaching Assistance Plan needs to be completed prior to the beginning/resumption of student teaching. Upon completion of your STAP, please make an appointment with the Field Experience Director to submit and discuss your STAP.

The completed Student Teaching Assistance Plan packet must include the following:

1. **Observation/Participation Record**: Keep a record of classroom observation and/or participation. Be sure to include dates, times, name of school, principal, mentor teacher, school telephone number, teacher and/or principal's signatures, focus of observation/participation, and etc. (Be sure to use the attached form for observation/participation records. The form may be duplicated as needed).
2. **Reflective Journal**: Keep a reflective journal for the duration of your observation/participation in the classroom. Be sure to reflect on all aspects of teaching and learning addressed in the STAP, including lesson preparation, delivery, student progress, and classroom management.
3. **Written STAP Summary**: Write a detailed summary of what you, the student teacher, have learned through the STAP about teaching and learning. Be sure to address all areas of student teaching as identified by the university supervisor in the STAP.
4. **Additional Attachments**: Please attach any additional projects, e.g. lesson plans, unit plans, assessment plans and behavior management plans, as delineated in the STAP.

Student Teaching Assistance Plan (STAP)

California State University, Northridge
Michael D. Eisner College of Education
Department of Elementary Education

Student Teacher Name: _____ ID #: _____

Email: _____ Telephone: _____

Program: _____ Course: _____ Semester/Year: _____ University Supervisor: _____

School/District: _____ Mentor Teacher: _____

Prior to re-enrolling in student teaching next semester, the teacher credential candidate is required to complete _____ hours of classroom observation/participation in _____ grade(s). During the observation/participation period of the STAP, the student is to focus on the following domains of the California Standards for the Teaching Profession (CSTP) and associated Teaching Performance Expectations (TPEs) as reflected in the following required activities:

A. Engaging and Supporting All Students in Learning (TPE 1):

B. Creating and Maintaining Effective Environments for Student Learning (TPE 2):

C. Understanding and Organizing Subject Matter for Student Learning (TPE 3):

D. Planning Instruction and Designing Learning Experiences for All Students (TPE 4):

E. Assessing Student Learning (TPE 5):

F. Developing as a Professional Educator (TPE 6):

NOTE: Prior to implementation of this Student Teaching Assistance Plan, the student teacher MUST prepare a written STAP implementation plan, which includes name of the school, principal and mentor teacher under whom the student teacher will be implementing the plan. Then, make an appointment with the Field Experience Director for an approval of STAP implementation plan.

I have discussed this Student Teaching Assistance Plan with my University Supervisor.

X _____
Student Teacher Signature Date

X _____
University Supervisor Signature Date

The STAP must be completed within one academic year of the date of the student's signature.

Appendix F

Student Teacher Evaluation

First Semester

The student teacher was observed in the following subject areas:

- English Language Arts/English Language Development (ELD)
- Mathematics

Second Semester

The student teacher was observed in the following subject areas:

- English Language Arts/English Language Development (ELD)
- Mathematics
- History-Social Science
- Science
- Physical Education
- Health Education
- Visual and Performing Arts

During this experience, the candidate has had significant experience in a setting that includes the following, as required by the California Commission on Teacher Credentialing:

- Two or more English learners with opportunities to implement SDAIE strategies, work with ELPAC/CELDT data as well as understand and apply principles of appropriate legislation.
- An inclusive setting with at least one student with identified special needs as indicated by an IEP or 504 plan and opportunities to apply strategies and principles of appropriate legislation.
- A diverse classroom in which at least 25% of the students are from different cultural, socio-economic, and/or language backgrounds.
- Technology to promote instruction and learn management of student data.

Evaluation Ratings

This assessment is designed to monitor growth in The California Teacher Performance Expectations (TPEs) and The California Program Standards. Observations should be used as the primary source of evidence, but other sources such as lesson plans, reflection notes, professional conversations, etc. may inform the assessment of the student teacher's performance.

As student teachers progress through each student teaching experience, it is expected that their teaching performance will become more sophisticated and refined. A midpoint evaluation rating of 2 or 3 is indicative of satisfactory progress in the specified competency, while a final evaluation rating of 3 or higher is indicative of full proficient performance in the specified competency for beginning teachers. Most student teachers do not receive ratings of 5.

