

Department of Elementary Education

Integrated Teacher Education Program
(ITEP)

STUDENT TEACHING HANDBOOK

FOR STUDENTS, FACULTY, UNIVERSITY SUPERVISORS, AND MASTER TEACHERS

California State University, Northridge
Michael D. Eisner College of Education
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The Student Teaching Handbook is designed for students, faculty, master teachers, university supervisors, and coordinators participating in Integrated Teacher Education Program (ITEP) offered through California State University, Northridge. It is intended to provide an overview of the student teaching experience; describe the responsibilities of credential candidates, master teachers, coordinators, and faculty participating in the program; and explain policies and procedures established in the program for successfully completing student teaching.

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ITEP PROGRAM AND CSUN TELEPHONE NUMBERS

The Integrated Teacher Education Program is offered jointly through the Michael D. Eisner College of Education and the Liberal Studies Program at CSUN. The following information is provided to assist participants in contacting appropriate offices and personnel during the program.

Liberal Studies Program Office	(818) 677-3300 (818) 677-4768 (FAX)
Department of Elementary Education	(818) 677-2621 (818) 677-5723 (FAX)
ITEP Pathway Coordinator -- Dr. Hillary Hertzog hillary.s.hertzog@csun.edu	(818) 677-2103
Student Teaching Coordinator – Pam Scherban-Sierra pam.sierra@csun.edu	(818) 677-2574
Field Experience/Student Teaching Office elemst@csun.edu	(818) 677- 3183
Credential Office credprep@csun.edu	(818) 677-2586 (818) 677-5722 (FAX)

CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION

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

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

SECTION I: STUDENT TEACHING EXPERIENCES

Introduction

Field experiences, including two student teaching assignments, are an integral part of the Integrated Teacher Education 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 ITEP 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 13 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)

Summary Overview of the Domains of the CSTP

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

Domain B: Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 7: Teaching English learners

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about students

TPE 9: Instructional planning

Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional time

TPE 11: Social engagement

Domain F: Developing as a Professional Educator

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

Student Teaching Placement

ITEP teacher candidates are assigned to classrooms of master teachers in partnership schools. These master teachers have been selected through an application process that includes a classroom observation by either the university supervisor or school principal. Master 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 first student teaching experience (E ED 578A) consists of an Early Field Experience requirement that includes a twenty hour observation/participation (O/P) literacy experience during which the teacher candidate learns about literacy instruction AND additional early field experience time during which the candidate will complete assignments that will be turned in to either the university supervisor or seminar instructor, as instructed in the Early Field Experience Packet. Following the Early Field Experience is a ten-week, half-day assignment in the same classroom. 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 the second student teaching assignment (E ED 578D), 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, Master Teachers, and University Supervisors in Student Teaching

Following is a list of the responsibilities of the teacher candidate, master 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 master teacher the best method to inform him or her of any unforeseen absences from student teaching.
- Be available to conference with the master teacher before or after school, in response to the needs of the master 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 master 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 master 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 master teacher that you will commit to on a weekly basis.
- Determine with your master teacher the assessment tools and procedures that should be included in your lesson plans.
- Discuss with the master teacher school rules for managing discipline problems and the master teacher preferred techniques for classroom management.
- Obtain texts and teaching materials from the master teacher.
- Observe the master 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 master 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 master 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 master teacher. Make a sincere effort to keep communication open, discussing problems or concerns as they arise.
- Utilize the master 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 master 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 master 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 master teacher on a daily basis.
- Maintain a Student Teaching Notebook which includes a planbook and lesson plans with all handouts for students. This Notebook must be readily accessible in the classroom for review at any time by the master 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 master teacher on the number and types of entries.

RESPONSIBILITIES OF THE MASTER 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 four to five regular 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 master teacher or teacher candidate.
- Schedule two and three-way conferences with the master teacher and/or the teacher candidate at regular intervals and at times that are mutually convenient, as appropriate. Provide the master teacher and teacher candidate with written summaries of the conference, including specific objectives for the teacher candidate.
- Provide resources for the master teacher and teacher candidate as requested or when appropriate.

Troubleshooting

- Be alert if interpersonal problems arise between the teacher candidate and master teacher and be receptive to the ideas and suggestions for change from both.
- Inform the Field Experience/Student Teaching Coordinator 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 master teacher and with the Field Experience/Student Teaching Coordinator.
- 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 master teacher and the teacher candidate. Complete and discuss mid-term and final evaluations with the master teacher and candidate.

The Student Teaching Experience

E ED 578A: Student Teaching in the Elementary School

The focus of the first student teaching experience is on the planning, teaching, and evaluation of literacy and mathematics programs for diverse learners. Diverse learners include those from different cultures, English language learners, and students with special needs. When possible, teacher candidates are assigned to classrooms that have implemented models of inclusion of learners with special needs.

In this initial student teaching assignment, the teacher candidate is assigned to a master teacher for the purpose of planning, teaching, and evaluating the reading/language arts/ELD and mathematics curriculum. It is expected that during this student teaching assignment, teacher candidates apply, further elaborate, extend and evaluate the skills and understandings they have acquired in EPC 315: Psychological Foundations of Education, E ED 477A: Literacy for Diverse Learners, E ED 477B: Literacy for Diverse Learners, SPED 420: Improving the Learning of Students with Special Needs, and E ED 472: Mathematics Curriculum and Methods in planning, teaching, evaluating, and reflecting on the reading/language arts/ELD and mathematics for diverse learners.

Teacher candidates enrolled in E ED 578A also enroll in E ED 579A: 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, 2001). Mastery is considered to be at Level III for each of the 13 TPEs. TPE Levels:

<i>Level I</i>	<i>Knowledge of components/elements</i>
<i>Level II</i>	<i>Application of components/elements to observational data – case studies, learning scenarios, learner profiles</i>
<i>Level III</i>	<i>Implement, evaluate, and reflect through active decision making in a classroom setting</i>

After completing this course, students will be able to:

1. Teach the state adopted academic content standards for students in English-language Arts (TPE 1 - Level III).
2. Strategically plan and implement instruction to ensure that students meet or exceed the standards (TPE 1 - Level III).
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 1 - Level III).
4. Make language comprehensible to diverse learners, and use the needs of the learners to guide instruction (TPE 1 - Level III).
5. Teach state adopted academic content standards for students in mathematics (TPE 1 - Level III).
6. Help students solve problems using mathematical reasoning in a secure environment (TPE 1 - Level III).
7. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 2 - Level III).
8. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan instruction (TPE 3 - Level III).
9. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 3 - Level III).
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 - Level III, TPE 7 - Level III).
11. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 4 - Level III, TPE 7 - Level III).
12. Maintain high student engagement by using strategies that engage all learners (TPE 5 - Level III).
13. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 6 - Level III).

14. Use assessment data to plan and modify instruction over time (TPE 8 - Level III, TPE 9 - Level III).
15. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 10 - Level III).
16. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 11 - Level III).
17. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 12 - Level III).
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 13 - Level III).

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 master 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 master 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 Notebook. Maintain a Student Teaching Notebook that includes past lesson plans taught (with the reflection portion of the plan completed), current lesson plans, and future lesson plans. Have the Notebook 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. PACT Teaching Event Rehearsal. Complete the PACT Teaching Event Rehearsal activities in your student teaching classroom assigned in your student teaching seminar.

GRADING AND ASSESSMENT POLICY

You are assessed, using the Classroom Teaching Profile, at the midpoint and end of the student teaching experience by your university supervisor and master 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 578D) 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 Classroom Teaching Profile will be used to provide an evaluation report about you as a student teacher.

COURSE EXPECTATIONS

Successful completion of E ED 578A is based on expectations adopted by the Department of Elementary Education for all programs.

