STUDENT TEACHING HANDBOOK

SINGLE SUBJECT PRELIMINARY CREDENTIAL PROGRAM

2016-17

Department of Secondary Education
Michael D. Eisner College of Education
California State University, Northridge
http://www.csun.edu/coe/sed/student_teaching/index.html
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Foreword

For Teacher Candidates enrolled in the Single Subject Credential program at California State University, Northridge, the student teaching experiences are highlights of the program. These fieldwork assignments pull together all aspects of the program, and successful student teaching experiences lead not only to the credential, but encourage your development as a reflective classroom professional who effectively advances 6-12th grade pupil learning.

This handbook details the duties actively involved in student teaching, including the responsibilities of the supervisory team and you, the Teacher Candidate. The supervisory team is composed of the Cooperating Teacher, the University Supervisor, the Seminar Instructor, the Subject Coordinator, the Student Teaching Coordinator, and the Chair of the Department of Secondary Education.

This handbook also defines and describes the experiences, requirements, and responsibilities for successful student teaching for Traditional, FYI, and JYI Program Teacher Candidates. (Other handbooks provide similar information for Teacher Candidates enrolled in the Department’s ACT and University Intern programs.) Additionally, the Teaching Performance Expectations (TPEs) are listed in the handbook’s introduction, so that all involved in the Single Subject Credential Program can be familiar with these required competencies.

The Department faculty and I wish you the best in your supervised fieldwork and practicum experiences, and in your career as a single subject teacher.

Dr. Julie Gainsburg, Chair
Department of Secondary Education
Introduction

Teacher Candidates who enroll in programs at California State University, Northridge have a number of possible pathways to follow. This handbook focuses on the Traditional, FYI, and JYI Pathway Field Experiences, but there are a total of five program pathways at the University that lead to the Preliminary Single Subject Credential:

1. FYI: undergraduate Four-Year Integrated Program in English or Mathematics for qualified freshmen who wish to earn a BA and credential in four years
2. JYI: undergraduate Junior-Year Integrated Program in English or Mathematics for qualified juniors who wish to earn a BA and credential in 2-3 years beginning in the junior year
3. ACT: one-year, cohorted, Accelerated Collaborative Teacher Preparation Program for full-time post-baccalaureate candidates
4. SSUIP: two-year University Intern Program for candidates teaching full time in public schools with an Intern Credential
5. The Traditional Single Subject Program: allows candidates the greatest amount of flexibility in schedules

TRADITIONAL SINGLE SUBJECT CREDENTIAL PROGRAM: 36 Units

A post-baccalaureate single subject credential program for full- or part-time candidates. A program GPA of 3.0 must be maintained in all credential coursework, with no grade lower than C. (A grade of C- is not acceptable.)

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)  
EPC 420 Educational Psychology of Adolescence (3)  
SED 525xx Methods of Teaching Single Subject (3) – in Art, English, etc.  
SED 554 Supervised Field Experience (3)  
SED 554S Supervised Field Experience Seminar (1)  
SED 514 Computers in the Instructional Program (3)  
AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)  
SED 521 Content Area Literacy and Learning in Multiethnic Secondary Schools (3)  
SED 529*** Teaching English Learners in Multiethnic Secondary Schools (3)  
SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)  
HSCI 466ADO Health Concerns of the Adolescent (1)  
SED 555 Supervised Practicum (5)  
SED 555S Supervised Practicum Seminar (2)

*Pre-requisites for SED 554/554S: Application to Credential Office, Basic Skills (CBEST passage), Certificate of Clearance, 100% subject matter competency, writing proficiency. Pre- or co-requisite classes for SED 554: SED 511, EPC 420, and SED 525xx. SED 554 candidates complete a series of structured activities during one class period and consultation time daily at an assigned public middle school or high school for the school’s semester or track, as well as the preliminary Teaching Performance Assessment. Seminar attendance is required in a subject-specific SED 554S. A limited number of summer placements is available, dependent in part on public school offerings.

** Pre-requisite classes for SED 555/555S: SED 511, EPC 420, SED 525xx, SED 554. Also, CPR training must be completed prior to SED 555/555S. Pre- or co-requisite for SED 555: SED 521, SED 529, SPED 420, AAS/ARMN/CHS/ELPS/PAS 417. Candidates complete the Teaching Performance Assessment and the Individual Induction Plan in SED 555/555S. SED 555 candidates teach three class periods daily at a public middle school or high school, and they are at the school a fourth period daily for the school’s semester or track during the fall or spring semester. Subject-specific seminar attendance is required for SED 555S.

Approved, SED C&A Committee, 2016  
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*** Pre or co-requisite for SED 529 is SED 521.

Full-time candidates who meet subject matter and other requirements at application to the program are eligible to complete the program in a single year by enrolling in the first 7 or 8 classes listed above in the fall semester and the last 5 or 6 classes listed above in the spring semester. Many candidates complete the program in 3+ semesters or enroll in winter intersession and/or summer course offerings.

**BILINGUAL AUTHORIZATION PROGRAM (Armenian, Korean, and Spanish)**

A Bilingual Authorization in Armenian, Korean, or Spanish may be obtained concurrently with a preliminary teaching credential or after students obtain a preliminary credential. For more information, please contact the Credential Office at (818) 677-2733 or Dr. Clara Park: clara.park@csun.edu

**TEACHING PERFORMANCE EXPECTATIONS**

All single subject credential programs at CSUN call for candidates to have opportunities to learn, practice, and master the Teaching Performance Expectations (TPEs), as required by the California Commission on Teacher Credentialing. Evaluations in the two supervised field experiences, SED 554 and SED 555/555BL, are based on the Teacher Candidate’s performance related to the TPEs, as is the PACT Teaching Event. The full text of the TPEs is available on the Department website. These thirteen TPEs are organized into six major domains:

A. Making Subject Matter Comprehensible to Students
   TPE 1 Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Student Learning
   TPE 2 Monitoring Student Learning During Instruction
   TPE 3 Interpretation and Use of Assessments

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

D. Planning Instruction and Designing Learning Experiences for Students
   TPE 8 Learning About Students
   TPE 9 Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning
   TPE 10 Instructional Time
   TPE 11 Social Environment

F. Developing as a Professional Educator
   TPE 12 Professional, Legal, and Ethical Obligations
   TPE 13 Professional Growth

**THREE IMPORTANT CSUN OFFICES**

In addition to noting the single subject preliminary credential pathways and the Teaching Performance Expectations in this Introduction, we review the functions of three CSUN offices that work together to help you become the best teacher you can be: the Credential Office, the Subject Matter Department, and the Department of Secondary Education.

Credential Office. The Credential Office provides pre-admissions information sessions and advisement, organizes the credential applicant admissions interviews, and provides information on course and program
requirements for enrollment. Contact (818) 677-2733 for information session dates and for advisement appointments, or visit the CO website at: http://www.csun.edu/eisner-education/credential-office

Credential Office staff also assist you by
1) receiving and evaluating applications for admission;
2) establishing eligibility for student teaching (including correct enrollment in co- and pre-requisite program courses, demonstration of CBEST passage and other basic skills, fingerprint clearance, and other requirements); and
3) analyzing and recommending applications to the California Commission on Teacher Credentialing (CTC) for the preliminary teaching credential.

You should submit an application to student teach to the Credential Office by March 20 for the fall semester or by October 20 for the spring semester, for priority consideration. Student Teaching applications are available online at the Credential Office website. At the beginning of the second semester of supervised instruction, visit the Credential Office to apply for the preliminary credential.

Department of Secondary Education Supervisory Team. At any time feel free to make an appointment to ask questions of the Secondary Education (SED) Student Teaching Coordinator, the PACT or edTPA Coordinator, the Department Chair, the FYI/JYI Mentor, the ACT SED Program Coordinator, the Intern Program Director, and/or the Subject (Placement) Coordinator of student teaching in your content area. We help you proceed through the credential program in a timely manner, and we are in regular communication with the Credential Office.

In addition to SED classes, you will also take credential courses from other departments in the Michael D. Eisner College of Education and other university departments in order to complete the requirements for the preliminary credential.

OFFICIAL COMMUNICATION
The university’s official manner of communication with all credential candidates is through your CSUN email address. When you are accepted into the Credential Program, be sure you activate your CSUN email by going to http://www.csun.edu/account. You’ll be asked to enter your CSUN User ID and Password, and on-screen instructions will lead you through the process for establishing your account. If you experience difficulty with this process, you can phone 818-677-1400 for assistance. Once you have your account, it is critical that you regularly check your CSUN email for possibly urgent messages, including information about your registration. You may also choose to forward your CSUN email messages to your personal account in order to receive them in a timely manner.
Chapter 1: The Supervisory Team

A team of professional educators is dedicated to making your initial experiences in teaching a success. All members of this team are subject matter specialists who have secondary school teaching and/or administrative experience, and training and experience in teacher supervision.

Cooperating Teacher. This individual is a teacher who has been jointly appointed by both the University Subject Coordinator and the local school administrator to serve as the site supervisor for the Teacher Candidate.

Cooperating Teachers are selected because they:
1) Are fully credentialed or certified in the subject area of supervision, are tenured, and have been teaching a minimum of three years.
2) Possess strong subject area and pedagogical knowledge, utilize technology and literacy strategies, have strong classroom management skills, and effectively implement academic content standards.
3) Have good communication and collaboration skills, a desire to assist a student teacher, and a willingness to share teaching responsibilities with a student teacher.
4) Are devoted to the academic learning needs of all students, including students from diverse ethnic and language backgrounds, including English Language Learners.

