



**MICHAEL D. EISNER**  
COLLEGE OF EDUCATION

## **Department of Elementary Education**

### **Post-Baccalaureate Traditional Program**

# **STUDENT TEACHING HANDBOOK**

**FOR STUDENTS, FACULTY, UNIVERSITY SUPERVISORS, AND MENTOR TEACHERS**

**California State University, Northridge  
Michael D. Eisner College of Education  
1811 Nordhoff Street  
Northridge, CA 91330-8265**

**Revised: August 2018**

The Student Teaching Handbook is designed for students, faculty, mentor teachers, university supervisors, and coordinators participating in the Fifth Year Post- Baccalaureate Traditional Program offered through California State University, Northridge. It is intended to provide an overview of the student teaching experience; describe the responsibilities of credential candidates, mentor teachers, coordinators, and faculty participating in the program; and explain policies and procedures established in the program for successfully completing student teaching.

## TABLE OF CONTENTS

<b>Traditional Program and CSUN Telephone Numbers</b>	<b>1</b>
<b>Conceptual Framework of the College of Education</b>	<b>2</b>
<b>Section I: Student Teaching Experiences</b>	<b>3</b>
<b>Section II: Policies, Expectations, and Professional Responsibilities of Multiple Subject Teacher Candidates</b>	<b>15</b>
<b>Section III: About the Traditional Program</b>	<b>22</b>
<b>Appendix A: The California Teaching Performance Expectations (TPEs)</b>	<b>24</b>
<b>Appendix B: Department of Elementary Education Lesson Plan Format</b>	<b>32</b>
<b>Appendix C: Criteria for the Selection of Partnership Schools and Mentor Teachers</b>	<b>48</b>
<b>Appendix D: Student Teaching Assistance Report (STAR)</b>	<b>51</b>
<b>Appendix E: Student Teaching Assistance Plan (STAP)</b>	<b>52</b>
<b>Appendix F: Student Teacher Evaluation</b>	<b>55</b>

## TRADITIONAL PROGRAM AND CSUN TELEPHONE NUMBERS

The Traditional Program is offered through the Michael D. Eisner College of Education. The following information is provided to assist participants in contacting appropriate offices and personnel during the program.

**Department of Elementary Education**  
[eed@csun.edu](mailto:eed@csun.edu)

(818) 677-2621  
(818) 677-5723 (FAX)

**Dr. Mira Pak**  
**Chair of Elementary Education**  
[mira.pak@csun.edu](mailto:mira.pak@csun.edu)

(818) 677-2621

**Dr. Renee Ziolkowska**  
**Field Experience Office Director**  
[renee.ziolkowska@csun.edu](mailto:renee.ziolkowska@csun.edu)

(818) 677-7393

**Kelly Riese**  
**Field Experience Office Coordinator**  
[kelly.riese@csun.edu](mailto:kelly.riese@csun.edu)

(818) 677-2574

**Field Experience/Student Teaching Office**  
[elemst@csun.edu](mailto:elemst@csun.edu)

(818) 677- 3183

**Credential Office**  
[credprep@csun.edu](mailto:credprep@csun.edu)

(818) 677-2733  
(818) 677-5722 (FAX)

## CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION

The Traditional 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.

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.

## **SECTION I: STUDENT TEACHING EXPERIENCES**

### **Introduction**

Field experiences, including two student teaching assignments, are an integral part of the Traditional Program, providing teacher candidates with opportunities to observe and develop effective practices in managing and organizing the classroom, and planning, teaching, and evaluating the curriculum. As candidates progress through the program, they assume greater responsibility for classroom activities, teaching the curriculum, and assessing students.

Research in best practices in teacher education suggests that the most effective student teaching experience is one that is well coordinated with various other elements of the candidate's preparation. Student teaching represents the capstone experiences for teacher candidates in the Traditional Program and provides them the opportunity to apply, elaborate, extend, and adapt skills and understandings they acquire in the program to the practical realities of the classroom. It is expected that teacher candidates will through the experience, demonstrate professional competencies related to the 6 Teaching Performance Expectations representing the six domains of the California Standards for the Teaching Profession (see Appendix A for the full language of the 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

## **Student Teaching Placement**

Traditional Program teacher candidates are assigned to classrooms of mentor teachers in partnership schools. These mentor teachers have been selected through an application process that includes a classroom observation by either the Field Office Director or school principal. Mentor teachers participating in the program demonstrate an understanding of the developmental nature of learning to teach and a desire to mentor aspiring teachers into the profession.

The E ED 560C Supervised Fieldwork includes an Early Field Experience component followed by a ten-week, half-day assignment. If the teacher candidate is taking E ED 520 at the same time as student teaching, the observation/participation requirement in E ED 520 will be completed in the same classroom as student teaching, prior to the start of student teaching. In this first assignment, the teacher candidate assumes responsibility for teaching in the areas of reading/language arts/ELD and mathematics. In addition, this student teaching assignment includes the design and implementation of modifications for English learners and students with special needs.