Timeline:	Requirement:
Early Field Experience	Complete Early Field Experience in your student teaching classroom, based on expectations given to you by your university supervisor, seminar instructor, E ED 477B instructor, and the Field Experience Office.
Throughout	Create a Seating Chart showing ELD/Special Needs/GATE –submit to university supervisor during first week of student teaching. Place copy in Notebook.
	Maintain a weekly Reflective Journal – completed for the university supervisor, based on university supervisor requirements.
	Keep a Student Teaching Notebook available in the student teaching classroom that includes a planbook <u>and all lesson plans</u> required by the program and master teacher (with completed reflections) .
Lesson Plans	In first two weeks, written lesson plans must be submitted for every lesson. <u>Minimum number of lesson plans per subject area per week</u> – “2 or 3 days of instruction per week/1 plan may last more than 1 day” WITH “informal/formal assessment for EACH day of instruction.”
Weeks 1 - 4	Teach one lesson in Language Arts during Week 1. Write lesson plan using department format. Submit plan at least 24 hours in advance to master teacher. Include “essential questions” for all lesson plans, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
	Teach some lessons in Language Arts during Week 2. Write lesson plans using department format. Submit plans at least 24 hours in advance to master teacher. May add Math lessons. Include “essential questions” for all lesson plans, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
	Continue to teach Language Arts. If Math lesson not started in Week 2, <u>must add</u> at least one lesson in Math in Week 3. Write lesson plans using department format. Submit plans at least 24 hours in advance to master teacher. Include “essential questions” for all lesson plans, <u>except “routines”</u> 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 BOTH subject areas. Include transitions and classroom management tasks, such as taking attendance.
	Write <u>brief lesson plans</u> (without essential questions) after your university supervisor gives permission to omit essential questions.
	Review grading system; help record grades in gradebook; know components of report card.
Week 10 Final Exam	<u>Final week of student teaching:</u> Teach all morning for one week, including transitions, based on master teacher approval.

E ED 579A: First Semester Student Teaching Seminar

The seminar provides a forum for discussion of critical issues that arise in the student teaching experience as well as an opportunity for seminar faculty to provide focused instruction on specific skills and understandings in teaching such as: classroom organization and management, planning, teaching, and evaluating reading/language arts and mathematics programs, and modifications for ELs and students with special needs as they emerge in actual classroom settings. In addition, the seminar provides candidates the opportunity to rehearse components of the PACT Teaching Event and receive feedback on those components. The seminar meets regularly throughout the semester. The student teaching seminar is graded on a credit (CR)/no credit (NC) basis.

COURSE ACTIVITIES/ASSIGNMENTS

1. Lesson Plan with Essential Questions and Modifications. Plan a language arts comprehension lesson specifically designed to address the needs of English learners and students with special needs. Using the state-adopted academic content standards in Language Arts and English Language Development, determine appropriate short term goals for student learning, select materials, and develop a plan that includes differentiated instruction, informal assessment, and multiple opportunities for students to practice what they are learning. Script essential questions that you will ask as part of the lesson plan. **MUST** use E ED lesson plan format!
2. PACT Teaching Event Rehearsal. Create a Teaching Event, posted on TaskStream, following the PACT Handbook Guidelines.

E ED 578D: Student Teaching in the Elementary School

E ED 578D is the second student teaching experience for Multiple Subject Credential candidates participating in ITEP. The field experience takes place in a participating public elementary or middle school classrooms (self-contained) and provides opportunities for the teacher candidate to work under the daily direction and guidance of a qualified master teacher who exemplifies effective practices in teaching all students, including English Language Learners and students with disabilities, in a self-contained classroom setting. A university faculty member supervises the fieldwork assignment. Following an Early Field Experience requirement in the student teaching classroom, this ten-week, full-day assignment, the candidate gradually assumes full responsibility for the complete instructional program.

In this experience, the focus is on teaching all academic subjects, health, the arts, and physical education to diverse learners, with particular emphasis in teaching history-social science and science. Diverse learners include those from different cultures, English language learners, and exceptional populations. Teacher candidates are assigned to a master teacher teaching at the primary (K-2) upper elementary (3-5), or middle school (6-8) level (self-contained), depending upon the candidate's placement in the previous semester's supervised field experience. There is an expectation for collaborative lesson planning, peer coaching, and collegial reflection about teaching and learning.

Over the course of the ten weeks, the candidate gradually assumes full responsibility for all matters concerning classroom management and classroom routines, and for curriculum planning, teaching, and assessing students in all subject areas of the elementary curriculum: reading, English Language Development, language arts, mathematics, history/social science, science, art, music, and health and physical education. Moreover, it is expected that the teacher candidate will assume full responsibility for all matters related to teaching during the last two weeks of the ten-week assignment. This level of involvement of the credential candidate in the elementary classroom is intended to prepare the credential candidate to assume the responsibilities of a first-year beginning teacher.

Teacher candidates enrolled in E ED 578D also enroll in E ED 579D: 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 Level III for each of the 13 TPEs according to the following levels of practice:

- | | |
|------------------|---|
| <i>Level I</i> | <i>Candidates demonstrate knowledge of the research-base, concepts, theories, and skills associated with the 13 Teacher Performance Expectations (TPEs).</i> |
| <i>Level II</i> | <i>Candidates apply TPE elements in analyzing observational data such as case studies, learning scenarios, learner profiles.</i> |
| <i>Level III</i> | <i>Candidates implement the TPE elements through active decision-making in an actual classroom setting.</i> |

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 1 - Level III).
2. Strategically plan and schedule instruction to ensure that students meet or exceed the standards (TPE 1 - Level III).
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 1 - Level III).
4. Make language comprehensible to diverse learners by using SDAIE strategies, and use the needs of the learners to guide instruction (TPE 1 - Level III).
5. Help students inquire, reason, and solve problems in all academic contexts (TPE 1 - Level III).
6. Use progress monitoring during instruction to determine student progress; pace instruction and re-teach content based on evidence gathered using assessment strategies (TPE 2 - Level III).
7. Use a variety of informal and formal, formative and summative assessments to determine students' progress and plan differentiated instruction (TPE 3 - Level III).
8. Interpret assessment data to identify level of proficiency of English language learners in English and primary language (TPE 3 - Level III).
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 4 - Level III, TPE 7 - Level III).
10. Vary instructional strategies according to purpose and lesson content and to meet student learning needs, including diverse and exceptional learners (TPE 4 - Level III, TPE 7 – Level III).
11. Maintain high student engagement by using strategies that engage all learners (TPE 5 - Level III).
12. Apply developmentally appropriate practice to the developmental levels of children in the assigned classroom (TPE 6 - Level III).
13. Use assessment data to plan and modify instruction over time (TPE 8 - Level III, TPE 9 - Level III).
14. Allocate time to maximize student achievement by establishing procedures, routines, and managing transitions (TPE 10 - Level III).
15. Create a community of learners with clear expectations that promote student effort and engagement, and moderates behavior (TPE 11 - Level III).
16. Apply knowledge of values, biases, professional behavior to students and families in inclusive settings (TPE 12 - Level III).
17. Demonstrate the ability to work with colleagues and other school personnel, including paraprofessionals and specialists (TPE 13 - Level III).
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 13 - Level III).
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 7 - Level III).

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 master 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 Notebook that includes past lesson plans taught, current lesson plans, and future lesson plans. Have the Notebook available whenever a university supervisor comes to your classroom.

7. Complete the PACT Teaching Event in your student teaching classroom.

GRADING AND ASSESSMENT POLICY

In this course you will be observed by your master teacher and university supervisor. They will use the Classroom Teaching Profile 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 PACT Teaching Event. Formal evaluation of the Teaching Event is conducted toward the end of the semester.

By the close of the second student teaching assignment, teacher candidates are expected to demonstrate a level of competency of the 13 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 Classroom Teaching Profile and the PACT Teaching Event will be used to provide an evaluation report for each student teacher.

COURSE EXPECTATIONS

Successful completion of E ED 578D is based on expectations adopted by the Department of Elementary Education for all programs.

