General Expectations
This course allows the teacher candidate a gradual transition from observation to student teaching.

- In this first semester of student teaching, teacher candidates are assigned to one Cooperating Teacher for one (1) period only, for the full semester. The student teacher is also expected to spend one (1) additional hour daily at the school site participating in activities associated with becoming a professional educator, such as conferring with the cooperating teacher(s) or university supervisor, observing other teachers, or co-planning lessons.
- The Cooperating Teacher is present at all times in the classroom unless the Teacher Candidate is the fulltime teacher of record.
- The Cooperating Teacher is expected to provide the teacher candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth, and is expected to complete a final Progress Report at the end of the experience.
- The Cooperating Teacher participates in required training and professional development activities mandated by the California Commission on Teacher Credentialing.
- The Cooperating Teacher receives an honorarium of $75.00 per semester.

The Teacher Candidate is expected to observe then teach at the school site until the end of that school’s semester, regardless of the date of the end of the CSUN semester.

Note: A candidate must meet two conditions in order to begin a student teaching assignment, working directly with secondary school students, including classroom observations:
1. The candidate must be officially eligible to student teach, including fingerprint clearance.
2. The candidate must be enrolled in the CSUN student teaching courses.

There are no exceptions to this policy. Both conditions must be met before the candidate is allowed to do any fieldwork, including observations and teaching.

Timeline of Activities

<table>
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<th>Activity</th>
<th>Week No.</th>
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<td>Observations and Seminar Assignments</td>
<td>Weeks 1, 2 and 3</td>
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<tr>
<td>Small Groups or Individuals/Teaching Parts of a Daily Lesson</td>
<td>Weeks 4-5/6</td>
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<td>Professional Connections: Meetings/Trainings/Events</td>
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<tr>
<td>Daily Lesson Planning and Teaching</td>
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<tr>
<td>FRED assessment due in seminar</td>
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SED 554 Teacher Candidates attend a biweekly seminar in which they receive guidance and instructions as the semester progresses. In the first 5-6 weeks, the Cooperating Teacher provides assistance as the candidate observes, works with small groups and/or individuals, and teaches parts of daily lessons.
Instructional Guidance: Weeks 6/7 – end of the semester
The Cooperating Teacher:

- Relinquishes the role of lead classroom teacher to the Teacher Candidate unless a serious problem develops.
- Assists the Teacher Candidate in planning curriculum, lessons, and assessments, and insures the course content follows district and state standards, while supporting the Candidate wishing to try different materials and methods.
- Ensures that the Teacher Candidate produces a written lesson plan for every lesson or mini-lesson the Teacher Candidate teaches.
- Evaluates performance on a daily basis by writing suggestions on lesson plans, keeping a written journal, and/or holding frequent conferences. (We provide a suggested, but not required, Observation/Conference Template at the end of this document).
- Assists the Teacher Candidate in incorporating technology, integrating literacy instruction, and differentiating instruction for English learners, students at-risk of failure, and students with special needs.
- Does not make suggestions or correct the Teacher Candidate in front of the class or within earshot of the students, unless the destruction of property or safety of students is involved.
- Shares procedures for class management and discipline, but allows the Teacher Candidate to try other methods as long as classroom decorum is maintained.
- Is aware of and makes connections to the Conceptual Framework for the CSUN College of Education below.
- Redirects students to the Teacher Candidate if they come to the Cooperating Teacher for assistance.

Student Teaching Evaluation

- One week before the Progress Report form is due, the University emails the Cooperating Teacher the information needed to complete the Progress Report.
- The online Student Teaching Evaluation is due 10 working days after the Cooperating Teacher receives it.
- Experience has shown that when the evaluation information is not received, the email may be in a Cooperating Teacher’s “Junk Mail” folder, or is being read as “SPAM.” Please look for an email from sedevals@csun.edu and make sure to “allow” emails from this address.
- If after addressing these problems the information has not been received, the Cooperating Teacher should send an email with the student’s name to: sedevals@csun.edu.

Legal Requirements
The Cooperating Teacher, the teacher of record, is legally responsible for what happens in the classroom, and ensures that the Teacher Candidate has a clear understanding of the grading policy. Teacher Candidate may assign initial grades to the students, but the grades must be reviewed and signed by the Cooperating Teacher.
If A Problem Arises
- If the Teacher Candidate is not demonstrating satisfactory progress in performance and/or professionalism, the Cooperating Teacher collaborates with the University Supervisor in developing a Student Teaching Assistance Plan.
- If the Teacher Candidate does not fulfill his or her obligations, or if for any other reason the assignment needs to be terminated, the University Supervisor must be informed prior to the termination. The school and Cooperating Teacher have the right to terminate the assignment at any time.

The FRED and edTPA Assessments
As a state requirement for earning the teaching credential, all Teacher Candidates must complete a standardized Teaching Performance Assessment (TPA). CSU Northridge has chosen the edTPA, a nationally available performance-based assessment, for its TPA. For the edTPA, the Candidate prepares and teaches a 3-5-day unit, assesses students, video records portions of lessons, and writes extensive commentary and reflection about the experience and student learning. Teacher Candidates complete the edTPA in SED 555/S.

In SED 554/S, Teacher Candidates complete a FRED—a feedback-receiving abridged version of the edTPA. The Cooperating Teacher should mentor the candidate as usual during the FRED process (e.g., discuss plans and debrief the lesson). The Cooperating Teacher may also be able to assist the Candidate by checking out school digital recording equipment, assisting with video recording, and assisting the Candidate with securing student consent forms.

More detailed information on any of the above, including the Handbook for Secondary Supervised Instruction, can be found at: www.csun.edu/education/sed/student_teaching/index.html

Teacher Performance Expectations (TPEs)

www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

TPE 1: Engaging and Supporting All Students in Learning, including student engagement, and language acquisition and development

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning, including subject-specific pedagogy and making content accessible, and integrating educational technology

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

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator
CONCEPTUAL FRAMEWORK

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

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, and 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.
TPE 1  Engaging and Supporting All Students in Learning, including student engagement, and language acquisition and development

Observations  
Candidate Comments/Reflections

TPE 2  Creating and Maintaining Effective Environments for Student Learning

Observations  
Candidate Comments/Reflections

TPE 3  Understanding and Organizing Subject Matter for Student Learning, including subject-specific pedagogy and making content accessible, and integrating educational technology

Observations  
Candidate Comments/Reflections
TPE 4  Planning Instruction and Designing Learning Experiences for All Students
  
  *Observations*  
  *Candidate Comments/Reflections*

TPE 5  Assessing Student Learning
  
  *Observations*  
  *Candidate Comments/Reflections*

TPE 6  Developing as a Professional Educator
  
  *Observations*  
  *Candidate Comments/Reflections*