In E ED 561F Student Teaching, candidates again complete an Early Field Experience followed by a ten-week, full-day experience in a classroom setting that reflects a different grade level range than what was experienced during first semester student teaching. Teacher candidates build upon the skills and understandings acquired in the first student teaching assignment, teaching reading/language arts and mathematics, and expand their lesson planning and teaching to include additional areas of emphasis - history/social science, science, the arts, health, and PE. It is expected that by the close of the second assignment, the teacher candidate will demonstrate a level of competency expected of the beginning elementary teacher.

### **Responsibilities of Teacher Candidates, Mentor Teachers, and University Supervisors in Student Teaching**

Following is a list of the responsibilities of the teacher candidate, mentor teacher, and university supervisor during a candidate's student teaching assignment.

#### **RESPONSIBILITIES OF THE TEACHER CANDIDATE**

##### **Before the assignment begins:**

###### ***Professionalism***

- Consider student teaching assignment a full-time job, and plan accordingly.
- Be available for student teaching workshops and meetings, scheduled during the time period before student teaching begins or after it ends.
- Adhere to professional ethics (dress code, privileged communications).
- Become familiar with the public school protocol regarding student teaching.
- Be prepared to student 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.
- Be available to conference with the mentor teacher before or after school, in response to the needs of the mentor teacher in preparation for the student teaching experience.
- Approach the assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve.
- Notify the university supervisor and mentor teacher 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 around the school 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 for handouts, teaching aids.
- Attend functions like "Back-to-School Night," Open House, and PTA meetings with your mentor teacher (unless it interferes with a university course).
- Introduce yourself to the administrators, faculty, students, and staff.

### ***Planning and Instruction***

- During your observation/participation weeks, in advance of student teaching, set a regular planning time with your mentor teacher that you will commit to on a weekly basis.
- Determine with your mentor teacher the assessment tools and procedures that should be included in your lesson plans.
- Discuss with the mentor teacher school rules for managing discipline problems and the mentor teacher preferred techniques for classroom management.
- Obtain texts and teaching materials from the mentor teacher.
- Observe the mentor teacher in class; familiarize yourself with teaching of skill subjects, standards of behavior for different activities, class routines and procedures, and safety drills.
- Ask clarifying and probing questions about what you observe.

### **During the 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.
- Keep an ongoing, reflective log of your experiences, challenges, concerns and satisfactions in a student teaching journal to be submitted to your university supervisor.
- Keep communication with the mentor teacher and university supervisor open, discussing problems or concerns as they arise.
- Take the initiative in asking questions and requesting materials. Attend staff meetings, professional conferences, and parents' meetings. Ask to sit in on one or more parent-teacher conferences.
- 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 student teaching seminars. Seminars provide teacher candidates and faculty an opportunity to articulate theory and practice and address issues that arise in candidates' experiences in the classroom.
- Express appreciation at the conclusion of your assignment to all administrators, faculty, and staff who contributed to your learning experience.

#### ***Planning and Teaching***

- Maintain a mutually satisfactory daily conference time with your mentor teacher. Make a sincere effort 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, following the program's required format at least 24 hours in advance of the teaching period and retain these plans in a cumulative student teaching folder. The mentor teacher may require you to submit in writing your proposed sequence of materials and activities for the following week on Fridays, with a copy to the university supervisor.
- Evaluate lesson plans and the classroom implementation as objectively as possible and confer with the mentor teacher on a daily basis.
- Maintain a Student Teaching Binder which includes a planbook and lesson plans with all handouts for students. This binder must be readily accessible in the classroom for review at any time by the mentor teacher and the university supervisor.

### ***Assessment and Grading***

- Assess students' content knowledge and skills and use results in planning for instruction.
- Keep a roll and gradebook and confer frequently with the mentor teacher on the number and types of entries.

## **RESPONSIBILITIES OF THE MENTOR TEACHER**

### **Before the assignment begins:**

#### ***Professionalism***

- Meet with the university supervisor to discuss the nature of the field experience and specific information regarding the candidate's involvement in the classroom.
- 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. Clarify how the teacher candidate will gradually assume full classroom responsibilities under your mentorship.
- 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.
- Inform the teacher candidate regarding school/district policies, coverage of 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 the teacher candidate with work space 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 gradebook(s).

#### ***Assessment of the Teacher Candidate***

- Take time to discuss your expectations for the teacher candidate in terms of responsibilities, contributions, 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.
- Meet with the teacher candidate and university supervisor during planned visit of the supervisor to the teacher's classroom.

### ***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 the class in order to give accurate feedback on the strengths and weaknesses of lessons.
- Demonstrate your classroom management procedures for the teacher candidate.
- 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.
- Allow the teacher candidate to assume full responsibility for teaching in the area of emphases during the last week of student teaching during the first assignment OR during the last two weeks (10 consecutive days) of the second assignment.

### ***Troubleshooting***

- Inform the university supervisor immediately if the teacher candidate is having difficulties or is not demonstrating satisfactory progress in meeting the Teaching Performance Expectations.

### ***Assessment of the Teacher Candidate***

- Write out observation comments and evaluations for activities in which the candidate is engaged. Provide the teacher candidate with a copy and keep another copy on file.
- 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 improvement.
- Complete and discuss the midterm and final evaluation forms with the teacher candidate and university supervisor.