Timeline:	Requirement:
Early Field Experience	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.
Throughout	Create a Seating Chart showing ELD/Special Needs/GATE –submit to university supervisor during first week of student teaching. Place copy in Notebook. Maintain a weekly Reflective Journal – completed for the university supervisor, based on university supervisor requirements.
	Keep a Student Teaching Notebook available in the student teaching classroom that includes a planbook <u>and all lesson plans</u> required by the program and master teacher (with completed reflections) .
Lesson Plans	Minimum number of written lesson plans <u>per subject area</u> : “2 or 3 days of instruction per week/1 plan may last more than 1 day,” WITH “informal/formal assessment for EACH day of instruction.”
Weeks 1	Teach one lesson in Language Arts OR Math during <u>Week 1</u> . Write lesson plan using department format. Submit plan at least 24 hours in advance to master teacher. Include “essential questions” for all lessons, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Weeks 2-3	Teach some lessons in that subject area Week 2 and 3. Add second subject area in Week 3. Write lesson plans using department format. Submit plans at least 24 hours in advance to master teacher. Include “essential questions” for all lessons, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests)
Week 4	Add third subject area by Week 4 AND increase responsibility for teaching and managing transitions. Write lesson plans using department format. Submit plans at least 24 hours in advance to master teacher. Include “essential questions” for all lessons, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests).
Weeks 5-8	Week 5 and on: Write <u>brief lesson plans</u> (without essential questions) after university supervisor and master teacher approve brief plans, based on quality performance during lessons. If science and social studies were not taught in the first four weeks, there should be some lesson plans in those subject areas that show

	essential questions.
	Review grading system; help record grades in gradebook; observe report card; observe parent conferences.
Weeks 9-10 Final Exam	<u>10 days – “consecutive all- days of takeover.”</u> No lesson plans required, however they are desired for difficult lessons; planbook required. No exceptions for visiting other classrooms, master 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.

E ED 579D: Second Semester Student Teaching Seminar

The fieldwork seminar (E ED 579D) associated with the second student teaching assignment continues the work begun the first seminar associated with E ED 578A. The seminar provides a forum to discuss and refine strategies and discuss issues associated with classroom organization and management, planning, teaching, evaluating, and modifying the elementary curriculum as they emerge in actual classroom settings. The seminar meets eight times during the semester. The student teaching seminar is graded on a credit (CR)/no credit (NC) basis.

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 and Pagers during Fieldwork

All cell phones, pagers and other electronic devices must be silenced during class and field experiences. If, due to an emergency situation, the student must receive a call or page during class time, he or she is asked to inform the instructor(s) or master 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>Women: Slacks, appropriate shorts, dress, skirt, blouse, polo shirt, T-shirt (appropriate style). Footwear appropriate to the job: Flats, loafers, tennis shoes.</p> <p>Men: 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 women 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/zori's are not appropriate.</p> <p>Likewise, men 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 master 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 master 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 master 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.
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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 master teacher on how to improve your practice. Put suggestions from your university supervisor and master 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 master 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 master 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
- 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

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 master teacher meets the qualifications to serve as a master 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 (2001), 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 Master Teacher in Student Teaching

In field experience situations, the master teacher remains as the teacher of record and is legally responsible for what happens in the classroom. Thus, the master teacher must work closely with the teacher candidate to ensure the safety and well-being of the students in the classroom. The master teacher must provide guidance in designing and implementing the curriculum, grading, and conducting parent conferences. Moreover, it is imperative that the master 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 master 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 13 Teaching Performance Expectations mandated by the California Commission on Teacher Credentialing. Components include a Classroom Teaching Profile based on the candidate’s teaching and the Performance Assessment for California Teachers (PACT).

Classroom Teaching Profile. The master 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 13 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 master 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 PACT Teaching Event. Candidates will complete the PACT evaluation system that includes development of a Teaching Event during student teaching and three Content Area Tasks (CATs) during their math and science/social studies methods classes.

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 master 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 13 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, master 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 Classroom Teaching Profile. The STAR will document what additional assistance was offered and what the expectations are for the teacher candidate following the engagement of extra assistance. 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 master 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 Coordinator. 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 Coordinator 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 master teacher, or the university supervisor. Any decision regarding withdrawal of a candidate from student teaching must be discussed with the Field Experience Coordinator 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 Coordinator and university supervisor. If the teacher candidate chooses to discontinue student teaching during a semester, the candidate is expected to notify the master teacher, university supervisor and the Field Experience Coordinator 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 578A
- E ED 578D

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 Coordinator and Department Chair to allow a third placement when a candidate has withdrawn for documented reasons such as illness, family illness, or financial hardship. The Committee on Selection, Admission, and Retention in the Credential Office 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 master 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 master teacher upon a discussion with the university supervisor, the Field Experience Coordinator, 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 Coordinator.

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 Coordinator 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 Coordinator. 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 Coordinator 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").

SECTION III: ABOUT ITEP PROGRAM

Overview

The Integrated Teacher Education Program (ITEP) was developed in response to California State Senate legislation to develop alternative paths for preparing teachers. One such path is a program that integrates subject matter coursework with content related to teaching. California State University, Northridge has designed the Integrated Teacher Education Program (ITEP) that enables students to earn both a Bachelor of Arts degree and the California State Preliminary Level I Multiple Subject or Preliminary Level I Education Specialist Credential in four calendar years. Development of the program was supported by the Chancellor of the California State University System and the Stuart Foundation in a grant designated for the development of four year, blended undergraduate programs, as well as a U.S. Department of Education Title II Teacher Quality Enhancement Grant.

Program History

The Integrated Teacher Education Program was developed collaboratively between the Colleges of Education, Arts, and Sciences, and the Los Angeles Unified School District. Development of the program occurred in stages and involved several teams of faculty operating at different levels to conceptualize, plan the scope and sequence of content, and design courses for the program. Program development began with a Planning Committee that met to develop a vision of the program based on a review of literature on best practices in teacher education and innovative four-year teacher education programs in existence. Following the work of the Planning Committee, a Task Force of faculty representing education, arts and sciences, and the local school district met to design the scope and sequence of the curriculum. The Task Force designed the program over a period of one year, aligning the program to the California Commission on Teacher Credentialing (CCTC) standards for blended programs and reflecting what successful urban teachers should know and be able to do. The standards for blended program appear below:

- Teacher candidates study pedagogy while engaging in subject matter coursework
- Faculty who teach in the program draw intellectual connections between major themes and key ideas across subject areas and with education, teaching, and learning.
- The program of study must be of high quality, provide sufficient depth and appropriate scope, and maintain rigor.
- Coursework and field experiences are organized to reflect the developmental nature of learning to teach.

Features of the Integrated Teacher Education Program

Collaboration

The integrated program is designed and implemented in collaboration between the College of Education and the Liberal Studies Program representing several departments across the arts and sciences. Collaboration within the program promotes:

- Articulation across the various subject matter disciplines and education courses.
- A curriculum designed to best meet the needs of future teachers.
- Team teaching of courses to better bridge theory and practice.

Blocked Courses

Several courses within ITEP are “blocked,” meaning that students enroll in these courses as members of a cohort. Instructors of blocked courses collaborate in integrating content across subject matter disciplines and bridge the content of subject matter disciplines to pedagogy. By blocking courses in the program, instructors are able to provide a well-integrated perspective on the issues relevant to the subject matter discipline and teaching in the schools.

Developmental Program

The design of the ITEP program is consistent with the idea that learning to teach occurs along a continuum and that a program of professional preparation should promote an ever-deepening understanding of learning

and teaching. Content and experiences in ITEP gradually build towards a well-integrated perspective of knowledge, learning, and teaching and mastery of the 13 Teaching Performance Expectations (TPEs).

Themes

All coursework in the integrated program infuses content and experiences related to three central themes that align with the College of Education Conceptual Framework: diversity, literacy, and technology. The program is designed to provide students repeat exposure to these themes in varying contexts aligned with the content of blocked and individual courses.