In SED 554, the Cooperating Teacher supervises the instructional practices of the candidate for one class period daily (or, for schools with non-traditional schedules, a total of about 5 hours per week), plus additional consultation or conference time during the week, for a full semester or track. The Cooperating Teacher observes and coaches the teacher candidate, communicates regularly with the University Supervisor on the candidate’s progress, and writes a final Progress Report.

Depending upon the assignment in SED 555, the student teacher will have one or two Cooperating Teachers during the same semester. The Cooperating Teacher(s) supervises the instructional practices of the candidate for three class periods daily (or, for schools with non-traditional schedules, a total of about 15 hours per week), plus an additional period daily, for a full semester or track. The Cooperating Teacher(s) observes and coaches the teacher candidate, communicates regularly with the University Supervisor on the candidate’s progress, and writes both a Midterm and a Final Evaluation.

University Supervisor. The University Supervisor is the field supervisor of the teacher candidate. In SED 554, the University Supervisor visits the candidate on four occasions, two times in the first half of the assignment and two times in the final half of the assignment. Typically, the SED 555/555BL University Supervisor will visit a teacher candidate about every 2-3 weeks to observe a lesson and conduct on-site conferences, 5-6 times per semester/track. The University Supervisor also confers with the Cooperating Teacher and writes a Progress Report (SED 554) or a Midterm and Final Evaluation (SED 555/555BL). Additionally, the SED 555/555BL University Supervisor may sign the Individual Induction Plan (IIP). University Supervisors may also participate in scoring of Preliminary or PACT Teaching Events.

SED 554S/SED 555S Seminar Instructors. Candidates enrolled in SED 554 or SED 555/555BL enroll in SED 554S or SED 555S and attend these seminars, led by a Seminar Instructor. This individual guides candidates in completing the required activities, including the Preliminary Teaching Event (SED 554) or the PACT Teaching Event (SED 555/555BL). The SED 555S Seminar Instructor may also sign the Individual Induction Plan (IIP). Candidates in the seminar explore best practice in subject area teaching, assessment, and classroom management, and discuss classroom challenges, issues, and solutions with peers. The Seminar Instructor also communicates with University Supervisors and also participates in the scoring of Preliminary or PACT Teaching Events.

SED Subject (Placement) Coordinator. The Subject Coordinator is a faculty member with specialized expertise in a designated subject field. All of the Subject Coordinators have had significant experience as secondary school teachers and as teacher trainers. The Subject Coordinator works with University Supervisors and school administrators to make field experience placements with appropriate Cooperating
Teachers. The Subject Coordinator works with University Supervisors and Cooperating Teachers in the event of problems or issues regarding the performance of a teacher candidate.

Pathway Mentors, Directors and Coordinators

FYI/JYI Mentor. Provides assistance and advisement for undergraduate students in the FYI/JYI programs on program requirements, coordinates with the Credential Office, provides a liaison with the Secondary Education Department, and provides students regular updates about program news and upcoming deadlines.

Intern Program Director. Coordinates the Intern Program admissions process with the Credential Office, conducts orientations each semester, guides the assignment of Support Providers, advises candidates, guides the Intern seminars, and provides students regular updates about program news and upcoming deadlines.

ACT Program SED Coordinator. Coordinates the ACT admissions process with the Credential Office, advises candidates about course requirements, provides assistance throughout the program, and provides students regular Updates about program news and upcoming deadlines.

Student Teaching Coordinator. Has general responsibility over fieldwork assignments. The Coordinator conducts meetings of University Supervisors and Subject Coordinators, and supervises the management of official records regarding student teaching. The Coordinator also makes arrangements for adjustments in assignments, special permissions, and final evaluations of the teacher candidates. The Coordinator is always consulted and informed about the withdrawal or dismissal of any candidate from SED 554 or SED 555/555BL, and receives a copy of any Assistance Plan.

PACT/edTPA Coordinator. Oversees all aspects of the Teaching Performance Assessment (PACT or edTPA) and preliminary versions, including assisting instructors who support candidates in preparing these assessments, organizing and keeping records of scoring, conducting Remediation Meetings for candidates who fail the Teaching Event, and helping candidates with the TaskStream online submission system.

Chair of the Department of Secondary Education. The Department Chair is the director of the Single Subject Credential Program with ultimate responsibility for the entire program, including field experiences. The Department Chair approves hiring of faculty and staff, carries out departmental policies regarding field experiences, and makes the final rulings on special cases.
Chapter 2: Assignments for Supervised Fieldwork

Single Subject Supervised Fieldwork at CSUN occurs over two school-site full semesters or tracks. The assignment will be in the subject area in which the teacher candidate receives subject matter clearance. Each candidate will be placed at two different levels, in a middle school and a high school assignment.

Eligibility and Enrollment

Teacher candidates must meet two requirements in order to formally begin a student teaching assignment in the field, working directly with secondary school students, including classroom observations:

1. The candidate must be eligible to student teach.
2. The candidate must be officially enrolled in the student teaching courses described below.

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.

SED 554 Supervised Field Experience (3 units) and SED 554S Seminar (1 unit): Candidates enrolled in SED 554/554S complete a structured series of activities under the supervision of the Cooperating Teacher, University Supervisor, and Seminar Instructor. The Teacher Candidate is assigned to one (1) class for a single period daily at a school (or, for schools with non-traditional schedules, a total of about 5 hours per week), and is expected to spend one (1) additional hour daily to participate 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.

Class enrollment is generally 20-35 or more students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. Because teacher candidates are assigned to a Cooperating Teacher for one period only, a Cooperating Teacher may be assigned two teacher candidates in two different class periods, one candidate in each period. Candidates follow the schedule of the school’s semester or track, and are expected to observe and then teach at the site until the end of the school’s semester, regardless of the dates of CSUN’s semester and the deadline for submission of the final Progress Report.

For priority consideration, an application to student teach should be submitted to the Credential Office by March 20 for the fall semester or by October 20 for the spring semester. Requirements for student-teaching clearance must be met by the student-teaching application deadline (August 1 for the fall semester or December 15 for the spring semester). Candidates who wish to enroll in SED 554/554S in their first semester of the program must apply to student teach at the same time they apply for admission to the program. Summer SED 554/554S assignments are only permitted in very special cases; see below for further information.

Overview of Activities in SED 554 (3 units) and SED 554S (1 unit)

554 (Field Experience)
- Classroom Observations 1-5
- Working with Small Groups or Individuals/Teaching Parts of a Daily Lesson
- Professional Connections: Parents, Family, Community, School, and Professional Organization Meetings – 3 hours minimum
- Daily Lesson Planning and Teaching

554S (Seminar)  Note: These activities will be slightly adjusted for candidate preparing for the edTPA
- Preliminary Teaching Event Task 1: Context for Learning
- Preliminary Teaching Event Task 2: Planning Instruction and Assessment
- Preliminary Teaching Event Task 3: Instructing Students and Supporting Learning
- Preliminary Teaching Event Task 4: Assessing Student Learning
- Preliminary Teaching Event Task 5: Reflecting on Teaching and Learning

Classes are generally 20-35 or more students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. Because teacher candidates are assigned to a Cooperating Teacher for one period only, a Cooperating Teacher may be assigned two teacher candidates in two different class periods, one candidate in each period. Candidates follow the schedule of the school’s semester or track, and are expected to observe and then teach at the site until the end of the school’s semester, regardless of the dates of CSUN’s semester and the deadline for submission of the final Progress Report.

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554 (Field Experience)
- Classroom Observations 1-5
- Working with Small Groups or Individuals/Teaching Parts of a Daily Lesson
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Teacher candidates attend a seminar in which each of the above is fully described and discussed, and in which they receive guidance and instruction as the semester progresses.

SED 555 Supervised Practicum (5 units) and SED 555S Seminar (2 unit). The second field experience assignment is for three (3) class periods daily (or, for schools with non-traditional schedules, a total of about 15 hours per week), plus an additional class period to confer with the cooperating teacher(s) and university supervisor, and participate in activities associated with becoming a professional educator. Class enrollment is generally 20-35 or more students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. In this assignment the Teacher Candidate typically has two different preparations, and sometimes works with two Cooperating Teachers. This assignment is at a teaching level (middle school/high school) different from the first assignment. Candidates enroll in and complete SED 555 and SED 555S in the fall or spring semester. Summer placements are not available, apart from the exceptions described below.

Cross-Cultural Requirement. In compliance with the mandate from the Commission on Teacher Credentialing, one semester of supervised instruction must include a cross-cultural experience and one assignment must include at least one class that enrolls English learners. Please note that all state-approved credential programs no longer provide a separate CLAD Credential option. All candidates in our credential program are “CLAD-prepared” — able to assist English learners with content learning and meeting English Language Development standards in classrooms.

Supervised Field Experience and Practicum Placements. The university determines where the Teacher Candidate will be assigned. The decision is made by the Subject Coordinator in consultation with the Teacher Candidate and the administrator in charge of student teacher placements at a cooperating school. It is not appropriate for a student teacher to speak with a principal to arrange a placement. The placement is based first on the availability of qualified University Supervisors and school site Cooperating Teachers. Geographic constraints, program requirements (middle vs. high school, availability of technology, a class with English learners, etc.), and personal requests made by the candidate to the Subject Coordinator are all considered when determining the placement. Teacher Candidates should not be assigned to a school from which the Teacher Candidate graduated or one that would place the Cooperating Teacher or student teacher in a situation of potential conflict of interest. Teacher Candidates will gain more in a placement where the objectivity of the student teaching evaluation can be ensured. We attempt to make placements within a 20-mile radius of CSUN. Placements must be made several weeks before the start of the placement site’s semester. Therefore, candidates who take SED 554/554S during a fall semester must complete all requirements for SED 555 and 555S by the end of that semester to be permitted to enroll in SED 555(S) in the spring semester immediately following.