## **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

### ***Students/School/Community***

- Become familiar with school programs, schedules, and staff.
- 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 at least six visits (not including initial "welcome" visit) to the classrooms of teacher candidates and be punctual for those visits.
- Plan to observe entire lessons and provide feedback to the candidates.
- Observe the teacher candidate in the classroom on a regular basis and complete an observation form for each visit. 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, as appropriate. 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 if interpersonal problems arise between the teacher candidate and mentor teacher and be receptive to the ideas and suggestions for change from both.
- Inform the Field Experience Director of concerns involving the teacher candidate.
- Discuss problems or concerns you may have with the teacher candidate's skills, or the appropriateness of the setting with the mentor teacher and with the Field Experience Director.
- Work collaboratively to establish effective intervention strategies in support of the teacher candidate (e.g., reassignment, extension of assignment, or withdraw from the program, if necessary).

### ***Assessment of the Teacher Candidate***

- Discuss the content of feedback and criteria for evaluation with the mentor teacher and the teacher candidate. Complete and discuss mid-term and final evaluations with the mentor teacher and candidate.

## **The Student Teaching Experience**

### ***E ED 560C: Supervised Fieldwork***

In this experience, the focus is on the teaching of literacy and math. This student teaching experience is designed to advance the candidate in their understanding of the six interrelated domains of teaching practice as outlined in the California Standards for the Teaching Profession or CSTPs (California Department of Education, 1997 and 2016) through the engagement and mastery of the Teaching Performance Expectations. The six TPEs are arranged into the six domains of the CSTPs:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Teacher candidates enrolled in E ED 560C also enroll in E ED 559C: Student Teaching Seminar. Assignments from the seminar support the student teaching objectives.

### **COURSE OBJECTIVES**

Upon completing this field experience, you should be moving toward mastery of the teaching performance expectations (as outlined by CCTC, 2016). Mastery is considered to be at the assessed level of each TPE.

After completing this course, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts (TPE 3).
2. Strategically plan and implement instruction to ensure that students meet or exceed the standards (TPE 3).
3. Create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts (TPE 3).
4. Make language comprehensible to diverse learners, and use the needs of the learners to guide instruction (TPE 1).
5. Teach state adopted academic content standards for students in mathematics (TPE 3).
6. Help students solve problems using mathematical reasoning in a secure environment (TPE 3).
7. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 4 and 5).
8. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan instruction (TPE 5).
9. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 5).

10. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in language arts/math for diverse and exceptional learners (TPE 4 and 5)
11. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 4).
12. Maintain high student engagement by using strategies that engage all learners (TPE 1).
13. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1).
14. Use assessment data to plan and modify instruction over time (TPE 5).
15. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 2).
16. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1).
17. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 2).
18. Self evaluate teaching practices; and improve teaching practices of the self and others by engaging in cycles of planning, teaching, reflecting, problem solving, and applying new strategies (TPE 6).

### **COURSE ACTIVITIES/ASSIGNMENTS**

You will receive detailed formatting instructions for all activities and assignments at the first meeting with your university supervisor.

1. Early Field Experience Assignment. Complete the Early Field Experience requirements as defined in your Packet and return to your university supervisor or seminar instructor, as noted.
2. Lesson Plans. Plan and implement lessons in literacy and math that reflect state adopted content standards based on assessment data as guided by your mentor teacher and university supervisor. Complete the “Reflection” portion of the lesson plan immediately following the teaching of a lesson.
3. Include “Essential Questions” in Lesson Plans. Include in your lesson plans essential questions and directions for successful classroom management until you are able to translate your lesson plans into successfully taught lessons (Your university supervisor will let you know when you can stop including “essential questions”).
4. Modification Plans for Lessons. Plan and implement modifications in lesson plans for ELL learners and exceptional learners in the inclusion experience as guided by your mentor teacher and university supervisor.
5. ELD Level/Students with Special Needs Seating Chart. Supply your university supervisor with a seating chart that shows the ELD levels of the students in your classroom and students who have an IEP.
6. Student Teaching Binder. Maintain a Student Teaching Binder that includes past lesson plans taught (with the reflection portion of the plan completed), current lesson plans, and future lesson plans. Have the binder available whenever a university supervisor comes to your classroom.
7. Reflective Journal. Keep a reflective journal about your experience in the classroom. You will turn this in to your university supervisor.
8. edTPA Rehearsal. Complete edTPA rehearsal activities as assigned in your student teaching seminar.

### **GRADING AND ASSESSMENT POLICY**

You are assessed, using the Student Teacher Evaluation, at the midpoint and end of the student teaching experience by your university supervisor and mentor teacher. You will be asked to write goals for improving your teaching performance at the midpoint and endpoint of the student teaching experience. Goals generated at the end of the experience will be used during the second student teaching experience (E ED 561F) to further the development of your teaching ability.

“Fieldwork Experience” is graded on a credit (CR)/no credit (NC) basis. The California Commission on Teacher Credentialing requires the equivalent of a “B” (3.0) for teacher performance in student teaching for awarding of credentials. At the conclusion of the semester of student teaching, the Student Teacher Evaluation will be used to provide an evaluation report about you as a student teacher.