Field Experiences

Students enrolled in ITEP complete extensive field experiences in local schools. Consistent with the developmental nature of the program as a whole, the earliest field experiences are typically of an observation/participation sort centered on a study of children as learners in a variety of classroom and school settings. These early field experiences build towards two student teaching assignments completed in the candidates final two semesters in the program. In the first student teaching assignment, students work with a master teacher in planning and teaching in the areas of reading/language arts/ELD and mathematics. In the second student teaching assignment, candidates assume full responsibility for planning, teaching, and evaluating the entire elementary curriculum. Teacher candidates are expected to have demonstrated competency in all 13 of the TPEs by the close of this culminating student teaching assignment.

ITEP Program Faculty

Arts and Sciences Faculty

Faculty from the Arts and Sciences teaching in ITEP represent a range of expertise and teaching interests. They collaborate with other faculty teaching in the program to provide students an integrated perspective on their subject matter expertise and implications for teaching. Under certain models of team teaching in the program, faculty blend content from different subject matter disciplines in an effort to promote students' understanding of the mutual contribution of subject matter disciplines to the fabric of the elementary curriculum. In other models, content area and education faculty collaborate in planning and teaching courses that blend pedagogy and content.

Education Faculty

Faculty whose expertise lies in educational theory and practice play a significant instructional role in ITEP. They collaborate with Arts and Sciences faculty in team teaching the Liberal Studies seminars offered in the Freshman Option Program, and teach foundational and methods courses related to the subject matter disciplines. Education faculty teach courses within the articulated developmental framework that defines the program, thus contributing to students developing a deeper and more comprehensive perspective of learning and teaching processes.

Field Experience Coordinator

The ITEP Field Experience Coordinator fulfills a variety of responsibilities associated with providing students high quality experiences during their field assignments in the schools. The Field Experience Coordinator maintains close relationships with LAUSD administrators, school site administrators, and faculty in the program and orients the district and schools to the vision, philosophy of the program, and specific program needs for field placements. Moreover, the Field Experience Coordinator coordinates with instructors and supervisors regarding field assignments, arranges and manages the placement of students in their field assignments, advises students regarding their field experiences, and maintains a database to track placements of students in their field assignments. Finally, it is also the role of the Field Experience Coordinator to provide data to course instructors and program co-directors regarding the field experience component of the ITEP program.

APPENDIX A

The California Teaching Performance Expectations (TPEs)

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential:

- Demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8).
- They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications.
- They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards.
- Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts.
- They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating.
- They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text.
- They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.
- Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.
- They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential:

- Demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8).

- They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems.
- They help students understand different mathematical topics and make connections among them.
- Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
- They provide a secure environment for taking intellectual risks and approaching problems in multiple ways.
- Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies.
- They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential:

- Demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8).
- They balance the focus of instruction between science information, concepts, and investigations.
- Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation.
- Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential:

- Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8).
- They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students.
- They use timelines and maps to give students a sense of temporal and spatial scale.
- Candidates teach students how social science concepts and themes provide insights into historical periods and cultures.
- They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

<h2>B. ASSESSING STUDENT LEARNING</h2>

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential:

- Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.
- They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential:

- Understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

- They know about and can appropriately implement the state-adopted student assessment program.
- Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.
- They know when and how to use specialized assessments based on students' needs.
- Candidates know about and can appropriately use informal classroom assessments and analyze student work.
- They teach students how to use self-assessment strategies.
- Candidates provide guidance and time for students to practice these strategies.
- Candidates understand how to familiarize students with the format of standardized tests.
- They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs.
- They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.
- Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.
- They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.
- They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.
- Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials:

- Incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.
- They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- They vary instructional strategies according to purpose and lesson content.
- To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.
- They provide opportunities and adequate time for students to practice and apply what they have learned.
- They distinguish between conversational and academic language, and develop student skills in using and understanding academic language.
- They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught.
- They model active listening in the classroom. Candidates encourage student creativity and imagination.
- They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners.
- Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials:

- Clearly communicate instructional objectives to students.
- They ensure the active and equitable participation of all students.
- They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals.
- If students are struggling and off-task, candidates examine why and use strategies to re-engage them.
- Candidates encourage students to share and examine points of view during lessons.
- They use community resources, student experiences, and applied learning activities to make instruction relevant.
- They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas.
- Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential:

- Understand how to create a structured day with opportunities for movement.
- They design academic activities that suit the attention span of young learners.
- Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn.
- Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy).
- They understand that some children hold naïve understandings of the world around them.
- Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment.
- They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential:

- Build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students.
- They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

- They help students develop learning strategies to cope with increasingly challenging academic curriculum.
- They assist students, as needed, in developing and practicing strategies for managing time and completing assignments.
- Candidates develop students' skills for working in groups to maximize learning.
- They build on peer relationships and support students in trying new roles and responsibilities in the classroom.
- They support students' taking of intellectual risks such as sharing ideas that may include errors.
- Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential:

- Establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills.
- They frequently communicate course goals, requirements, and grading criteria to students and families.
- They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options.
- Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments.
- They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential:

- Know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.
- They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English.
- They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion.
- They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.
- They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities.
- They understand how and when to collaborate with specialists and para-educators to support English language development.
- Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English.
- They use English that extends students' current level of development yet is still comprehensible.
- They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.
- Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

- They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.²
- They use questioning strategies that model or represent familiar English grammatical constructions.
- They make learning strategies explicit.
- Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition.
- They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential:

- Draw upon an understanding of patterns of child and adolescent development to understand their students.
- Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students.
- Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations.
- They encourage parents to become involved and support their efforts to improve student learning.
- They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn.
- Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential:

- Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement.
- They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations.
- They plan how to explain content clearly and make abstract concepts concrete and meaningful.
- They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection.
- They sequence instruction so the content to be taught connects to preceding and subsequent content.
- In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

- Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.
- To accommodate varied student needs, they plan differentiated instruction.
- When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
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TPE 10: Instructional Time

Candidates for a Teaching Credential:

- Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- They establish procedures for routine tasks and manage transitions to maximize instructional time.
- Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential:

- Develop and maintain clear expectations for academic and social behavior.
- The candidates promote student effort and engagement and create a positive climate for learning.
- They know how to write and implement a student discipline plan.
- They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.
- Candidates respond appropriately to sensitive issues and classroom discussions.
- They help students learn to work responsibly with others and independently.
- Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential:

- Take responsibility for student academic learning outcomes.
- They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students.
- They resist racism and acts of intolerance.
- Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.
- Candidates can identify suspected cases of child abuse, neglect, or sexual harassment.
- They maintain a non-hostile classroom environment.
- They carry out laws and district guidelines for reporting such cases.
- They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

- Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students.
- Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential:

- Evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

APPENDIX B

Current Required Department of Elementary Education Lesson Plan Format (as of Spring 2013) and Sample Lesson Plans (Note- sample lessons may not match current lesson plan format being used)

Candidate	Date	Grade level
Subject & 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"/> 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) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient) <input type="checkbox"/> English Only		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> _____ Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No

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

Language Objective/s: The learners will *(read, write, listen, retell, define, persuade, etc.)*

Content Standard/s:

California English Language Development Standard/s:

Materials, Technology, Visual Aids:

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

Academic Language and/or Vocabulary to be introduced:

Opening

(Motivation + Explanation of Objective)

Body of the Lesson

(Engaging Instruction or Learning Activities + Demonstrations/Modeling/Examples + Checking for Understanding + Guided Practice)

Closing

(Final Activity or Independent Practice + Formal Assessment or Informal Evaluation of Objective)

Assessment or Evaluation Plan: *(How will you assess the students to assure that the objectives were met?)*

Lesson Reflection Notes *(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?
4. What will you change the next time you teach?

Sample Lesson Plan – Mathematics Problem Solving

EED 472: Math Curriculum Methods
EED 565M: Math Curriculum Methods

Mathematics Lesson Plan

Candidate: MAGK2345	Date:	Grade Level: 3rd
Subject(s)/Topic(s); Math/ Multiplication	Single/multi-day lesson: Single Day	EL Level of Students: Intermediate fluency; Speech emergence

The Problem Task

Each Orange Had 8 Slices
(By: Paul Giganti, Jr)
On my way to the store I saw 4 Trees.
Each Tree had 3 Bird's Nests.
Each Bird's Nest had 2 Spotted Eggs.