The program does not allow the substitution of previous teaching experience at any school, public or private, for either SED 554/554S or SED 555/555S.

Summer School Assignments (Restricted Enrollment):

An extremely limited number of 4-8-week summer assignments in SED 554/554S and SED 555/555S are open to qualified Teacher Candidates who meet one of the following criteria:

1. The candidate is hired full-time in a permanent teaching position in an educational setting (multiple subject, special needs) different from the one for which he/she is earning a Single Subject Credential.
2. The candidate currently holds a full-time, permanent teaching position in a private school and requires a public school student teaching experience.

In addition, candidates requesting a summer placement must have:

a) earned an A or B in the SED 525xx methods course
b) passed SED 511, EPC 420, SED 521, SED 529, SPED 420, and AAS/ARMN/CHS/ELPS/PAS 417, and
c) be cleared to student teach by the Credential Office.
Candidates who wish to enroll in SED 554/554S or SED 555/555S in the summer should complete and submit the form requesting a summer placement to the Secondary Education Department, and a separate student teaching application to the Credential Office.

Note: SED 554/555/555BL Teacher Candidates cannot be hired as a summer school teacher while being supervised as a student teacher in a summer session. This is because there is then no Cooperating Teacher able to adequately supervise a candidate during teaching and preparation/conference periods. The 4-8-week summer school assignments require teaching 2 classes for approximately 2 hours each according to the school site summer session schedule.

Teachers at Accredited Private Schools. Private school teachers who wish to count their current teaching as part of the practicum experience must teach at a school that is accredited by WASC, the Western Association of Schools & Colleges, a 501(c)(3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. If the accredited private school is within the geographic area served by CSUN, the teacher at a private school may enroll in one semester of student teaching and complete the required activities at the private school. The teacher must teach classes of at least 20 students in the subject area of the desired credential. However, the private school teacher must complete the other assignment (SED 554 or SED 555/555BL) in a public school setting.

The California Education Code and SB 57 provide two options for private school teachers to obtain Multiple and Single Subject Teaching Credentials. These two options allow private school teachers to use three to five years of appropriate teaching experience in lieu of the student teaching component or six years in lieu of completing a teacher preparation program including student teaching. Consult the CSUN Credential Office and the California Commission on Teacher Credentialing for further information.

Added Authorization. An Added Authorization to a single subject teaching credential allows the credential holder to teach in two content areas: the teaching credential’s discipline and the Added Authorization’s discipline. Teacher candidates may complete the Added Authorization requirements concurrently with their preliminary single subject credential or after the preliminary credential is obtained. For available Authorizations and their requirements, please contact the Credential Office.
Chapter 3: Responsibilities of the Teacher Candidate

Student teaching is often considered the highlight of the program, when a candidate has the opportunity to bring together knowledge from coursework, to gain confidence, and to build effective teaching practices in classroom settings. Teacher Candidates are guests of the school to which they are assigned for SED 554 or SED 555/555BL. Candidates are required to adhere to the following policies and procedures during Supervised Fieldwork and Practicum.

Co- and Pre-requisites for Student Teaching

- Pre- or co-requisite classes for SED 554/554S:  SED 511, EPC 420, and SED 525xx.
- Pre-requisite classes for SED 555/555S: SED 511, EPC 420, SED 525xx, SED 554. Also, CPR training must be completed.
- Pre- or co-requisite for SED 555: SED 521, SED 529, SPED 420, AAS/AFRS/ARMN/CHS/ELPS 417.

Before Beginning Supervised Fieldwork and Practicum

1. As you begin the program or the semester before you plan to student teach, read this Student Teaching Handbook carefully.

2. Late in the semester prior to student teaching, or once you have been cleared by the Credential Office to student teach, the Subject Coordinator in your subject area will contact you and start to work on placing you in a school. As detailed in Chapter 2 of this Handbook, the university will determine where to place you, taking into consideration a number of factors. It is our responsibility to arrange the placement, not yours. It is inappropriate for you to make contacts with schools or teachers, and then inform your Subject Coordinator of these informal arrangements. Please be patient with this phase of the process.

3. All candidates in the Single Subject Credential Program are required to have a CSUN email account, and they should check CSUN email regularly. All official communication from the University is sent to your CSUN email address.

4. Once you are notified of your assignment by the SED Subject Coordinator, you should contact the school’s Principal or Assistant Principal in charge of student teaching to introduce yourself. Then contact the Cooperating Teacher(s) at the school and make arrangements to visit the school. Do not expect to have a firm commitment about the course(s) you will be teaching, but an approximate schedule may be available. Whenever possible, the school or Cooperating Teacher(s) will provide you with textbooks or other materials so that you have some time to become familiar with them.

5. You are obligated to attend a seminar with your Seminar Instructor (SED 554S or SED 555S) and other student teachers in your academic field, typically held from 4-6 p.m. SED 554S generally meets on alternate weeks, and SED 555S meets weekly.

Planning

Thoughtful planning is essential to becoming an accomplished teacher. As a Teacher Candidate you are required to:

1. Set up a scheduled time when you can meet regularly with the Cooperating Teacher(s) to review your activities and plans for teaching, in SED 554 and SED 555/555BL.

2. For SED 555/555BL, prepare a semester overview in writing within the first 2-4 weeks of the beginning of your teaching semester. The University Supervisor or the Cooperating Teacher will suggest a format.

3. At the appropriate time in SED 554 and throughout SED 555 or SED 555BL, write weekly overviews to show the proposed sequence of plans, materials, and activities for the following week. These are to be submitted to and discussed with the Cooperating Teacher and the University Supervisor.

4. Once you begin teaching in SED 554 and throughout SED 555/555BL, write a daily lesson plan for each preparation and submit these to the Cooperating Teacher(s) at least 24 hours in advance of the
class being taught. Some Cooperating Teachers may require your lesson plans further in advance. The Cooperating Teachers(s) and University Supervisor can recommend lesson plan formats. In the case of conflicting recommendations, the Cooperating Teacher and University Supervisor should consult to arrive at a mutually agreeable resolution. The Department has a lesson plan format available in Appendix D of this handbook and on the Department website, and the various credential program course instructors, principally the Methods SED 525xx instructor, and the SED 554/555/593/594 seminar instructors, provide other formats. With the permission of the Cooperating Teacher and University Supervisor, the candidate may opt to use the Lesson Plan Template for the PACT Teaching Event or edTPA. The degree of detail in a plan should be such that a competent teacher in the subject field could successfully teach from the lesson plan.

In SED 554, the observations, notes, plans, and handouts for each lesson plan must be kept chronologically in a three-ring binder (or a digital format that is agreed upon by all parties) that is available to the University Supervisor and Cooperating Teacher. For SED 555 or SED 555BL, the semester overview, weekly plans, daily plans, and student handouts for each preparation must be kept chronologically in a three-ring binder. This notebook must be readily available in the classroom for perusal at any time by the University Supervisor, whose visits may be unannounced. Near the notebook, place copies of the student texts being used. Position these materials where the University Supervisor can always expect to find them.

Note: Although lesson plans are essential to best practice, we do not recommend creating thorough semester plans before beginning the assignment. An assignment may be changed due to unexpected numbers of students or student abilities that require changes in the Cooperating Teachers’ schedules. We also do not recommend writing daily lesson plans until the teaching assignment is firmly set. Teacher Candidates’ expectations of student abilities and content background may require reassessment and changes in response to the students’ progress in understanding certain concepts.

**Grading.** Although grading is the legal responsibility of the teacher of record, the Cooperating Teacher(s), all Teacher Candidates must keep a roll book, usually an electronic one, and confer frequently with the Cooperating Teacher on the number and types of entries. Teacher Candidates should assign grades for students jointly with continued guidance from the Cooperating Teacher and consideration of the policies, practices, and culture of the school, as well as the California Academic Content Standards and the English Language Development Standards.

**Additional Professional Responsibilities at the School Site**

All Teacher Candidates are expected to:

1. Be punctual and attend daily. Arrange the school at least one-half hour prior to the class time in order to sign in at the Main Office, review plans, make adjustments, set up any necessary equipment, greet students as they enter the classroom, and have materials ready when class begins.

2. Contact the Cooperating Teacher(s), the school secretary, and the University Supervisor in case of illness or emergency with as much advance warning time as is possible. Call the University Supervisor at home or email the person to prevent an unnecessary visit.

3. Teach/complete activities according to the school site’s academic calendar, not the calendar of CSUN. If there is a conflict in vacation periods, the Teacher Candidate must follow the school calendar of the assigned school and teach during CSUN’s vacation period if the school site is in session.

4. Attend the school site’s faculty orientation meeting generally held in August or on the first pupil-free day of school, prior to a full assignment. For a spring placement, attend the student teacher orientation, if the school arranges such a meeting. The teacher candidate must consult with the Cooperating Teacher(s) or call the assigned school to determine when such meetings will be held.

5. Learn the school’s organizational structure and function within the various management divisions, i.e., the Attendance Office, Guidance Offices, Nurse’s Office, Library, Resource Specialists, Cafeteria, and places to gain information about various programs offered at the school. Consult with the Cooperating Teacher(s) about how to work within the school’s procedural system and manage all the required processes and forms.