## COURSE EXPECTATIONS

Successful completion of E ED 560C is based on expectations adopted by the Department of Elementary Education for all programs.

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"> <li>• <u>all written lesson plans</u> required by the program and mentor teacher with written reflections completed after each lesson</li> <li>• a detailed planbook that includes all lessons for the week; highlight all lessons you taught and activities you led</li> <li>• an updated classroom map that includes a seating chart indicating ELD (with levels)/Special Needs/GATE students, etc.</li> </ul>
	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.

### ***Student Teaching Seminar***

***You will complete E ED 559C: Supervised Fieldwork Seminar.***

See the appropriate Student Teaching Seminar syllabi for a description of seminar activities and due dates for written assignments.

### ***E ED 561F: Student Teaching***

In this experience, the focus is on teaching all academic subjects, health, the arts, and physical education to diverse learners. Diverse learners include those from different cultures, English language learners, and exceptional populations. This student teaching experience is designed to advance candidates in their understanding of the six interrelated domains of teaching practice as outlined in the California Standards for the Teaching Profession (California Department of Education, 1997 and 2016) through the engagement and mastery of the Teaching Performance Expectations. The six TPEs are arranged into six domains and include:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning

- 4 . Planning Instruction and Designing Learning Experiences for All Students
- 5 . Assessing Student Learning
- 6 . Developing as a Professional Educator

Teacher candidates enrolled in E ED 561F also enroll in E ED 559F: Student Teaching Seminar. Assignments from the seminar support the student teaching objectives.

### **COURSE OBJECTIVES**

Upon completing this field experience, teacher candidates are expected to demonstrate significant mastery of the teaching performance expectations. Mastery is considered to be at the assessed level for each of the 6 TPEs according to the following levels of practice:

After completing this course, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts, English Language Development, Math, Science, History-Social Science, Health, Visual/Performing Arts and PE (TPE 3).
2. Strategically plan and schedule instruction to ensure that students meet or exceed the standards (TPE 3).
3. Create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts across all curricular subjects (TPE 3).
4. Make language comprehensible to diverse learners by using SDAIE strategies, and use the needs of the learners to guide instruction (TPE 2 and 3).
5. Help students inquire, reason, and solve problems in all academic contexts (TPE 3 and 4).
6. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 3, 4, 5).
7. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan differentiated instruction (TPE 5).
8. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 4).
9. Incorporate specific strategies, teaching/instructional activities, procedures and experience to provide a balanced curriculum in all subject areas for diverse and exceptional learners (TPE 3 and 4).
10. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 1, 2, 3).
11. Maintain high student engagement by using strategies that engage all learners (TPE 1).
12. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 1 and 3).
13. Use assessment data to plan and modify instruction over time (TPE 5).
14. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 1).
15. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 1).
16. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 1 and 3).
17. Demonstrate the ability to work with colleagues and other school personnel, including paraprofessionals and specialists (TPE 6).
18. Self evaluate teaching practices; and improve teaching practices of the self and others by engaging in cycles of planning, teaching, reflecting, problem solving, and applying new strategies in a peer coaching environment (TPE 6).
19. Demonstrate an understanding of the knowledge, skills, and attitudes needed to work effectively with all students, including English Language Learners and culturally diverse students (TPE 1).

### **COURSE ACTIVITIES/ASSIGNMENTS**

You will receive detailed formatting instructions for all activities and assignments at the first meeting with your university supervisor.

1. Complete the requirements of the Early Field Experience component of student teaching.
2. Plan (using written lesson plans) and implement lessons based on assessment data as guided by your mentor teacher and university supervisor.

3. Plan (using written lesson plans) and implement modifications for exceptional learners and EL learners.
4. Assess student learning and use assessment data to inform planning and instruction.
5. Maintain a reflective journal that responds to your teaching experiences AND specific lessons you have taught in the classroom.
6. Maintain a Student Teaching Binder that includes past lesson plans taught, current lesson plans, and future lesson plans. Have the binder available whenever a university supervisor comes to your classroom.
7. Complete the edTPA in your student teaching classroom.

### **GRADING AND ASSESSMENT POLICY**

In this course you will be observed by your mentor teacher and university supervisor. They will use the Student Teacher Evaluation to help you assess your developing competency of the Teaching Performance

Expectations and your ability to teach English learners and students with special needs.

Assessment of teaching competency will also be supported by evaluation of a completed edTPA. Formal evaluation of the edTPA is conducted in the last four weeks of the semester.

**By the close of the second student teaching assignment, teacher candidates are expected to demonstrate a level of competency of the 6 Teaching Performance Expectations consistent with that of a beginning teacher.**

“Fieldwork Experience” is graded on a credit (CR) no credit (NC) basis. The California Commission on Teacher Credentialing requires the equivalent of a “B” (3.0) for teacher performance in student teaching for awarding of credentials. At the conclusion of the semester of student teaching, the Student Teacher Evaluation and the edTPA will be used as the formal means for evaluating teacher candidates in student teaching.