Question:
How many trees were there?
How many bird's nest were there in all?
How many spotted eggs were there in all?

Objective: Students will be able to multiply the objects in the story problem. Children require ample opportunities to develop these concepts by making sense of their own ideas and those of their classmates.

California Content Standards:

Grade 3-

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division

NCTM Standard: Grades 3-5: Understanding the meaning of operation and how they relate to one another.

Expectations: Understand various meanings of multiplication and division; understand the effects of multiplying and dividing whole numbers.

Vocabulary:

- 1) Equal Groups
- 2) Duplicating
- 3) Factors

Materials/Technology:

- 1) *Each Orange Had 8 Slices* By Paul Giganti, Jr.
- 2) Manipulatives:
 - a. Linking Cubes
 - b. Markers/ Crayons
 - c. Square Tiles
 - d. Wooden Craft Sticks
 - e. Beans
- 3) Student worksheet for each student to record work.

Modifications:

- 1) Students with visual disabilities:
 - a. Provide concrete materials, such as manipulatives.
 - b. State task verbally and in writing.
 - c. Have the numbers in the problem bolded, made bigger, and in different color than the text.
- 2) English Language Learners:
 - a. Ask students to pair-share what they are supposed to do.
 - b. Write and post content and language objectives, using kid-friendly words.
- 3) Early Finishers:
 - a. See "Challenge Problem" on student worksheet

Procedure for Problem-Based Lesson:**Before-Focus/ Motivation:**

- 1) Students will be able to make a connection to mathematics by their prior knowledge of addition.
 - a. Do you remember when we added 4 plus 4 plus 4?
 - b. What did that equal and how do you know that?
 - c. Is 4 plus 4 plus 4 the same thing as 4 times 3?
 - Write and post content and language objective using kid-friendly words to help ELL students.
- 2) Read and Share *Each Orange Had 8 Slices* By Paul Giganti, Jr. to the classroom
NOTE: Make sure the questions on each page of the book is covered, this will ensure the students remain focused on the book and not the questions.
NOTE: Engage student before reading the book with a discussion relating to their everyday activities. Example: How many of your parents cut your oranges into slices? Etc... Introduce Book.
- 3) Present Problem:

On my way to the store I saw 4 Trees.
Each Tree had 3 Bird's Nests.
Each Bird's Nest had 2 Spotted Eggs.

Question:

How many trees were there?

How many bird's nest were there in all?

How many spotted eggs were there in all?

- Ask students to retell the problem to make sure they understood the problem and what the question was asking. (e.g. Teacher: How many trees were there? Students Reply: 4)
- 4) Explain Directions to the Activity:
 - a) State task verbally and in writing to help those with visual disabilities.
 - b) Tell students that they will be using any manipulative of their choice to answer the given problem.

Note: This will accommodate children with visual disabilities because they have the opportunity to use visuals of their choice and what they feel comfortable with using.
 - c) When they have decided that they have solved the problem, they must draw how they got the answer and most importantly, they must explain it on the worksheet.

During:

- 1) Students will take "Problem Sheet" with the activity and gather materials they choose and take back to their seats.

Note: Before students begin the worksheet, have students' pair-share to one another to make sure everyone understands the problem before they get started. This will help ELL students.
- 2) Students will begin by deciding how they will approach the problem; by choosing the appropriate manipulative that appeals to them.
- 3) Students will move counters and manipulatives around until they have what they feel is suitable to solve the problem.
- 4) Students may draw their solution first in pencil, giving them the opportunity to brainstorm and correct any errors that they feel they may have.
- 5) Questions to check for understanding:
 - a) What methods are students using to make sure they are multiplying correctly?
 - b) How are students representing the different objects (e.g the tree)?
 - c) What materials have they chosen? What do each of the materials represent?
 - d) How have they approached the problem?
- 6) Questions for Hints and Challenges:
 - a) What do you think the problem is asking?
 - b) What ideas have you tried so far?
 - c) Do you have an idea of about what the answer might be? Why do you think so?
 - d) I can see you have started multiplying these numbers. Can you tell me why?
 - e) Why don't you work on that approach? I think that might get you somewhere?
 - f) Try labeling each of the different objects.
 - g) Try answering the first question, then move on to the next. Make sure you take your time.
 - h) Does each tree have to have the same number of birds nest and spotted eggs?

7) Questions for Early Finishers:

-What if you tried....

On my way to the store I saw 12 Trees.

Each Tree had 6 Bird's Nests.

Each Bird's Nest had 8 Spotted Eggs.

How many trees were there?

How many bird's nest were there in all?

How many spotted eggs were there in all?

Closure- After Activity:

- 1) Allow students to complete their worksheet; make sure students have drawn their answer using manipulatives and also have a written explanation.
- 2) Have students quiet down and be ready to explain their method of getting their answer to their classmates.
- 3) Teacher- Student Dialogue:
 - a. What did you do first? Why? How did you decide?
 - b. Tell me what you discovered about this problem?
 - c. Did you make any connections between multiplication and addition? What connections did you make?
- 4) Student- Student Dialogue:
 - a. Name of Student, can you answer Name of Student's question?
 - b. Name of Student, can you explain that so Name of Student can understand what you are saying?
 - c. Name of Student, I noticed that got the answer a different way, can you explain your way to Name of Student (Or... What do you think of her/his explanation? Do you agree with it? Is it clear to you?)

Problem Task Worksheet

Name: _____

Date: _____

On my way to the store I saw **4** Trees.

Each Tree had **3** Bird's Nests.

Each Bird's Nest had **2** Spotted Eggs.

Question:

How many trees were there?

How many bird's nest were there in all?

How many spotted eggs were there in all?

In This Box, Draw How You Got Your Answer: *(Use the back if more space is needed)

Sample

Write your explanation of the drawing in this Box:*(Use the back if more space is needed)

Challenge Problem:

On my way to the store I saw 12 Trees.
Each Tree had 6 Bird's Nests.
Each Bird's Nest had 8 Spotted Eggs.

Question:

How many trees were there?
How many bird's nest were there in all?
How many spotted eggs were there in all?

Lesson Reflection:

This lesson focuses on the importance of having students understand what each number in a multiplication expression represents. When children have the opportunity to model multiplication problems with pictures, diagrams, or concrete materials, this will help students learn what the factors and their product represent in various contexts. This lesson is introduced through the reading of *Each Orange Had 8 Slices* by Paul Giganti Jr. and continues with one of the problems in the book. Students are able to solve this problem using the various manipulatives on the table, to help them solve the problem visually. Students will then have the opportunity to share how they solved the problem to the class, allowing all students to be aware of the fact that there are many ways to solve a single problem.

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National Council of Teachers of Mathematics (2000). Principles and Standards for School Mathematics. Grades Pre-k – 12.

Van de Walle, John A. (2007). *Elementary School and Middle School Mathematics; Teaching developmentally*. (6th ed.). Boston: Pearson AB

Sample Lesson Plan – English Learners – SIOP Model
 (Sheltered Instruction Observation Protocol)

EED 477B: Literacy Instruction for Diverse Learners
 EED 577: Language Arts and ESL Instruction

Generic Lesson Plan Format (2008)

Candidate: Dr. Collier	Date:	Grade level(s): 5
Subject(s)/topic(s): Language Arts	Single/multi-day lesson: single	EL level of students: 2,3

Objective(s):

Language: The students will read a short article regarding Hurricane Katrina. The students will write a short paragraph about the causes and effects of Hurricane Katrina.

Content: The students will determine the cause and effects of Hurricane Katrina.