6. Become acquainted with the community and its resources, and attend functions like “Back to School Night” or “Open House” with your Cooperating Teacher(s).
7. Conduct parent conferences in an objective and professional manner that benefits the student and the parent(s).

8. Arrange their own transportation to student-teaching placements and other fieldwork sites. Please note that neither CSUN nor the placement or field sites are liable for damage or injury incurred in travel to/from these sites or when parked at CSUN or the placement/field site.

Additional Professional Responsibilities at the University
For each semester of student teaching, the Teacher Candidate must attend the Secondary Education Department’s Student Teaching Orientation. The Teacher Candidate must also attend the regularly scheduled SED 554S or SED 555S seminar. You will participate in discussions with student teacher peers and complete numerous activities in the seminars. You will be guided by the Seminar Instructor to complete the preliminary Teaching Performance Assessment in SED 554S and the Teaching Performance Assessment in SED 555S. Candidates also complete a number of evaluation forms to provide the program with important information.
Chapter 4: Responsibilities of the Cooperating Teacher

Cooperating or Supervising Teachers are carefully selected by the Subject Area Coordinators in consultation with a school administrator. The Cooperating Teacher provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth. Thus, the Cooperating Teacher is present at all times in the classroom during the assignment of the Teacher Candidate.

The Cooperating Teacher:
1. Is willing to relinquish the role of classroom teacher to the Teacher Candidate during the student teaching and never “takes charge” of the classroom unless he or she foresees a serious problem developing.
2. Provides supportive, fair, and consistent evaluations on a daily basis by writing suggestions directly on the activities or lesson plans or on other forms and by holding frequent, if not daily, conferences.
3. Supports the Teacher Candidate in completing activities and during student teaching in trying different and perhaps even unfamiliar materials and methods.
4. Collaborates with university faculty, school staff development personnel, and school administration in the education of the teacher candidate.
5. Knows the Teaching Performance Expectations (TPEs) and is aware of these in mentoring and assessing the candidate.
6. Is consistent in providing the Teacher Candidate with frequent and evidence-based written assessments from actual classroom observations and shares these observations with the University Supervisor.
7. Provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth.
8. Is interested in the enrichment that comes from interacting professionally with a junior colleague and welcomes opportunities to be a learner as well as a Cooperating Teacher.

The Teacher Candidate begins an assignment on first day of the semester/track of the assignment and completes teaching at the end of the semester/track of the assignment. The Candidate observes the calendar of the school site.

Orientation of the Teacher Candidate
The Cooperating Teacher is key in orienting the Teacher Candidate by:
- Introducing other teachers, the staff, and the key administrators, in addition to providing a general introduction to the plan of the school site including the locations of offices, cafeteria, lounge, rest rooms, and copying facilities.
- Providing information about the departmental and school policies regarding curriculum and instruction, discipline procedures, absentee and tardy management, safety drill exercises, special schedules, handling of substance or parental abuse, and the proper methods of procuring needed equipment, materials and supplies.
- Giving general information about the students, their backgrounds, and community characteristics.
- Providing models for keeping the official roll book, writing lesson plans, referring to academic content standards, designing examinations/assessments, and writing other materials such as a class information letter to parents.
- Providing a desk or table and file drawer or cupboard for work and storage spaces.

Guidelines for Supervising and Mentoring
Cooperating Teachers should follow these guidelines to establish a good working relationship with the Teacher Candidate and the University Supervisor, and provide a high-quality learning experience for the Candidate.

   a) Be present in the classroom at all times when the Teacher Candidate is teaching the class.
   b) Monitor the submission of the lesson plans that are required for every day the candidate teaches all or part of a lesson.
c) Observe the Candidate’s lessons closely. Provide prompt feedback via written notes, scripts, verbal comment, and/or other observation data. Engage in constructive conversation based on evidence collected about the TPEs and routinely ask the Teacher Candidate to reflect on his or her lessons.

d) Establish a schedule for frequent input into lesson and assessment planning before the lesson is held or the assessment is administered.

e) Provide guidance and direction to the candidate in assessing student learning on a daily basis by both formative and summative methods.

f) Share effective successful procedures for class management and student discipline. Also, allow the candidate to try other methods that he feels might be most comfortable for his teaching style and personality, as long as classroom decorum is maintained.

g) Invite the student teacher to sit through other classes that you teach and arrange for the Candidate to observe colleagues to learn different teaching techniques.

h) Do not make suggestions and/or correct the Teacher Candidate in front of the class or any place within the hearing of students, unless the destruction of property or safety of students is involved.

i) Redirect the students to the Teacher Candidate if they come to you for assistance during student teaching.

j) Inform the University Supervisor immediately if the candidate encounters problems that do not appear to be improving or is not present in your school for the required daily hours.

Ideally, much of your co-planning, co-assessing, and delivery of your feedback to the Candidate, as well as Candidate observations of other teachers at your school, can be accomplished during the non-teaching time that the Candidate is required to be present at your school (i.e., the second hour for SED 554 candidates and the fourth hour for SED 555 candidates.)

**Student Teaching Evaluations**
The SED 554 Progress Report and the SED 555/555BL Midterm and Final Evaluations are completed online. Cooperating Teachers should expect an email from sedevals@csun.edu.

Note: Please refer to Chapter 6, Evaluations of the Teacher Candidate, for a detailed explanation of the evaluation rating system.

• It is important that the University Supervisor, the candidate, and the Cooperating Teacher(s) discuss the draft evaluations before they are finalized. There should be discussion about areas of growth for the candidate. The date on which the drafts were discussed with the student teacher should be indicated online on the evaluation, and then it can be finalized and submitted. The student teacher automatically receives an electronic copy of the evaluation, as does the Cooperating Teacher, and the SED office.

• If the evaluation email from the University (sedevals@csun.edu) has not been received, or there is any other problem with the evaluation, the Cooperating Teacher is asked to send an email message with the student’s name and course (e.g., SED 554 or SED 555), and the email address to which the evaluation should be sent, to: sedevals@csun.edu. Due dates for midterm and final evaluation submissions are provided early in the assignment, and online information for completing the evaluations is emailed two weeks prior to the deadline.

**Legal Aspects of Supervising a Teacher Candidate**
In a regular student teaching situation, the Cooperating Teacher is legally responsible for what happens in the classroom. Thus, the Cooperating Teacher must work closely with the Teacher Candidate on the following:

• Curriculum: Insure the course content as required by the district is taught. Supervision of the course overview, weekly plans and daily lesson plans as well as classroom observations will ascertain that the appropriate course content and Academic Content/English Language Development Standards are being taught and learned.
• Grades: Be sure the student teacher has a clear understanding about how the grading is to be accomplished. The Teacher Candidate may assign tentative grades, but these grades must be reviewed and authorized by the Cooperating Teacher, who is ultimately responsible as the teacher of record.

• Parent Conferences: It is important that the Teacher Candidate have the experience of working with parents. However, the candidate is speaking for the Cooperating Teacher and as such the Cooperating Teacher needs to monitor the conference closely.

• Assistance Plan: If the Teacher Candidate is not demonstrating satisfactory progress in either SED 554 or SED 555/555BL, the Cooperating Teacher collaborates with the University Supervisor in developing an Assistance Plan based on the Teaching Performance Expectations. The requirements for this plan are discussed in more detail in the Chapter 5 of this Handbook.

• Removal of a candidate from an assignment: In the event the Teacher Candidate does not fulfill his/her obligations to the students and to the Cooperating Teacher, or if for any other reason the assignment needs to be terminated, a discussion between the Cooperating Teacher and the University Supervisor is required. After the decision to terminate the placement, the principal sends an email to the Student Teaching Coordinator and/or Department of Secondary Education Chairperson.

Compensation and Privileges for the Cooperating Teacher

The Cooperating Teacher receives an honorarium of $75.00 for the supervision of each SED 554 candidate. A Cooperating Teacher may work with two candidates in SED 554.

For the supervision of an SED 555 candidate, one or more Cooperating Teachers share an honorarium of $125.00.

In addition, the Cooperating Teacher may obtain a university library card for the CSUN Oviatt Library. CSUN Cooperating Teachers may be invited to be guest lecturers in university classes or to serve in other capacities.

It is hoped that the Cooperating Teachers will be able to attend professional development workshops at the university, as well as events honoring outstanding student teachers.

Suggestions for Conferencing with Student Teachers

1. Be prepared for conferences by planning the key points to be discussed, bringing notes, observation materials, sample of students’ work, and any other documentation. Be prepared to provide specific suggestions/coaching for improvement with tangible ideas.

2. Create a supportive atmosphere and conduct the conference in a place where you have a full degree of privacy and a minimum of interruptions.

3. Review the student teacher’s performance objectively, looking for strengths as well as areas for improvement.

4. Focus on a collaborative approach to analyzing the student teacher’s performance and determining changes to be made. Encourage the student teacher to first self-reflect on the lesson and student learning, then build your critique on that reflection. If the student teacher does not have the skill to be self-analytical in some areas, provide her/him with more directive information, but continually move back to collaboration to continue the self-analytical development.

5. Limit the conference to a discussion of one or two important items to avoid overwhelming the student teacher.

6. Conclude each conference with plans for a desired change.

7. Focus attention on the objective teaching-learning situation rather than on the student teacher.
Guiding Questions for Cooperating Teachers

A Cooperating Teacher may find it interesting or valuable to consider these questions during the collaboration with one of our student teachers. This list of questions may also serve as a tool when conferencing with your student teacher as you model reflection of your own practice for the student teacher.