## COURSE EXPECTATIONS

Successful completion of E ED 561F is based on expectations adopted by the Department of Elementary Education for all programs.

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"> <li>• <u>all written lesson plans</u> required by the program and mentor teacher with written reflections completed after each lesson</li> <li>• a detailed planbook that includes all lessons for the week; highlight all lessons you taught and activities you led</li> <li>• an updated classroom map that includes a seating chart indicating ELD (with levels)/Special Needs/GATE students, etc.</li> </ul> <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.

\* IF THERE IS A HOLIDAY DURING THE WEEKS YOU ARE ASSIGNED TO DO ALL DAY TEACHING, YOU MUST BEGIN DURING WEEK 7 – YOU MUST TEACH 10 CONSECUTIVE ALL DAYS WITHOUT LEAVING YOUR CLASSROOM TO PARTICIPATE IN OTHER UNIVERSITY ACTIVITIES.

### *Student Teaching Seminar*

#### *You will complete E ED 559F: Student Teaching Seminar*

See the appropriate Student Teaching Seminar syllabi for a description of seminar activities and due dates for written assignments.

## **SECTION II: POLICIES, EXPECTATIONS, AND PROFESSIONAL RESPONSIBILITIES OF MULTIPLE SUBJECT TEACHER CANDIDATES**

Candidates enrolled in any Multiple Subject Credential Program are encouraged to become familiar with all matters related to their rights and responsibilities as students at California State University, Northridge, as stated in the University Catalog.

### **Registering For Classes**

Teacher candidates must comply with university policy regarding payment of fees and registering for classes. Students must pay fees and register for classes by the end of the third week of classes in the semester.

Any teacher candidate who is not able to register for classes by the established deadline must notify the appropriate program coordinator and develop a plan of action for registering for courses within a semester.

### **E-Mail**

All teacher candidates are required to obtain and maintain a CSUN email address. If you have a preferred email, visit CSUN's portal for information on forwarding your CSUN email to your preferred email.

### **Standards for Completion of Assignments**

All assignments are to be completed in a professional manner. Unless otherwise specified, assignments must be typed using a standard font and appropriate margins.

Individual instructors establish their own policies and expectations for successful completion and submission of assignments. Students are advised to familiarize themselves with policies established in each course and to adhere to those policies in completing assignments for the course.

### **Use of Cellular Phones during Fieldwork**

All cell phones and other electronic devices must be silenced during class and field experiences. If, due to an emergency situation, the student must receive a call during class time, he or she is asked to inform the instructor(s) or mentor teacher prior to the beginning of class.

### **Attendance**

Regular attendance at orientations, classes and seminars is considered part of the professional responsibility of all teacher candidates and important to teacher candidates developing the skills and understandings required of a teacher. Attendance policies will vary across courses, however, students are generally expected to attend all class sessions except in case of emergency and to inform the instructor of any absence from class.

### **Religious Holidays**

The student teaching program follows university policy in honoring religious holidays.

### **Tardiness**

Students are expected to demonstrate professional responsibility and respect by arriving to all class sessions and fieldwork assignments on time.

### **Professionalism Requirements in Field Experiences**

Participating in school-based field experiences is a time of transition from the world of being a student to that of the teacher. It is the responsibility of the teacher preparation program to advance in every way possible, the knowledge base, abilities, and professional sensibilities of the teacher candidate in this transition. What follows is a list of requirements to promote opportunity for candidate success in field experiences.

### Appearance and Attire

First impressions are important and can be lasting. As you enter the school as a professional, do your best to present yourself as a professional.

Guideline	Rationale
<p><b>Women:</b> Slacks, appropriate shorts, dress, skirt, blouse, polo shirt, T-shirt (appropriate style). Footwear appropriate to the job: Flats, loafers, tennis shoes.</p> <p><b>Men:</b> Slacks or casual pant; sport shirt or polo shirt, worn out or tucked in as appropriate; Casual shoe or tennis shoe.</p>	<p>Avoid wearing jeans or denim unless the day's activities specifically call for such clothing. It is not appropriate for <b>women</b> in the school setting to wear clothing that exposes the midriff, spaghetti straps, halter tops, T-shirts with inappropriate logos, short-short skirts and shorts, tight-tight pants and tops, revealing tops. Rubber slippers/flip-flops/Zora's are not appropriate.</p> <p>Likewise, <b>men</b> should avoid wearing jeans to teaching unless the day's activities warrant and certainly should never arrive at school in grunge-wear, excessively large/baggy clothing, droopy pants with exposed underwear; T-shirts and other attire with inappropriate logos; and hats unless on an outdoor fieldtrip.</p> <p>A teacher candidate should dress in a manner so as to conceal tattoos and body piercings in unusual places.</p>

### When on the School Grounds

As a student teacher, you are a guest and a visitor to the school campus. Please inquire into policies regarding parking on campus, signing into and out of campus, and use of the facilities.