CA Content Standards:

ELA- Reading Comprehension 2.1: Identify Structural patterns found in informational texts (e.g.) compare and contrast, cause and effect, sequential, or chronological order, proposition support) to strengthen comprehension

ELA-Writing Strategies 1.3 Use traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference and posing and answering a question

CA ELD Standards:

ELD (I): Orally identify, using detailed sentences, the basic sequence of events in the text one reads.

ELD (I): Use more complex vocabulary appropriate for Language Arts.

Material and/or technology:

Vocabulary cards

Before and after pictures

Vocabulary:

Hurricane

Devastation

Levee

Catastrophe

Rebuild

Classroom management/room arrangements/student groupings: The beginning of this lesson will be whole class. Students will be sitting in their seats. Students will then work in groups to fill in their thinking maps and to write their paragraphs. Students will be assigned roles for group work (note taker, writer, speaker,). Lower ELLs will be partnered with higher ELLS.

Modifications (Learning Strategies): The first five minutes of the lesson will include a review of key vocabulary with supporting pictures. Reading comprehension will be supported with the SPQ2RS reading comprehension strategy. The teacher will use a Cause and effect thinking map .The

cohesive ties for cause and effect writing will be listed on the board. Students with a lower ELD level will have a paragraph outline with framed sentences.

Procedure

Name of instructional model: SIOP

Focus/Motivation (Building background): Quick write (5-10minutes) How would you feel if you woke up one day and everything you had was gone? The teacher will review the additional key vocabulary and picture cards. The students will work with a partner to create an illustration, sentence and definition for one of the assigned vocabulary words.

Instructional Activity/Development (35minutes)

Presentation: The teacher will review the language and content objectives. The teacher will use a labeled model to demonstrate the levee system and how flooding occurs. The teacher will present the concept of cause and effect by referring back to her model. (CLASS SCRIPT THIS PART) Ex.

Teacher: Today we are going to be reading an article that discusses the causes and effects of Hurricane Katrina. Now that we have discussed the key vocabulary, let's take a look at the article we will be reading.....before we read the article let's take a look at the title. What do you predict this article will be about?

The class will read the news article using the SPQ2RS reading strategy. The teacher will model a short paragraph about the causes and effects of Hurricane Katrina.

Practice and Application (20 minutes): Students will work in groups to fill in the cause and effect thinking map. The students will work together to write a short paragraph about the cause and effects of Hurricane Katrina. (DETAIL HERE AS WELL)

Closure (5 minutes): Class today we discussed the causes and effects of Hurricane Katrina on New Orleans. Tell your partner one cause you learned and one effect that Hurricane Katrina had on New Orleans. The teacher will allow several students to respond.

(Review/Assessment)Assessment: The teacher will use a rubric to grade group paragraphs. These will be placed in the Language Arts folders.

(Extension): The students will go home and interview relatives about any natural disasters that they have experienced. Students will write a short paragraph about the interview.

Lesson reflection (*Reflect on your lesson after teaching it using the guidelines provided.*)

- What parts of the lesson were particularly effective?
- What changes would you make in this lesson?

Sample Lesson Plan – Science 5 E Lesson Plan

EED 480: Science/Social Science Curriculum Methods

EED 565S: Science Curriculum and Methods

Batteries and Bulbs Lesson Plan

Candidate David Kretschmer	Date February 20, 2013	Grade level Grade 4
Subject & topic Science	<input checked="" type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input checked="" 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"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input checked="" type="checkbox"/> ELD 3 (Intermediate) <input checked="" type="checkbox"/> ELD 4 (Early Advanced) <input checked="" type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient) <input type="checkbox"/> English Only		Name of instructional model <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> _____ Scoring rubric attached? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

1. Students will identify the conditions under which a simple electrical circuit will conduct electricity, with reference to a wire, battery, and bulb.
2. Students will accurately predict which of different arrangements of a battery, wire, and bulb will light the bulb.

Science Discipline Focus: Physical Science: Batteries and Bulbs – Electricity leading into a study of Magnetism.

Critical Issue: Not applicable to this specific lesson. However, unit will later address use and abuse of electrical resources; production of electrical energy for distribution (e.g., fossil fuel use); renewable resources such as solar energy.

Language Objective/s: The learners will (*read, write, listen, retell, define, persuade, etc.*)

1. Students will write at least three statements regarding the properties of simple electrical circuits constructed from a battery, bulb, and a wire.
2. Students will state features of a complete simple electrical circuit constructed of a battery, bulb, and wire.

Content Standard/s:

1. Physical Sciences 1.a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
2. Physical Sciences 1.g. Students know electrical energy can be converted to heat, light, and motion.
3. I and E 6.c. Formulate and justify predictions based on cause-and-effect relationships.

4. I and E 6.c. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

California English Language Development Standard/s: This lesson focuses on **listening and speaking, writing, and using English language conventions.**

Level 3- Intermediate:

Listening and Speaking:

1. Ask and answer instructional questions by using simple sentences.
2. Listen attentively to information and identify important details and concepts by using both verbal and nonverbal responses.
3. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
4. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).

Writing:

1. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

Using English Language Conventions:

1. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).

Level 4 – Early Advanced:

Listening and Speaking:

1. Ask and answer instructional questions by using simple sentences.
2. Listen attentively to information and identify important details and concepts by using both verbal and nonverbal responses.
3. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
4. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).

Writing:

1. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Using English Language Conventions:

1. Use standard word order but may have more consistent grammatical forms

Level 5: Advanced

Listening and Speaking:

1. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

Writing: Not applicable for this science lesson.

Using English Language Conventions:

1. Use complete sentences and correct word order.
2. Use correct parts of speech, including correct subject/verb agreement.

Materials, Technology, Visual Aids:

Simple circuit materials: D-cell battery, wire, light bulb; 4 x 6 or 5 x 8 (large) index cards; circuit

prediction sheets; white board

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

The 28 students in class are arranged in 7 table pods of 4 students each. Table arrangement will remain as is. Circuit materials for each student will be distributed to each group of four students in trays. Each group of four will also receive an index card on which to record different arrangements of wire, battery, and bulb. Each student will draw her/his individual arrangement. All students in group will contribute to list of descriptive statements about how to make a circuit. Each group will have a materials manager, a recorder, a sketch artist, and a group manager. Each student will also be provided a prediction sheet to be used in extension/elaboration/expansion phase of the lesson.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

Students with physical disabilities: Pair any student with a physical disability with a student who does not have a physical disability. Encourage sharing of ideas as to arrangements to light to bulb. Tests of arrangements can be performed by student with whom student with physical disabilities is paired. Circulate class to monitor full participation from all students consistent with ability/ies.

English learners: Generate list of Spanish (Korean, Armenian) terms for materials and concepts used in lesson: battery, bulb, wire, index card, arrangement, prediction, short circuit, etc. Non-bilingual teachers: enlist the assistance of native speakers in generating list of terms.

Gifted students and “early finishers”: In Exploration Phase, encourage early finishers to find as many arrangements of a single battery, bulb, and wire that will light the bulb. Encourage “free play” with other arrangements using multiple batteries, wires, and bulbs. NOTE: Low voltage bulbs, e.g., 1.5 – 3.0 volts, will “blow” if too many batteries are used in arrangement. Higher voltage bulbs (e.g., 4.5 – 6 or higher) will not.

Academic Language and/or Vocabulary to be introduced:

Wire: alambre; battery: batería; bulb: bombillo; circuit: circuito eléctrico; prediction: prediccion ; arrangement: arreglo

ND constructs:

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

Activities highlighting ND construct(s):

Students will construct a simple electric circuit using a battery, bulb, and wire.

Strategies highlighting ND construct(s):

Provide each student materials to construct a circuit. However, it is to be understood that not all students will be successful constructing the circuit on their own. Encourage those who are successful to scaffold for other students at their table, providing hints, questioning, etc.

Opening

(Motivation + Explanation of Objective)

Tell students that they are going to be doing an activity that will involve group work. Groups are per table arrangements. Each group or team of students will have a materials manager, a recorder, a sketch artist, and a group manager. Count off at each table from 1 – 4.