1) Have I become well acquainted with the student teacher?
   a) Did I use the information furnished by the University?
   b) Did we discuss his/her personal and academic background?
   c) Did I encourage him/her to express his/her ambitions, concerns, and expectations?
   d) Has a model for presenting lessons been provided, and did I help the student teacher identify the following?
      i) Motivational techniques used
      ii) Methods of discipline and classroom management
      iii) Objectives of the lesson with assessment/s to evaluate instructional effectiveness
      iv) Activities to correlate with the lesson
      v) Curriculum materials used
      vi) Active participation techniques
      vii) Beginning of class activities
      viii) Hands-on activities and materials
      ix) Instructional equipment used

2) Have I provided opportunities for the student teacher to work on bulletin boards, displays, etc?

3) Have I oriented the student teacher to the A.V. equipment, technology, copy machines, etc? Have I encouraged the candidate to integrate technology in his or her teaching?

4) Have I modeled and encouraged a variety of instructional methods, including work in small groups and individual practice strategies?

5) Have I modeled and discussed a variety of ways of evaluating student progress so as to maximize instructional time and student progress?

6) Have I briefed the Student Teacher on school procedures, such as fire/earthquake drills and reporting student injury or illness?

7) Have I reviewed with the Student Teacher classroom procedures for instruction, including:
   a) Differentiated Instruction
   b) Types of instructional materials such as manipulatives and teacher guides
   c) Roles of paid aides and parent or community volunteers
   d) Recording student progress
   e) Relating teaching to TPEs and content standards?

8) Have I assisted the Student Teacher in developing lesson plans by:
   a) Providing district designed lesson plan forms or selecting a lesson plan form from the Student Teaching Handbook
   b) Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
c) Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning?

9) Have I worked to develop strong communication and a positive relationship with the Student Teacher?

10) Have I worked to develop strong communication and a positive relationship with the University Supervisor?
Chapter 5: The University Supervisor, Seminar Instructor, and SED Subject Coordinator

The University Supervisor has a major role in directing the education of the Teacher Candidate as a teacher, coach, arbitrator and direct link between the schools and CSUN. In this role, the University Supervisor stays in close touch with the schools and interprets the policies and procedures for student teaching.

Over the course of SED 554, the University Supervisor is to visit each candidate a minimum of four (4) times for a full class period of approximately one hour. Over the course of SED 555/555BL, the University Supervisor visits each teacher candidate 5-6 times for approximately one hour each visit, with approximately one half of the visits before the Midterm Evaluation and the other half before the Final Evaluation. If the Teacher Candidate is having difficulty in SED 555/555BL, the University Supervisor may need to visit more frequently or near the end of the teaching semester for the school site even if the CSUN semester is completed.

All University Supervisors must have CSUN email addresses, and must check their CSUN e-mail accounts regularly. To check your CSUN e-mail as soon as you’ve activated your university account, use any Web browser and go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your yahoo, hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail Forwarding. If there is any problem with the on-line evaluation system, such as not receiving the instructions and codes from CSUN to complete an evaluation, please send an email with the student teacher’s name and program (SED 554/555) to sedevals@csun.edu.

In addition to the above responsibilities, the University Supervisor is expected to perform the following duties:

1. Discuss with the Cooperating Teacher the requirements, duties, and benefits of the Cooperating Teacher role, sharing the “Cooperating Teacher Responsibilities” handout (available at the SED website) and addressing any questions from the Cooperating Teacher(s) or school.
2. Share your contact information with the Cooperating Teacher(s) and request contact information from him or her (email address and phone number), so that you can communicate outside of school if the need arises.
3. Orient the Cooperating Teacher(s) to the Single Subject Credential Program Pathways, and note the pathway of the current student teacher.
4. Confer with the Student Teacher on a regular basis about his or her progress, strengths, and areas for improvement. Ask questions that lead the Student Teacher to reflect on his or her performance and teaching decisions.
5. Review the Student Teacher’s lesson plan notebook and carefully observe his or her teaching during school visits. Share and discuss your notes made during the visit with the candidate.
6. Confer with the Cooperating Teacher(s) on a regular basis about the progress of the Teacher Candidate, typically at site visits.
7. Confer with the Cooperating Teacher(s) at the times the Progress Report (SED 554) or Midterm and Final Evaluations (SED 555/555BL are to be written, to insure that:
   • all have similar understanding of how to complete the CSUN evaluation forms and the meanings of the evaluation terminology
   • all are in general agreement about future areas of growth for the candidate.
8. Confer with the Student Teacher about the Progress Report (SED 554) or Midterm and Final Evaluations (SED 555/555BL) drafts.
9. Electronically submit SED 554 Progress Reports and SED 555/555BL Midterm and Final Evaluations by the scheduled deadlines, or inform the Student Teaching Coordinator of any delays.
10. Consult with the Teacher Candidate enrolled in SED 555 or 555BL about the Individual Induction Plan (IIP). The University Supervisor may sign the IIP.
11. Inform the Subject Coordinator, Student Teaching Coordinator, and/or Department Chair of problems involving the Teacher Candidate.
12. Provide the Subject and Student Teaching Coordinators with a copy of any Assistance Plans.
13. Attend meetings called by the Student Teaching Coordinator or the Department Chair of Secondary Education.
14. Recruit and instruct new Cooperating Teachers in collaboration with the Subject Coordinator.

**Assistance Plans**
The University Supervisor leads the development of an Assistance Plan with the cooperation of the Cooperating Teacher(s).

When, in the judgment of the Cooperating Teacher(s) and the University Supervisor, a Teacher Candidate in SED 554, SED 555, or SED 555BL fails to demonstrate satisfactory progress in the field experience assignment, the University Supervisor and the Cooperating Teacher, generally in consultation with the Subject Coordinator or Student Teaching Coordinator, will develop an Assistance Plan. This plan will be based on the Teaching Performance Expectations (TPEs) and will specify the competencies that the Teacher Candidate will need to demonstrate within a defined period of time in order to successfully complete the field experience or student teaching assignment. The Assistance Plan will be reviewed and revised, if necessary, by the Student Teaching Coordinator. The University Supervisor should send a copy of the Assistance Plan to the Student Teaching Coordinator, the Department Chair, and the Subject/Placement Coordinator. If the candidate does not meet the requirements of the Assistance Plan, the school typically terminates the assignment or the Candidate elects to withdraw from the assignment.

**The Seminar Instructor** is responsible for teaching the seminar that supports the student teaching assignment. This individual guides Candidates in completing the required seminar activities, including the preliminary Teaching Performance Assessment (SED 554) or the Teaching Performance Assessment (SED 555/555BL). Candidates in the seminar explore best practices in subject area teaching, assessment, and classroom management, and discuss classroom challenges, issues, and solutions with peers. Seminar Instructors communicate with University Supervisors and the PACT/edTPA Coordinator. Seminar Instructors are responsible for submitting a grade (CR, I, NC) to the Student Teaching Coordinator by the established deadline and generating and sending a report to each SED 555 candidate of his or her Teaching Performance Assessment results. Seminar Instructors are expected to be trained as a PACT or edTPA scorer in the seminar subject.

The Seminar Instructor in SED 555S also provides support for Candidates to develop the Individual Induction Plan (IIP) and may sign this document. Finally, the SED 555S seminar instructor is responsible for the Candidates’ completion of a number of evaluations, including the program exit dispositions assessment, a field experience evaluation, and the CSU Exit Survey.

**The Subject Area (Placement) Coordinator** (Appendix B) has the following responsibilities:
1. Communicate with Teacher Candidates once cleared for student teaching, and assign them to schools and Cooperating Teachers within the 20-mile service area of CSUN for SED 554 and SED 555/555BL. Provide placement information to the SED Student Teaching Administrative Assistant in a timely manner.
2. Assign candidates to University Supervisors for supervision, in consultation with the Department Chair and other program pathway directors as needed. Provide University Supervisor assignment information to the SED Student Teaching Administrative Assistant in a timely manner.
3. Seek resolution of problem(s) regarding a Teacher Candidate having difficulties, including the monitoring of Assistance Plans.
4. Inform the Student Teaching Coordinator about any Teacher Candidate who may not be making sufficient progress to receive credit for the semester, or whose continuance in the program is doubtful.
5. Identify potential Cooperating Teachers in consultation with the University Supervisor and school administrators.
The Placement Policy

Among the goals of the program are for candidates to successfully complete their student teaching assignments and for schools to benefit by receiving the services of competent, prepared, and responsible Teacher Candidates. Accordingly, SED 554 and SED 555/555BL placements are made by a Subject Coordinator after consulting with candidates and with school principals or their designees regarding Cooperating Teachers who meet program requirements. The Teacher Candidate does not find or make student teaching placements. Some districts require an interview prior to finalizing an assignment.