Ask about, learn, and follow rules for parking on and around the campus.	Don't park in areas that are clearly off-limits to you, e.g., the Principal's or Cafeteria Manager's designated parking space. Don't park in spaces commonly understood to be reserved for teachers and staff at the school.
Ask about, learn, and adhere to school policy for signing in and out of school.	The school's primary concern is the safety of its children. Please follow all school policies as a visitor on the campus.
Inform your supervising/host teacher and/or the front office if you must be absent from fieldwork or student teaching due to emergency or illness.	Assume your responsibilities as a fieldwork student or student teacher as if you were the actual teacher. If at all possible, provide the mentor teacher with plans for lessons that you were scheduled to teach.
Check on policy of student teacher use of teacher's lounge during recess and lunch breaks.	Due to the number of teachers at some elementary schools, the teacher's lounges at many schools are suffering from overcrowding. Please do not assume that you have free use of the lounge. Discuss the matter with your mentor teacher.

### Personal Attributes

Certain personal qualities are a good match with the challenges and responsibilities of teaching, and the student teaching experience should be a time during which you begin to apply those attributes to the teaching setting.

Take initiative.	Don't wait for your mentor teacher to ask you to complete a task or fulfill a responsibility that has been put before you. You have been provided a guideline for your involvement in fieldwork. Adhere to it.
Get organized.	The effective teacher is an organized teacher.

	Teachers fulfill hundreds of tasks on a daily basis and an organized teacher will make maximum use of time in the school day.
Be open to feedback and suggestions.	Seek input from your mentor teacher on how to improve your practice. Put suggestions from your university supervisor and mentor teacher into practice.
Be punctual.	A habit of tardiness in a person who has assumed the responsibility of caring for children is a potentially disastrous mixture. Please be sure to schedule the other elements of your life so that you can arrive and remain at your school during the required hours.
Plan well in advance for the day's teaching.	As a guideline, submit lesson plans to your mentor teacher at least 24 hours prior to teaching them.
Use discretion in your communications.	Don't engage in gossip about any one on the school grounds, including students. Carefully monitor your conversations with others for appropriateness to the educational setting.
Keep communication open.	Open communication is critical to a successful fieldwork/student teaching experience. Confer with the mentor teacher on a regular basis to discuss your practices. Provide the teacher with a comment/feedback journal.
Participate fully in the life of the school.	Use this time as an opportunity to demonstrate to others that you are fully committed to teaching as a profession. Attend back-to-school and open house events, attend faculty meetings and professional development workshops (as appropriate), etc.

### Eligibility to Student Teach

In order for teacher candidates to be eligible to student teach they must have completed the following requirements:

- Basic Skills Requirement (BSR)
- CSET passed
- Writing Proficiency (one of the following options):
  - CBEST writing score of 41 or better
  - UDWPE with a score of 10 or better
  - Approved Upper Division Writing course ENG 305, ENG 406, or COMS 321 with a grade of "C" or better
  - Passage of CSET: Writing Skills
- Successful completion of all requisite coursework with a grade of "C" or better in all courses and an overall GPA of 2.75 or above since admission
- Documentation of clearance from tuberculosis
- Fingerprint clearance
- CPR certification is required before second semester student teaching placement.

### Application to Student Teach

All teacher candidates must submit an application to student teach to the Credential Office in the semester prior to beginning the first student teaching assignment. An application for the second student teaching assignment is required if both assignments are not completed in consecutive semesters. If conditions are not met or your plans change, you will need to file a new student teaching application. If your plans to student teach changes after you have submitted your student teaching application, you must notify the Credential Office and the Field Experience Office. Candidates should refer to deadlines for the Student Teaching Application established by the Credential Office.

### **Student Teaching When Employed in a Teaching Assistant Position**

The first student teaching experience may be completed in a Teaching Assistant's host school, but not with any teacher for whom the candidate has served as a T.A. Documentation from the school principal is required and the documentation must demonstrate that the mentor teacher meets the qualifications to serve as a mentor teacher as defined by the Commission on Teacher Credentialing. Second semester student teaching must be completed at a partnership school site. Career Ladder Program members may petition the Field Experience Office to complete their second semester of student teaching in a Career Ladder placement.

### **Student Teaching on District's Calendar**

Student teachers will follow the school district calendar if it differs from the CSUN calendar in order to remain in the classroom with their pupils. Your university supervisor will discuss scheduling modifications early in the semester so that candidates are informed when student teaching does not coincide with CSUN'S calendar.

### **Absences during Student Teaching**

Teacher candidates are expected to attend daily during the assignment, except in instances of illness or family emergency. If the candidate is absent more than three days from the assignment, the candidate's assignment will be extended an additional week. If the candidate is absent for more than five days, the candidate's assignment will be extended an additional two weeks. Absences totaling ten or more school days will require the candidate to withdraw from the assignment.

### **In-Service Days**

In-service days are contracted days for teachers. If you do not attend an in-service day scheduled in your district during your student teaching placement, you will be expected to be in the classroom planning or working.

### **State and Program Requirements Related to Student Teaching Placements**

The California Commission on Teacher Credentialing (CCTC) 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.