- 1: Materials manager - Get materials, monitor careful use of materials, and return materials at end of lesson in a format ready for ready re-storage.
- 2: Recorder - Record statements on index card.
- 3: Sketch artist/Drawer/Sketcher: Record one or more of several sketches on black/white board for sharing as a class.
- 4: Group Manager/Speaker: Ensure that all students have opportunity to share ideas within the group and watches to make sure that students are using materials appropriately.

Review safety norms specific to this lesson: Inform students that they will be using materials that if not used properly, can result in a minor burn or finger/hand poke. Students should be careful about sharp wires; attaching just a wire to both top and bottom of battery (opposite ends); and light bulbs as they can break and glass can and will cut.

Body of the Lesson

(Engaging Instruction or Learning Activities + Demonstrations/Modeling/Examples + Checking for Understanding + Guided Practice)

Engage: Teacher invites the materials manager from each team of 4 students to get a tray of materials consisting of 4 batteries, 4 wires, 4 bulbs. Once each table pod has materials, invite students to observe them. Review terms in Spanish: *bateria, alambre, bombillo*, and write both English and Spanish terms on board. Teacher poses a question to students: *How can you arrange a single wire, battery, and light bulb to successfully light the bulb?*

Explore:

Report to students that in each tray, there are enough materials for everyone to work with a single wire, a battery, and a bulb. Arrange these materials in such a way that you can get the bulb to light. You will know you have been successful when the light bulb is lit.

Early finishers are instructed to find a different way to light the bulb and/or to find as many ways as they can to light the bulb.

Once all students have been successful lighting the bulb, each student records their arrangement of materials on the index card. The Recorder on the team listens to team mates and records statements about how to light the bulb. Teams should record as many statements as they can.

Explain:

Teacher circulates the classroom looking for different arrangements of materials (as recorded on cards) and asks the Sketch Artist from each team to draw that arrangement on board for sharing.

Discuss similarities and differences in each arrangement with whole class: Some have the bulb on the negative end of the battery; others have the bulb on the positive end. The batteries, wires, and bulbs are all arranged in a kind of **circle** or closed path.

Ask Speaker to share one statement from card that tells one thing that has to happen for the bulb to light: the bare wire has to touch the metal part of the bulb; the bottom of the bulb has to make contact with one end of the battery or make contact through a wire that touches the bottom of the bulb; everything has to connect along the wire between the top and bottom of the battery; etc. Record as many statements as possible as different groups share statements one at a time. Leave these statements on board for reference in Extend/Expand phase of lesson, or record them on chart/butcher paper for later reference.

Using circle as a root word, ask students for some other words that have **circ** in them: circumference;

circus; circuit; etc. (List will NOT be as extensive as ours in class.) Review definitions of these words and draw them all back to having a closed path, edge, etc.

Define *circuit* as a complete path through which electricity can flow.

Extend/Expand: Invite Materials Manager to collect a Batteries and Bulbs Prediction Sheet for each student. Tell students that based on their new understanding of an electrical circuit, how they arranged materials to light the bulb, and the statements recorded on the board, that they are to predict if an arrangement will or will not light a bulb. Students should be encouraged to test out each arrangement and record if their predictions were accurate.

Discuss any arrangements that surprised them: those that they predicted would light the bulb but didn't, and those they believed would not light the bulb but actually did. Compare arrangements with statements generated in

Closing

(Final Activity or Independent Practice + Formal Assessment or Informal Evaluation of Objective)

1. Invite students to re-examine the list of statements and discuss any that students believe do not hold true for a simple electric circuit.
2. Add any new statements that students suggest.
Refer to other Extension/Expansion activities for continued lessons/activities related to simple series and parallel circuits.

Assessment or Evaluation Plan: *(How will you assess the students to assure that the objectives were met?)*

Evaluate: While students are arranging wire, battery, and bulb in Exploration phase, circulate the classroom to assess students for their ability to light the bulb.

Discuss results of prediction/test sheet and arrangements of batteries, bulbs and wires that students predicted would light the bulb, and those that wouldn't.

Lesson Reflection Notes *(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?
4. What will you change the next time you teach?

Sample Lesson Plan - Social Studies Inquiry

EED 480: Science/Social Science Curriculum Methods

EED 575: Integrated Social Studies and Arts Curriculum and Methods

J. Burstein

Geography, Economics

Grade level: 2nd-3rd

Duration: 45 min.

- I. **Materials:** computer with Internet access, grocery store items, wall map of U.S., paper, colored pencils and markers
- II. **Objective:** Students will organize grocery store products by region and illustrate a brochure that shows which regions the items are found.
- III. **Content Standards:** 2.4.1: Describe food production and consumption including the roles of farmers, weather, land and water resources. 3.1.2: Describe ways people use resources from a local region
Geography standard: #4 Identify physical and human characteristics of places
- IV. **Rationale:** Children will be able to identify the regions in the U.S. where food is grown and how the food gets to the grocery store. It is important for children to understand the interrelationship between the physical geography and climate and how food sources are sometimes determined by the geography. Students will begin to understand the concept of regions and how many things are divided into regions including places they visit every day.
- V. **Lesson Development:**
Opening: Have children look at the grocery store items on their table. Where can you find these items in the grocery store? How are they organized in the store? Students will volunteer how they think they items are organized.

Actual Lesson: When you go to the grocery store, where do you find milk? What other items do you find in the same place? (Children might say butter, yogurt, crema). Why do you think these things were put together? Where do you think the dairy products come from? Which region of the United States has many dairy farms? We are going to explore on the computer where these things come from. Let's go to the website, Xpeditions called Geographic groceries. 3-4 students will explore the site at the computer center on previously selected parts of the site or you can display site to the whole class if only one computer.

Then, let's organize the items on your tables. Let's make the regions or sections of the grocery store. Where should we put the apples? In the fruit section? What about the carrots? Bread? Ice cream? Teacher is holding up each item and saying the name for ELD 1-2 students. Teacher will have students vote on where to put the items. (Check for understanding as you ask questions to find out if they understand the concept).

With the items on each table, have students decide where to organize the items on the rug. Students will organize all items and the teacher will guide them if they do not know where to put items. Next, the teacher will ask what region of the grocery store do you think they belong. Then have them name each section. E.g. freezer section might be called Antarctica. Students with mild learning differences will be grouped in heterogeneous groups with color-coded items. ELD students will be grouped with students who speak the same language and will have a chart with pictures, English and Spanish vocabulary. Vocabulary list of words with pictures by each word will be charted on the front board.

Ask students to look at and think about the regions they have created in the classroom for the grocery store? Which region is the largest? Smallest? Which items have the most things that students like? Could they organize the regions in a different way? Discuss these questions with the class.

Now pull down a map of the United States and explain that the United States has regions as well. Point out the regions on the map- Northwest, Southwest, Midwest, etc.

Closing: Discuss with students that people can organize any type of place, from a grocery store, Target, or country into regions. Can they think of foods or items that come from their region in the southwest where Los Angeles is located? Brainstorm a few ideas and write a list on a chart. Model the brochure format and do one example with the class.

Students will now create a brochure that illustrates the different types of foods found in Los Angeles. Students will work in groups to produce a brochure using the steps of brainstorming, design, coloring, and explanation of the goods included. Students may use food magazines to help them with ideas for food. This will also help students who have special needs or ELD 1-2. Students will include 2-3 word explanation. Gate students have the opportunity to include 2-3 sentences describing each item.

- VI. **Formal Assessment:** Brochure will be graded on a 4 point rubric that includes the criteria:
4- Included 5-8 foods. Foods are drawn in categories of the grocery store and all can be found in Los Angeles (Southwest). Each item is drawn and colored realistically. A 2-3 word explanation of each item is included on the brochure and Gate students include 2-3 sentences per item.
- VII. **Reflection:** This lesson was organized well for the introduction and lesson development. The computer stations did not work as well because children needed to share the computers with 2 others. Next time, I would use the projector/LCD to place the image on the screen for the whole class and walk them through the website.