After the Subject Coordinator makes three (3) attempts to place a Teacher Candidate and is unable to do so either because the candidate refuses the placement or because the school refuses the placement of that particular candidate, the candidate must wait until the following semester for an assignment. A placement plan will then be developed by the Teacher Candidate, the Subject Coordinator, and the Student Teaching Coordinator. The placement plan will be used during the following semester when a Subject Coordinator again attempts to place the Teacher Candidate. In this following semester, if the Subject Coordinator makes two attempts to place him/her and is unable to do so because the candidate refuses the placement and/or the school refuses to place that particular candidate, the Teacher Candidate may be recommended to the Director of the Credential Office for consideration of involuntary removal from the teacher preparation program.
Chapter 6: Evaluations of the Teacher Candidate

The Progress Report (SED 554) and Midterm and Final Evaluations (SED 555/555BL) Procedures

A successful experience in SED 554/554S or SED 555/555BL and SED 555S results in a grade of “Credit,” defined for all post-baccalaureate students as satisfactory performance at a “B” or higher level. The Teacher Candidate must earn a grade of “Credit” in both the field placement (SED 554 or SED 555(I)/(BL)) and the seminar (SED 554S or SED 555S). Failure to pass either course results in “No Credit” for both.

It is important that the University Supervisor, the candidate, and the Cooperating Teacher(s) discuss the draft evaluations before they are finalized. There should be discussion about areas of growth for the candidate. The date on which the drafts were discussed with the student teacher should be indicated online on the evaluation, and then it can be finalized and submitted.

When all parties confer for the Progress Report (SED 554) or Midterm and Final Evaluations (SED 555/555BL), the evaluation drafts are to be written, to insure that:

• all have similar understanding of how to complete the CSUN evaluation forms and the meanings of the evaluation terminology
• all are in general agreement about future areas of growth for the candidate.

All evaluations, SED 554 Progress Reports and SED 555/555BL Midterm and Final Evaluations, should be electronically submitted by the scheduled deadlines, or the University Supervisor and/or the Cooperating Teacher(s) must inform the Student Teaching Coordinator of any delays. Once the evaluations are submitted on-line, the Teacher Candidate, University Supervisor, and Secondary Education Department Office receive condensed evaluation reports electronically via email. Should the Teacher Candidate disagree with a part of the evaluation, he/she may submit a written reply to the Student Teaching Coordinator.

In SED 554, the Teacher Candidate will receive a final Progress Report from both the Cooperating Teacher and the University Supervisor. The Progress Report for SED 554 is typically provided near the end of the assignment after the University Supervisor has had an opportunity to observe the Teacher Candidate in actual teaching situations. A Midterm Progress Report is optional in SED 554 but can be submitted, along with an Assistance Plan, for Teacher Candidates who experience difficulty in the assignment.

In SED 555 or SED 555BL, the Teacher Candidate receives both a Midterm and Final Evaluation from the Cooperating Teacher(s) and the University Supervisor. The Final Evaluation becomes a permanent part of the candidate’s Credential Office File. Further information on the process for submitting and receiving electronic evaluations appears in previous chapters.

A grade of Incomplete in SED 554 or SED 555/555BL will be given in cases where the subject matter coordinator determines more time is necessary to evaluate a candidate in the field placement.

Basis for Progress Report and Student Teaching Evaluations

Evaluations in SED 554 and SED 555/555BL are based on an appraisal of the Teacher Candidate’s teaching competence and suitability for a career as a teacher by at least two professionals for each assignment: the University Supervisor and at least one Cooperating Teacher. The criteria are identified on the evaluation form and are organized according to the major domains of the Teaching Performance Expectations (see the Introduction for all 13 TPEs):

• making subject matter comprehensible to students
• assessing student learning
• engaging and supporting all students in learning
• planning instruction and designing learning experiences for students
• creating and maintaining effective environments for student learning
• developing as a professional educator.
Explanation of Ratings for SED 554: Supervised Field Experience

The Progress Report reflects the developmental structure of this field experience and uses the ratings described below.

5: Exemplary Performance
This rating is limited to a very few candidates who display exemplary performance regarding the item. The candidate demonstrates outstanding knowledge about the item and effectively applies that knowledge in teaching at a performance level normally seen among veteran teachers.

4: Exceeds Expectations
The candidate performs beyond the level expected of a beginning student teacher or intern. The candidate demonstrates strong knowledge about the item and effectively applies that knowledge in teaching.

3: Meets Expectations
The candidate performs at the level expected of a beginning student teacher or intern. The candidate demonstrates and applies or attempts to apply sound knowledge about the item in teaching. The candidate shows good potential for growth. Candidates must receive a score of 3 or higher on all Domain 1 items to earn a Credit.

2: Performs Below Expectations
The candidate performs below the level expected of a beginning student teacher or intern. The candidate demonstrates weak or invalid knowledge about the item and/or is unable to apply appropriate knowledge about the item in teaching. The candidate is expected to improve with assistance and further experience. A candidate with one (1) rating of 2 in Domain 1 or four (4) or more ratings of 2 in Domains 2-6 will receive a grade of No Credit.

1: Unacceptable Performance
The candidate’s performance raises strong concerns and appears to hamper student learning or well-being. A candidate with one (1) or more ratings of 1 will receive a grade of No Credit.

Explanation of Ratings for SED 555 or 555BL: Supervised Practicum

In the second fieldwork assignment, the Student Teacher Evaluation form is used for the Midterm and Final Evaluations.

5 Outstanding. Reserved for rating the teaching performance at an unusually high level of proficiency that is sustained at that outstanding level throughout the semester. Indicates that the Teacher Candidate who has reached this exceptional nature of mastery could serve to demonstrate a teaching lesson for other teachers.

4 Strong. Demonstrates a high level of teaching performance that indicates enough competence to warrant making independent decisions about planning and implementation of lessons. Ensures generally that the students in the classroom meet the goals of the lessons satisfactorily.

3 Satisfactory. Indicates an adequate level of understanding of the TPE but needs to put them into practice more skillfully or consistently. Generally, additional practice will result in competence.

2 Marginal. Reveals a low level of performance stemming from an inability to comprehend or demonstrate essential TPEs. Generally these deficiencies signal correlative problems in several areas of the TPEs. A Teacher Candidate who receives four or more marks at this level on the Midterm Evaluation must have an Assistance Plan; a Teacher Candidate who receives four (4) or more marks at this level on the Final Evaluation will receive a grade of NC and will not be recommended for a credential.
1 Unsatisfactory. Indicates an unacceptable level of performance. Teacher Candidates who are rated at this level on one or more items will not receive credit for SED 555 and will not be recommended for a credential. If even one competency is marked “Unsatisfactory” at the Midterm Evaluation, an Assistance Plan is required and serious consideration should be given to withdrawing from the assignment unless the Teacher Candidate shows dramatic improvement within 2-3 weeks.

Decline in Performance and Professionalism
An officially submitted evaluation from a Cooperating Teacher or University Supervisor can be reissued and revised in rare cases in which a student teacher’s performance and/or professionalism have significantly changed after the submission of an evaluation and before the end of the student teaching assignment.

Removal/Withdrawal of a Teacher Candidate
In a few situations the Teacher Candidate’s teaching or professional behavior may be significantly deficient. When this occurs, it is best for the Field Supervisor and Cooperating Teacher(s) to:
1. Confer with the Teacher Candidate
2. Develop a specific Assistance Plan in order to foster improvement
3. Keep the Subject Matter Coordinator, Seminar Instructor, PACT/edTPA Coordinator, and Student Teaching Coordinator apprised of the situation
4. Assess the candidate’s teaching performance and professionalism objectively

If the Teacher Candidate does not improve according to the Assistance Plan, the Teacher Candidate may be removed from the assignment (refer to chapter 5). In extreme circumstances, the Teacher Candidate may be removed before an Assistance Plan has been developed. If the principal or other administrator from the host school submits a written statement to the university asking that the Teacher Candidate leave the placement, the assignment is immediately terminated. It is helpful when the school can also provide a brief statement of the reasons for the termination. The candidate will be assigned a grade of No Credit, a failing grade that does not affect the GPA.

If a Teacher Candidate chooses to discontinue SED 554 or SED 555/555BL during an assignment, he or she must notify the Cooperating Teacher(s), University Supervisor, and Office of Secondary Student Teaching (818/677-2581), providing the reason for discontinuing student teaching. Further, the candidate shall immediately return all school property (books, records of grades, keys) to the Cooperating Teacher. The Teacher Candidate’s grade will be determined on a case-by-case basis. Generally speaking, if the candidate was passing student teaching and seminar at the time, to receive a grade of Withdrawal, the Teacher Candidate must submit to Admissions and Records the appropriate signed form. If the Teacher Candidate was not passing student teaching and seminar at the time, a grade of No Credit will be issued. An Incomplete will not be given. If the candidate wishes to have an assignment in a later semester, the candidate must reapply for student teaching through the Credential Office.

Dismissal from Program
A candidate who has received non-passing grades of Withdrawal or No Credit twice in any combination of SED 554 and/or SED 555/SED 555BL is ineligible for future student-teaching placement and is dismissed from the program.

Procedures for Reinstatement
A candidate who has been dismissed from the program due to receiving non-passing grades in two semesters of student teaching may request an exceptional additional student-teaching placement. Such exceptions, while rare, are made in cases where the reasons for withdrawal from student teaching are beyond the candidates’ control, such as illness or financial hardship, and when there is strong evidence that the candidate will be successful during an additional attempt. To request an exceptional placement, the candidate must submit to the Department Chair a written appeal in which the candidate justifies the exception. The Department Chair must receive this written appeal before the end of the semester following the dismissal from the program. If a written appeal is received, the Chair will convene a committee of the Student Teaching Coordinator and, usually, the relevant Placement Coordinator or University Supervisor.
This committee will consider the candidate’s justification and other relevant information about the candidate’s performance in student teaching, coursework, and conditions of dismissal. The Chair will email the committee’s decision to the candidate and the Credential Office within one month of receiving the candidate’s written appeal. This decision is final. The candidate may be offered an “exit interview” with the Chair and Student Teaching Coordinator, but additional information that the candidate brings to this interview will not be used to reverse the committee’s decision.