Moreover, according to the Standards of Quality and Effectiveness for the Professional Teacher Preparation Programs adopted by the Commission (2016), the two semesters of student teaching must provide candidates with experience teaching:

- English language learners
- Students with disabilities in inclusive settings
- Two of three grade ranges (K-2, 3-5, self-contained 6-8)
- Students who are emergent readers

### **Legal Responsibilities of the Mentor Teacher in Student Teaching**

In field experience situations, the mentor teacher remains as the teacher of record and is legally responsible for what happens in the classroom. Thus, the mentor teacher must work closely with the teacher candidate to ensure the safety and well-being of the students in the classroom. The mentor teacher must provide guidance in designing and implementing the curriculum, grading, and conducting parent conferences. Moreover, 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.

### **Reporting Child Abuse**

The state requires that all suspected child abuse be reported and educators are "mandatory reporters." Thus, teachers are legally liable for reporting all suspected cases of child abuse. Since you are not yet a credentialed teacher, you should talk to your mentor teacher and university supervisor if you suspect abuse of a child in your classroom. Do not take it upon yourself to report an incident without speaking to administrators.

Under the Federal Child Abuse Prevention and Treatment Act (CAPTA) passed in 1974, all 50 states have laws mandating the reporting of child abuse and neglect. The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164-11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

#### The Intent of California Law

- To protect the child and any other children in the home
- To provide help and resources for the parent or caretaker
- Be a catalyst for change in the home environment and prevent the risk of further abuse

#### Who can make a report?

- Any citizen can make a report of suspected or known child abuse to a child protective services agency.
- **Mandated Reporters are required by law to make a report**

#### What is a “Mandated Reporter” in California?

- In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home.
- A Mandated Reporter is legally required to report if they know of or have “Reasonable Suspicion” of child abuse and neglect encountered in the scope of their employment.

#### Who are “Mandated Reporters” in California?

##### In Public and Private Schools

- Teachers
- Instructional Aides
- Teacher’s Aides
- Teacher’s Assistants
- Classified Employees
- Other Certificated Employees (e.g., School Nurse, School Psychologist)

#### **Assessment of the Teacher Candidate in Student Teaching**

The Multiple Subject Credential Program has designed a multifaceted system for assessing the degree to which teacher candidates have demonstrated competency in the 6 Teaching Performance Expectations mandated by the California Commission on Teacher Credentialing. Components include a Student Teacher Evaluation based on the candidate’s teaching and the edTPA in planning, teaching, and assessing students in a literacy environment, and teaching and assessing students in mathematics.

**Student Teacher Evaluation.** The mentor teacher and university supervisor each complete an evaluation form based on regular observations of the candidate’s teaching practice. The profile reflects a developmental continuum in learning to teach according to the 6 Teaching Performance Expectations. This form is used as a formative assessment of the teacher candidate performance midway through the field experience, and summatively at the end of the candidate’s assignment. Both the mentor teacher and university supervisor independently complete a form at the end of the assignment that is shared with the teacher candidate at a scheduled conference. The purpose of this meeting is to discuss the progress of the teacher candidate towards meeting the Teaching Performance Expectations and to identify the specific TPEs in which the candidate is deficient

**Completion of edTPA.** Candidates will complete the edTPA that includes planning and teaching a learning segment and assessing students in the area of literacy. In addition, teacher candidates complete a mathematics assessment task during student teaching.

#### **Grade of “No Credit” (NC) Assigned for Student Teaching**

Student Teaching is graded on a “Credit” (CR)/“No-Credit” (NC) basis. A grade of No-Credit is given by the university supervisor in consultation with the Field Experience Office and is based on assessments of the candidate’s teaching proficiencies made by the university supervisor and mentor teacher. Generally, a grade of No-Credit is assigned in situations in which the teacher candidate has not demonstrated a satisfactory level

of competency as defined by the 6 Teaching Performance Expectations expected of teacher candidates in each of the two student teaching assignments.

### **Student Teaching Assistance Report**

When a teacher candidate requires significant additional assistance during a student teaching experience, and received that assistance from a seminar leader, mentor teacher, or university supervisor, a Student Teaching Assistance Report (STAR) will be completed by the faculty who provided assistance. Assistance should be in response to helping the teacher candidate meet expectations in the Teaching Performance Expectations (TPEs) as reflected in the Student Teacher Evaluation. The STAR will document what additional assistance was offered and what the expectations are for the teacher candidate following the engagement of 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 this document is to create a record of the type of assistance offered to the teacher candidate, so that the Field Experience Office and faculty are aware of efforts taken to improve teaching performance. See Appendix D.

### **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 appropriate California Standards for the Teaching Profession and Teaching Performance Expectations (TPEs). The STAP 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 STAP is written, or in a subsequent semester when the Teacher Candidate re-enrolls in student teaching. The Plan will be reviewed by the Field Experience Office Director. It will be placed in the credential candidate's file located in the Credential Office. A copy of the STAP remains with the teacher candidate and the Field Experience Office. The Field Experience Director will assume the responsibility of informing personnel in the Credential Office to remove the Plan from the candidate's file once the candidate successfully completes the student teaching assignment. See Appendix E.