APPENDIX C

Criteria for the Selection of Partnership Schools and Master Teachers

The following criteria for the selection of partnership schools and master teachers are derived from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (CCTC, 2001), research on best practices in field experiences in teacher education, and ITEP 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 ITEP program.
- Selection of master 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 ITEP and the role of schools in the preparation of future teachers
- A strong cadre of faculty that supports the goals of ITEP and the role of the master 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 ITEP 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 MASTER TEACHERS

General Qualifications - Required

Master 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

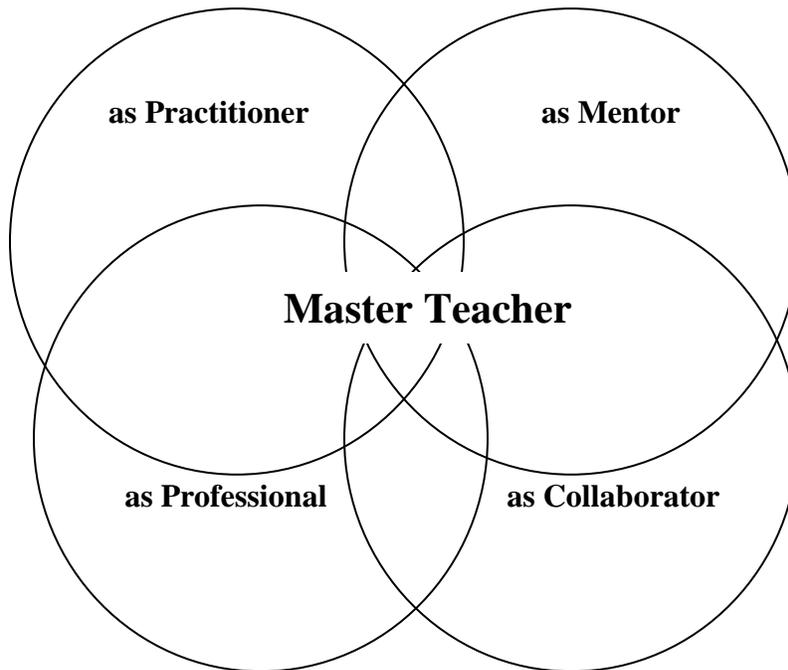
Master teachers – Literacy

- 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

Master teachers – Student Teaching

- Hold a valid teaching credential and have “permanent” status in LAUSD
- Be a master 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 master 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 university supervisor or master teacher to a teacher candidate who is working to develop a teaching skill and requires extra assistance. 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: _____ Master Teacher: _____

Focus Areas: _____

Assistance Offered: _____

Outcome: _____

X _____
Student Teacher Signature

Date

X _____
University Supervisor/Master 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 Coordinator'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 _____
Coordinator 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 appropriate Field Experience Coordinator 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, master 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: _____ Master 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. Making Subject Matter Comprehensible to Students (TPE 1):

B. Assessing Student Learning (TPEs 2 & 3):

C. Engaging and Supporting Students in Learning (TPEs 4, 5, 6 & 7):

D. Planning Instruction and Designing Learning Experiences for Students (TPEs 8 & 9):

E. Creating and Maintaining Effective Environments for Student Learning (TPEs 10 & 11):

F. Developing as a Professional Educator (TPEs 12 & 13):

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 master teacher under whom the student teacher will be implementing the plan. Then, make an appointment with the Field Experience Coordinator 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

FEEDBACK ON MASTER TEACHERS
by
UNIVERSITY SUPERVISORS

University Supervisor: _____ Date: _____

Teacher Candidate: _____ Location: _____

Master Teacher: _____

Please respond to each statement with one of the following:

- 1: Responded in a **less than satisfactory** manner
- 2: Responded in an **inconsistent** manner
- 3: Responded in a **satisfactory** manner
- 4: Responded in an **above average** manner
- 5: Responded in an **outstanding** manner
- N/A: **Not Applicable** or **Don't Know**

Welcome/Orientation-The master teacher:

- ____ 1. Was receptive and showed interest in working with our teacher candidate
- ____ 2. Was in agreement with provisions outlined in our materials related to expectations for teacher candidates and master teachers
- ____ 3. Explained school culture, procedures, and timelines
- ____ 4. Provided contact information
- ____ 5. Became familiar with teacher candidate's college program (number of units the student is carrying, impact of PACT on scheduling, etc.)

Comments:

Observations-The master teacher:

- ____ 5. Pre- and Post-conferenced with the university supervisor, as appropriate
- ____ 6. Exhibited good listening skills
- ____ 7. Respected the ideas of others
- ____ 8. Established positive communication with the university supervisor

Comments:

Daily Interactions-The master teacher:

- ____ 9. Developed a positive rapport with our teacher candidate
- ____ 10. Showed a sincere interest in the growth of the teacher candidate
- ____ 11. Shared sound pedagogical recommendations with the teacher candidate
- ____ 12. Exhibited knowledge of current practice
- ____ 13. Met consistently with the teacher candidate to assist with planning and reflection

Comments:

Mid-term Evaluation (Classroom Teaching Profile) - The master teacher:

- 14. Shared any concerns related to the teacher candidate's developmental benchmarks, if appropriate
- 15. Gave specific feedback on the teacher candidate's performance
- 16. Gave specific, useful recommendations for improvement
- 17. Monitored progress following mid-term review

Comments:

Final Evaluation -The master teacher:

- 18. Gave specific feedback on performance since mid-term CTP
- 19. Gave specific, useful recommendations for improvement

Comments:

Further Comments:

Please return form to: Dr. Richard Castallo, Administrator in Charge
CSU Northridge
Elementary Education Department
18111 Nordhoff St.
Northridge, CA 91330-8265

or richard.castallo@csun.edu

APPENDIX G

FEEDBACK ON UNIVERSITY SUPERVISORS by MASTER TEACHERS

University Supervisor: _____ Date: _____

Teacher Candidate: _____ Location: _____

Master teacher completing this form: _____

Please respond to each statement with one of the following:

- 1: Responded in a **less than satisfactory** manner
- 2: Responded in an **inconsistent** manner
- 3: Responded in a **satisfactory** manner
- 4: Responded in an **above average** manner
- 5: Responded in an **outstanding** manner
- N/A: **Not Applicable** or **Don't Know**

Welcome/Orientation – The university supervisor:

- _____ 1. Made initial visit in an appropriate time period
- _____ 2. Shared Student Teaching Handbook, university philosophy, and program information
- _____ 3. Shared forms and criteria to be used for observations
- _____ 4. Explained procedures and timelines; scheduled visits in a cooperative manner
- _____ 5. Reviewed Teacher Candidate's college program (units being taken, PACT requirements, etc)
- _____ 6. Communication with site personnel was professional

Comments:

Observations – The university supervisor:

- _____ 7. Made at least three visits and observed for an appropriate length of time
- _____ 8. Timing between visits was appropriate
- _____ 9. Post conferenced with master teacher, as appropriate
- _____ 10. Exhibited good listening skills
- _____ 11. Shared sound recommendations with teacher candidates
- _____ 12. Stayed on-task with the observation process
- _____ 13. Exhibited knowledge of effective practices

Comments:

Mid-term Evaluation (Classroom Teaching Profile) –The university supervisor:

- _____ 14. Reviewed evaluation criteria with me early in the student teaching experience
- _____ 15. Gave specific feedback on performance
- _____ 16. Gave specific, useful recommendations for improvement
- _____ 17. Monitored progress following mid-term review

Comments:

Final Evaluation (Classroom Teaching Profile) –The university supervisor:

_____18. Gave specific feedback on performance since mid-term evaluation

_____19. Gave specific, useful recommendations for improvement

Comments:

Further Comments:

Please return form to: Dr. Richard Castallo, Administrator in Charge
CSU Northridge
Elementary Education Department
18111 Nordhoff St.
Northridge, CA 91330-8265

or richard.castallo@csun.edu