Please note: Regardless of a candidate’s appeal, the candidate is dropped from student-teaching courses for the current semester. The appeal is for reinstatement to the program in a subsequent semester. The candidate may not appeal to remain in the current student-teaching placement.

Also, if the candidate has exhausted all attempts at the Teaching Performance Assessment and not passed it, an additional attempt at student teaching will not be granted.

A candidate who has been dismissed from the program may also petition for reinstatement via the University’s Grade Appeal or Academic Grievance Procedures. These procedures can be found at http://www.csun.edu/studentaffairs/forms/appeals.htm. Please note that a University appeal is also due before the end of the semester following the dismissal from the program.

Absences
Candidates are expected to attend all class periods of their student teaching assignment. Candidates are allowed up to five absences per semester, reserved for emergencies (e.g., illness). Missing more than five school days automatically terminates the placement and results in a grade of No Credit for the field assignment and the seminar.

The Teaching Performance Assessment (TPA)
During the 2016-17 academic year, CSUN will transition from one Teaching Performance Assessment (TPA)—the Performance Assessment for California Teachers (PACT) Teaching Event, to another—the edTPA. For most candidates, the semester in which they enroll in SED 554/S will determine whether they will prepare for the PACT Teaching Event or edTPA.

Candidates must pass a preliminary TPA (Preliminary Teaching Event or Feedback-Receiving edTPA) during the semester they are enrolled in SED 554 and SED 554S or SED 594 and SED 594S, in order to receive credit for those courses. The preliminary TPA must feature teaching, student work, and video generated in the SED 554 student-teaching placement.

Candidates must pass the TPA (PACT Teaching Event or edTPA) during the semester they are enrolled in SED 555, 555BL, 555I, or 555IB and SED 555S in order to receive credit for those courses. The TPA must feature teaching, student work, and video generated in the SED 555 student-teaching placement.

Candidates who do not expect to submit a TPA or preliminary TPA before the end of the CSUN semester must initiate the Incomplete process (consistent with the policy for other CSUN classes). Candidates must download TWO “Request for Grade of Incomplete” forms — one for seminar (SED 554S or 594S or 555S) and one for student teaching (SED 554 or 594 or 555, 555BL, 555I, or 555IB)—and complete the student section on both. This form can be found at:

http://www.csun.edu/sites/default/files/request_incomplete.pdf

Candidates then give these forms to their seminar instructor to complete and sign. This should be done by the last seminar meeting. (A candidate who fails to do so and later needs to request an Incomplete is responsible for arranging to meet the seminar instructor to complete the forms and for submitting these forms to the SED Office.) The due date for the Incomplete is set at the discretion of the seminar instructor but will be no later than two months after the end of the semester of the student-teaching placement school. Please note, however, that candidates who submit a PTE or TE after December 16 (for fall-semester courses) and receive a grade of Incomplete or SED 554/554S or 555/555S will not be permitted to take (or
retake) SED 555/555S in the spring semester immediately following (because of insufficient time to make a placement).

The full policy on TPA scoring and remediation is found in Appendix C.

Grade Point Average
In order to be recommended for a preliminary credential by the Credential Office, candidates are required to have a GPA in credential coursework of 3.0 or higher, with all grades C or higher, and an overall GPA since admission to the program of 2.75. Candidates who receive a C- or lower in a course must repeat the course, and the university allows two course repeats of credential coursework.

Policy on Appealing Unfavorable Decision(s). A candidate has the right to appeal for just cause any unfavorable decision. To protect the rights of the candidate, the Michael D. Eisner College of Education has established the following reasons for appeal:

1. Denial of Admission to the Teacher Preparation Program

Every applicant who has fulfilled all requirements is admitted to the Teacher Preparation Program. Any applicant not wishing or unable to fulfill some entrance requirement(s) may appeal for a waiver from the requirement(s) to the Credential Office, weekdays during office hours.

2. Involuntary Withdrawal from the Teacher Training Program

The action to withdraw a candidate must be initiated by a member of the faculty or staff in writing to the Director of the Credential Office. The candidate is informed of the existence of the negative written communication per the Family Privacy Act of 1974. Thereafter the Director of the Credential Office begins the procedures identified in the Credential Office memo of May 1999, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate’s right of 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 and are available for inspection during regular office hours.

3. Grade of NO CREDIT (NC) assigned for SED 554/554S or SED 555/555BL and SED 555S

Every student has the right to challenge for just cause any grade given by an instructor. The candidate who wishes to appeal a grade of No Credit should first consult with the Department Chair. If the candidate is not satisfied with the outcome from the meeting with the Chair, the candidate may bring the case to the Academic Grievance and Grade Appeals Board. The procedure for doing this can be obtained in the Office of the Vice President for Student Affairs or online at http://www.csun.edu/studentaffairs/forms

4. Decision NOT to recommend a Teacher Candidate for a preliminary credential

In order to be recommended for a preliminary credential, the candidate must receive a grade of CREDIT for all required units in SED 554/554S and SED 555/555BL and SED 555S, including satisfactory completion of the Teaching Performance Assessment in SED 555S (see Appendix C). If the Teacher Candidate does not receive this credit, the candidate will not be recommended for the preliminary credential. Any student may appeal a course grade through the procedures identified above.
APPENDIX A

MICHAEL D. EISNER COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK

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 commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

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 commit ourselves to, and expect our candidates to:

- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice; and
- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils.

We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:

- Articulate a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- Assume personal responsibility for developing, articulating, and refining the values, beliefs, and assumptions that guide professional practice;
• Demonstrate attitudes and behaviors of caring professionals; and
• Engage in inquiry about what it means to be an ethical and caring professional.

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 commit ourselves to, and expect our candidates to:

• Participate in intra- and interdisciplinary partnerships including the College of Education, university, and schools;
• Participate in extra-university partnerships with community agencies, other universities, and local, state, and national agencies with common interests;
• Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
• Identify and use professional and community resources.

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 commit ourselves to, and expect our candidates to:

• Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
• Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
• Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
• Accept responsibility and accountability for shared decisions and actions of members of the academic and service community.

We value creative and reflective thinking and practice. We commit ourselves to, and expect our candidates to:

• Engage in continuous reflection;
• Participate in ongoing professional development;
• Receive feedback and consider implications for practice and program renewal;
• Refine professional competencies through collegial interaction; and
• Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.
APPENDIX B
University Contact Persons

Credential Office  ED 103  (818) 677-2733
Director, Tina Torres  tina.torres@csun.edu
Assistant Director, Estela Chacon  estela.chacon@csun.edu

Department of Secondary Education  ED 1208  (818) 677-2580
Chair, Julie Gainsburg  julie.gainsburg@csun.edu , x2580
Student Teaching Coordinator, Hawa Ghaus-Kelley  hawa.ghauskelley@csun.edu x5724
PACT Coordinator, Hawa Ghaus-Kelley  hawa.ghauskelley@csun.edu x5724
edTPA Coordinator, Julie Gainsburg  julie.gainsburg@csun.edu , x2580
ACT Program Coordinator, Carolyn Burch  carolyn.burch@csun.edu , x6370
Intern Coordinator, David L. Moguel  david.l.moguel@csun.edu , x4010
Student Teaching Administrative Assistant, Christina Perez  christina.perez@csun.edu x2581
Administrative Support Coordinator, Kenia Alcaraz  kenia.alcaraz@csun.edu , x2580

Michael D. Eisner College of Education  ED 3121  (818) 677-2590
Dean, Michael Spagna

Secondary Education Subject Area Coordinators
Art: Larry Oviatt  larry.oviatt@csun.edu , x2232
Business: David L. Moguel  david.l.moguel@csun.edu , x4010
English: Grace Warren  grace.warren@csun.edu , x2580
Health Science: Norm Herr  norm.herr@csun.edu , x2505
Home Economics: David L. Moguel  david.l.moguel@csun.edu , x4010
Mathematics: Marian Pasternack  mpasternack@earthlink.net , x6791
Music: Mary Schliff  mary.a.schliff@csun.edu , x3170
Physical Education: Belinda Stillwell  belinda.stillwell@csun.edu , x3253
Science: Norm Herr  norm.herr@csun.edu , x2505
Social Studies: David L. Moguel  david.l.moguel@csun.edu , x4010
World Language: David L. Moguel  david.l.moguel@csun.edu , x4010
APPENDIX C
Teaching Performance Assessments

All teacher candidates enrolled in the second/final student/intern teaching assignment complete a standardized Teaching Performance Assessment (TPA) to demonstrate teaching competence. Passing this assessment meets the TPA requirement in California for earning the teaching credential. During the 2016-17 academic year, CSUN will transition from the Performance Assessment for California Teachers (PACT) Teaching Event to the edTPA. For most candidates, the semester in which they enroll in SED 554 will determine whether they will prepare for the PACT Teaching Event or edTPA.

Performance Assessment for California Teachers (PACT) Teaching Event

The Performance Assessment for California Teachers (PACT) Teaching Event is an assessment used by many California State Universities, University of California campuses, and private institutions in the state. For the Teaching Event, the candidate prepares and teaches a 3-5-day unit, assesses students during the unit, videorecords two portions of the unit, and writes extensive commentary and reflection about the experience. The PACT TE is submitted on an online platform called TaskStream. It is scored by one or more trained subject-area specialists, usually CSUN faculty members. Candidates must purchase a TaskStream account for two semesters (about $42).