### **Withdrawal from Student Teaching**

In a few situations, the teacher candidate's teaching may be significantly deficient. When this occurs, it is best for the teacher candidate to withdraw from the assignment as early in the semester as possible. Decisions regarding withdrawal from the assignment and possible transfer to another school site may be initiated by the teacher candidate, the mentor teacher, or the university supervisor. Any decision regarding withdrawal of a candidate from student teaching must be discussed with the Field Experience Director and school site administrator responsible for coordinating student teaching. Final approval of the decision to withdraw a candidate from student teaching is made jointly by the Field Experience Director and university supervisor. 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 Field Experience Office in writing.

### **Policy on Repeating Supervised Fieldwork/Student Teaching**

A candidate who has withdrawn two times from any one or combination of the following courses:

- E ED 560C
- E ED 561F

OR who has received two NC's in any one OR combination of the above courses, OR who has one Withdrawal ("W") and one No Credit ("NC") in any one or combination of the above courses, is ineligible for future placement. The candidate may request an exception of the Field Experience Director and Department Chair to allow a third placement when a candidate has withdrawn for documented reasons such as illness, family illness, or financial hardship. The Committee on Selection, Admission, and Retention in the Credential Office can be asked to review this decision.

### **Removal of a Teacher Candidate from an Assignment**

In the event that the teacher candidate does not fulfill obligations of the assignment, to the students, or to the mentor teacher, 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 upon a

discussion with the university supervisor, the Field Experience Director and the school-site administrator serving as school-university liaison. The final decision to remove a candidate from an assignment is made jointly by the university supervisor and the Field Experience Director.

### **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 Program. This action is initiated between Program faculty and the Coordinator for the candidate's program. 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 Office.

### **Placement Plan**

After the Field Experience Office makes three attempts to place a teacher candidate and is unable to do so because the candidate refuses the placement and/or the school refuses the placement of the candidate, the candidate must wait until the next semester for the student teaching assignment. A Placement Plan will then be developed jointly by the credential candidate, the university supervisor, and the Field Experience Director. The plan will be used in the following semester when a university supervisor attempts to place the teacher candidate.

When the teacher candidate returns for student teaching, the Field Experience Director will make two attempts to place him/her in an appropriate assignment. If the teacher candidate refuses the placement and/or the school refuses to place the student, the student is recommended to the Director of the Credential Office for consideration of involuntary withdrawal from the teacher preparation program.

### **Appealing Unfavorable Decisions**

Every student has the right to appeal any unfavorable decision, including the involuntary withdrawal from the teacher education program. To protect the rights of the student, the 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").

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

<b>TPE 1: Engaging and Supporting All Students in Learning</b>	
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
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	
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 fragile.	Practice and Assessed
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	Practice and Assessed

classroom routines, procedures, and norms to students and families.	
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	
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
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	
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: <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• 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;</li> <li>• appropriate adaptations and modifications for students with disabilities in the general education classroom;</li> <li>• opportunities for students to support each other in learning; and use of community resources and services as applicable.</li> </ul>	Practice and Assessed
5. Promote student success by providing opportunities for students to understand	Practice and Assessed

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.)	
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
<b>TPE 5: Assessing Student Learning</b>	
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
<b>TPE 6: Developing as a Professional Educator</b>	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Practice and Assessed
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	Practice and Assessed

with integrity and model ethical conduct for themselves and others.	
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**

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:

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

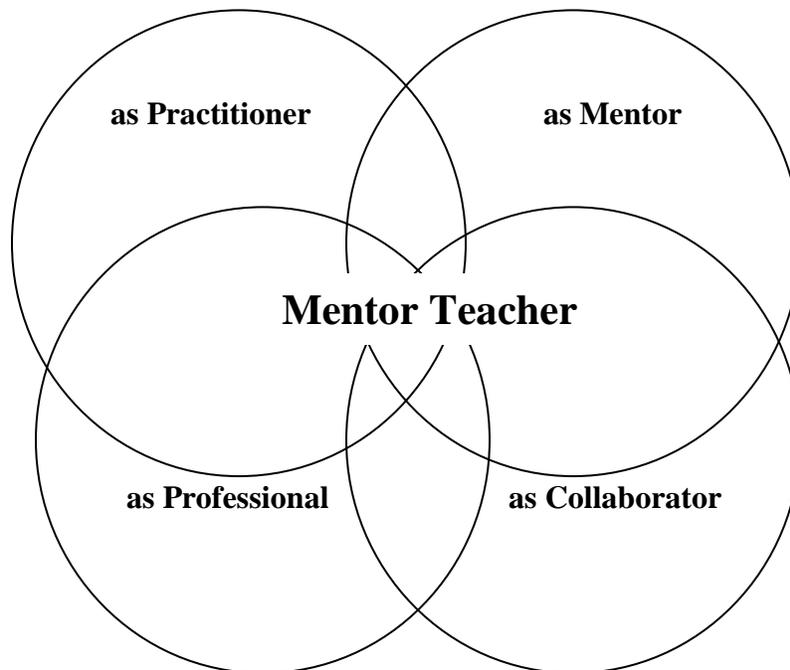
##### Mentor Teachers – Literacy

- 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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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)

1<sup>st</sup> Semester:

Student Teacher Strengths (Comment box)

Suggestions for Improvement/Goals (Comment box)

2<sup>nd</sup> Semester:

Comments (Comment box)