1st Semester: The minimum passing standard for the **final student teacher evaluation** in this experience is an evaluation with no "1"s and no more than three "2"s.

2nd Semester: The minimum passing standard for the **final student teacher evaluation** in this experience is an evaluation with a minimum score of 3 in each category.

It is our expectation that student teachers will work on all TPEs throughout the program. At the midpoint evaluation, if the student teacher is demonstrating unsatisfactory or inconsistent knowledge and skills on a significant number of statements within the TPEs, a conference will occur with the Field Experience Office Director, the university supervisor, and the student teacher to develop a plan for future success.

1 = Unsatisfactory Performance. The student teacher demonstrates **unsatisfactory** knowledge and skills in this area.

2 = Emerging Performance. The student teacher demonstrates **inconsistent** knowledge and skills in this area.

3 = Progressing Performance. The student teacher demonstrates **satisfactory** knowledge and skills in this area.

4 = Proficient Performance. The student teacher demonstrates **significant** knowledge and skills in this area.

5 = Advanced Performance. The student teacher demonstrates a level of knowledge and skills **beyond** that expected of a beginning teacher.

Subject-Specific Pedagogical Skills

Engaging and Supporting All Students in Learning (TPE 1)

1a. Engages students in lessons by applying knowledge of student interests, prior experiences, and social-emotional learning needs.

1b. Connects instruction to real-life contexts and provides active learning experiences to engage student interests, support student motivation, and provide appropriate opportunities for critical and creative thinking, inquiry, and problem solving.

1c. Uses a variety of engaging and appropriate strategies, examples, methods, and hands-on learning strategies, Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), and other resources/approaches to support access to the curriculum for *all* learners.

Creating and Maintaining Effective Environments for Student Learning (TPE 2)

2a. Communicates and maintains high expectations for learning for *all* students in the classroom.

2b. Establishes and maintains positive classroom behavior by clearly communicating classroom routines and procedures.

2c. Uses positive interventions, school and community resources and supports, and conflict resolution practices, as appropriate, to foster a caring and inclusive learning community.

Understanding and Organizing Subject Matter for Student Learning (TPE 3)

3a. Demonstrates accurate knowledge of California State subject matter standards and curriculum frameworks, subject-specific pedagogy, cross-disciplinary methods, digital literacy, instructional materials, and technology applications.

3b. Plans and delivers effective lessons that support learning, skill development, and use of academic language for *all* students.

3c. Makes accommodations and/or modifications as needed to promote subject matter knowledge and access to the curriculum for *all* students.

Planning Instruction and Designing Learning Experiences for All Students (TPE 4)

- 4a. Prepares effective daily lesson plans and maintains an appropriately detailed weekly plan book for long-term planning.
- 4b. Plans single-subject and cross-disciplinary lessons, including those that integrate the visual and performing arts, that promote active student participation through the use of developmentally, linguistically, and culturally appropriate activities for *all* students.
- 4c. Delivers lessons that are well-paced and uses instructional time effectively and efficiently.

Assessing Student Learning (TPE 5)

- 5a. Designs and administers classroom assessments, including scoring rubrics.
- 5b. Monitors student learning during lessons, analyzes student work and evaluation data, involves students in self-assessment and post-feedback revision work, and uses data to plan and modify instruction.
- 5c. Interprets assessment data and plans accommodations and supports for individual students and groups such as English learners, standard English learners, and students who receive special education services.

Developing as a Professional Educator (TPE 6)

- 6a. Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families.
(Minimum Passing Score: 3)
- 6b. Writes lesson reflection notes after teaching lessons and keeps a teaching journal to reflect on teaching practices, growth, and goals.
- 6c. Demonstrates maturity, models professional and ethical conduct, and communicates respectfully with students, colleagues, families, and mentors. (Minimum Passing Score: 3)

For the **final evaluation only**, please indicate that the student teacher has met the passing standard requirement. (Yes or No)

1st Semester:

Student Teacher Strengths (Comment box)

Suggestions for Improvement/Goals (Comment box)

2nd Semester:

Comments (Comment box)