During the first semester of student teaching (SED 554) or second semester of Internship (SED 594), all candidates complete a Preliminary Teaching Event (PTE), an abridged version of the PACT Teaching Event, focusing on a single lesson. The candidate is guided in the preparation of the PTE in the student teaching seminar. The PTE is also submitted in TaskStream but not scored. Instead, department faculty readers provide feedback on the PTE in order to prepare the candidate for the PACT TE.

Candidates must pass the PACT Teaching Event during the semester they are enrolled in SED 555, 555BL, 555I, or 555IB and SED 555S in order to receive credit for those courses. The Teaching Event must feature teaching, student work, and video generated in the SED 555 student-teaching placement. A candidate’s PACT Teaching Event receives 12 scores (Levels 1-4, where Levels 2-4 are considered “passing”). These 12 scores are distributed across 5 Tasks.

A passing PACT Teaching Event has:
No more than one score of 1 in the same Task
AND
No more than two scores of 1 across different Tasks
(e.g., one in Planning and one in Instruction).

A failing PACT Teaching Event has:
Two scores of 1 in the same Task (e.g., both in Planning)
OR
Three or more scores of 1 across different Tasks.

If a candidate fails the PACT Teaching Event (TE) because she or he fails more than one task or has more than two scores of 1 across tasks, an entirely new Teaching Event based on a different unit must be written. Candidates consult with the PACT Coordinator, who will explain the procedure for submitting a new Teaching Event, discuss the reasons for the low scores, and provide general suggestions for improvement orally and in writing.

Candidates sign and submit the PACT Teaching Event Sign-Off Form attesting that the Teaching Event is their own work and that any necessary citations have been provided. Consequences for plagiarizing or falsifying any portion of the Teaching Event may include failing SED 555 (or SED 555BL, SED 555I, or SED 555IB, as well as SED 555S) and termination from the credential program without recommendation for a credential.
Candidates who do not expect to submit a PACT or Preliminary Teaching Event before the end of the CSUN semester must initiate the Incomplete process (consistent with the policy for other CSUN classes). Candidates must download TWO “Request for Grade of Incomplete” forms — one for seminar (SED 554S or 594S or 555S) and one for student teaching (SED 554 or 594 or 555, 555BL, 555I, or 555IB)—and complete the student section on both. This form can be found at:

http://www.csun.edu/sites/default/files/request_incomplete.pdf

Candidates then give these forms to their seminar instructor to complete and sign. This should be done by the last seminar meeting. (A candidate who fails to do so and later needs to request an Incomplete is responsible for arranging to meet the seminar instructor to complete the forms and for submitting these forms to the SED Office.) The due date for the Incomplete is set at the discretion of the seminar instructor but will be no later than two months after the end of the semester of the student-teaching placement school. Please note, however, that candidates who submit a PTE or TE after December 16 (for fall-semester courses) and receive a grade of Incomplete or SED 554/554S or 555/555S will not be permitted to take (or retake) SED 555/555S in the spring semester immediately following (because of insufficient time to make a placement).

PACT Teaching Event Remediation

If a Teaching Event must be entirely redone, the candidate may attempt the new Teaching Event in the remaining weeks of the student teaching placement if this is possible, taking Incompletes in SED 555 (or SED 555BL) and SED 555S if necessary. If the candidate fails the second attempt, the candidate will receive a No Credit in SED 555 (or SED 555BL) and SED 555S and must re-enroll in these courses. A candidate may enroll in SED 555 (or SED 555BL) and SED 555S for up to two semesters, with up to two attempts at the Teaching Event permitted each semester of enrollment, for a maximum of four attempts at passing the Teaching Event. If after two enrollments in SED 555 (or 555BL) and SED 555S, the candidate does not pass these courses, whether due to failing the Teaching Event or any other requirement, he/she will not be eligible for a credential at CSUN.

Submitted Teaching Events of candidates who receive a No Credit or Withdrawal in SED 555 (or SED 555BL/555I/555IB) due to failing student teaching/intern teaching evaluations or other reasons are not scored. Candidates must complete a Teaching Event in conjunction with a passing assignment in SED 555 (or SED 555BL/555I/555IB) and SED 555S. In the rare instance where the candidate has completed and passed a Teaching Event and subsequently received a No Credit or Withdrawal for that semester in SED 555 (or SED 555BL/555I/555IB), that Teaching Event becomes invalid and a new Teaching Event must be prepared in the semester when SED 555 (or SED 555BL/555I/555IB) is retaken. That is, a passing Teaching Event cannot be “banked” from a prior semester and used to satisfy the requirements of a current enrollment in SED 555 (or SED 555BL/555I/555IB) and SED 555S.

More information on the PACT, including all supporting documents, can be found at:
http://www.csun.edu/eisner-education/performance-assessment-california-teachers

The edTPA

The edTPA is a national assessment that has been approved as a California TPA. It is very similar to the PACT Teaching Event—in fact, the edTPA was modeled on PACT—and credential courses should prepare candidates equally well for both TPAs. The edTPA is used by increasing numbers of teacher preparation programs in California and nationwide. For the edTPA (as for the PACT), the candidate prepares and teaches a 3-5-day unit, assesses students during the unit, videorecords portions of the unit, and writes extensive commentary and reflection about the experience. The edTPA is submitted on the online platform TaskStream, which forwards it to Pearson, where it is scored by one or more subject-area specialists from a national pool of calibrated scorers. Candidates must purchase a TaskStream account for two semesters (about $42) and pay the edTPA scoring fee ($300) (and if necessary, remediation scoring fees).
A candidate’s edTPA receives 15 scores (Levels 1-5, where Levels 3-5 are considered “passing”). These 15 scores are distributed across 3 Tasks. To pass, the total of the 15 edTPA scores must be at least 41. Candidates must pass the edTPA during the semester they are enrolled in SED 555, 555BL, 555I, or 555IB and SED 555S in order to receive credit for those courses. The edTPA must feature teaching, student work, and video generated in the SED 555 student-teaching placement. Candidates sign an attestation that their edTPA is their own work and that any necessary citations have been provided. Consequences for plagiarizing or falsifying any portion of the edTPA may include failing SED 555 (or SED 555BL, SED 555I, or SED 555IB, as well as SED 555S) and termination from the credential program without recommendation for a credential.

During the first semester of student teaching (SED 554) or second semester of Internship (SED 594), candidates will complete a preliminary version of the edTPA called the Feedback-Receiving edTPA (FRED), an abridged version of the edTPA that focuses on a single lesson. The candidate is guided in the preparation of the FRED in the student teaching seminar. The FRED is also submitted in TaskStream but it is not sent to Pearson for scoring. Instead, department faculty readers will provide feedback on the FRED in order to prepare the candidate for the edTPA.

Candidates who do not expect to submit the edTPA or FRED before the end of the CSUN semester must initiate the Incomplete process (consistent with the policy for other CSUN classes). Candidates must download TWO “Request for Grade of Incomplete” forms—one for seminar (SED 554S or 594S or 555S) and one for student teaching (SED 554 or 594 or 555, 555BL, 555I, or 555IB)—and complete the student section on both. This form can be found at:

http://www.csun.edu/sites/default/files/request_incomplete.pdf

Candidates then give these forms to their seminar instructor to complete and sign. This should be done by the last seminar meeting. (A candidate who fails to do so and later needs to request an Incomplete is responsible for arranging to meet the seminar instructor to complete the forms and for submitting these forms to the SED Office.) The due date for the Incomplete is set at the discretion of the seminar instructor but will be no later than two months after the end of the semester of the student-teaching placement school and will also depend on Pearson’s edTPA submission dates. Please note, however, that candidates who submit a FRED or edTPA after mid-December (for fall-semester courses) and receive a grade of Incomplete or SED 554/554S or 555/555S may not be permitted to take (or retake) SED 555/555S in the spring semester immediately following (because of insufficient time to make a placement).

**edTPA Remediation**

If a candidate fails the edTPA, he/she may remediate by preparing and submitting one, two, or all three of the Tasks and elevating the total score to 41 or more. Candidates who fail the edTPA will meet with a Subject Matter Coach, who will explain the procedure for submitting new edTPA Tasks, discuss the reasons for the low scores, provide general suggestions for improvement orally and in writing, and help the candidate strategize about how many Tasks to resubmit.

For information on registration, policies, preparing edTPA submissions, and receiving score profiles, go to [www.edtpa.com](http://www.edtpa.com) website

For specific questions or requests for technical assistance, contact edtpa-customer-support@pearson.com.
## APPENDIX D
### DAILY LESSON PLAN

Teacher’s Name ________________________________   Class/Period ______________

Unit ________________________   Date  ______________

CA Content Standards Addressed ____________________________________________

_______________________________________________________________________

ELD Standards Addressed _____________________________________

_______________________________________________________________________

Objectives: SWBAT ______________________________________________________

_______________________________________________________________________

Materials Needed _________________________________________________________

_______________________________________________________________________

Agenda 1. ____________________________________       _________

2. ___________________________________________      _______________________

3. ___________________________________________     ________________________

4. ___________________________________________     ________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Procedures, Questions, etc.</th>
<th>Student Tasks, Responsibilities, etc.</th>
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<tbody>
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Assignment(s)/Homework: _________________________________________________
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How Pupil Learning is Assessed and Analyzed _________________________________
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Reflection on the Lesson’s Effectiveness ______________________________________
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Other _____________________________________________
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