

**EARLY FIELD  
EXPERIENCE AND  
STUDENT TEACHING  
HANDBOOK**

**SINGLE SUBJECT  
PRELIMINARY CREDENTIAL  
PROGRAM**

**Spring 2025**

**Department of Secondary Education  
Michael D. Eisner College of Education  
California State University, Northridge**  
<https://www.csun.edu/eisner-education/secondary-education/student-teaching>

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## **Foreword**

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

This handbook details the duties actively involved in your field experiences, including the responsibilities of the supervisory team and you, the Teacher Candidate. The supervisory team is composed of the Mentor Teacher, the University Supervisor, the Seminar Instructor, the Subject Coordinator, the edTPA Coordinator, other program coordinators, and the Chair of the Department of Secondary Education. This handbook also defines and describes the experiences, requirements, and responsibilities for successful field experiences for Traditional, ACT, FYI, JYI, and Dual Program Teacher Candidates.

The Department faculty and I wish you the best in your supervised field 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 choose from. This handbook focuses on the Traditional, ACT, FYI, and JYI Pathway field experiences, but there are a total of 6 program pathways at the University that lead to the Preliminary Single Subject Credential:

1. *The Traditional Single Subject Program* allows post-baccalaureate Candidates the greatest amount of flexibility in schedules.
2. *The Accelerated Collaborative Teacher Preparation Program (ACT)* is a one-year, cohorted program for fulltime post-baccalaureate Candidates.
3. *The Single Subject University Intern Program (SSUIP)* is a two-year program for post-baccalaureate Candidates teaching fulltime in public schools with an Intern Credential.
4. *The Four-Year Integrated Program (FYI)* in English, Mathematics, or History-Social Science is for qualified undergraduate freshmen who wish to earn a BA and credential in four years.
5. *The Junior-Year Integrated Program (JYI)* in English, Mathematics, or History-Social Science for qualified undergraduates who wish to earn a BA and credential in 2-3 years beginning in the junior year.
6. *The Dual Single Subject/Education Specialist Teaching Credential (Mild/Moderate Disabilities)* allows post-baccalaureate Candidates to pursue the single subject and special education credentials simultaneously, in fewer units than would be required to earn these credentials separately.

### **TRADITIONAL SINGLE SUBJECT CREDENTIAL PROGRAM: 37 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) <u>Required in first semester of program enrollment</u>
EPC 420	Educational Psychology of Adolescence (3)
SED 525xx	Methods of Teaching Single Subject [Art, English, etc.] (3)
SED 554	Early Field Experience (4)
SED 554S	Early Field Experience Seminar (2)
SED 514	Computers in Instruction (3)
AAS/AFRS/ARMN/CHS/ELPS 417	Equity and Diversity in Schools (3)
SED 529	Teaching English Learners in Multiethnic Secondary Schools (3)
SED 521***	Content Area Literacy and Learning in Multiethnic Secondary Schools (3)
SPED 420	Designing Equitable Learning Through Universal Design (3)
HSCI 466ADO	Health Issues of the Adolescent (1)
SED 555	Student Teaching (4)
SED 555S	Field Experience Seminar (2)

\*Pre-requisites for SED 554/554S: Admission to the Single Subject Credential Program; clearance by the Credential Office. 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/observation time daily at an assigned public middle school or high school for the school's semester or track during the fall or spring semester, as well as the preliminary Teaching Performance Assessment (FRED). Seminar attendance is required in a subject-specific SED 554S.

\*\* Pre-requisites for SED 555/555S: SED 511, EPC 420, SED 525xx, SED 554/S. Pre- or co-requisite for SED 555: SED 529, SED 521, SPED 420, AAS/AFRS/ARMN/CHS/ELPS 417. SED 555 Candidates teach two class periods daily at a public middle school or high school, and they are at the school a third period daily for the school's semester or track during the fall or spring semester. Candidates complete the

Teaching Performance Assessment (edTPA) and the Individual Development Plan in SED 555/555S. Subject-specific seminar attendance is required for SED 555S.

\*\*\* SED 529 is a pre- or co-requisite for SED 521.

Fulltime Candidates who meet subject matter and other requirements at the time of application to the program may be eligible to complete the program in two semesters 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. Most Candidates complete the program in 3 or more semesters, and some enroll during Winter and/or Summer sessions.

Please see the CSUN Catalog for course lists for other program pathways.

### **BILINGUAL ADDED 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 obtaining a preliminary credential. For more information, please contact the Credential Office at (818) 677-2733 and see <https://www.csun.edu/eisner-education/credential-office/bilingual-added-authorization-program>.

### **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, are based on the Teacher Candidate's performance in the TPEs, as is the Teacher Performance Assessment (edTPA). The full text of TPE elements is available on the Department website. The major TPE domains are:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Provide effective literacy instruction for all students.

### **IMPORTANT CSUN OFFICES**

Two CSUN offices—the Credential Office and the Department of Secondary Education—work together to help you become the best teacher you can be.

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. Visit the CO website at: <http://www.csun.edu/eisner-education/credential-office> for information sessions, advisement appointments, and other important information.

Credential Office staff also assist you by

- 1) receiving and evaluating applications for admission;
- 2) establishing eligibility for field experiences (including correct enrollment in co- and pre-requisite program courses, demonstration of basic skills passage, and fingerprint clearance); and
- 3) analyzing and recommending applications to the California Commission on Teacher Credentialing (CTC) for the preliminary teaching credential.

Applications to student teach are due to the Credential Office by July 1 for the fall semester and by December 1 for the spring semester, but earlier applications receive priority consideration. Student Teaching applications are available online at the Credential Office website. At the beginning of the second semester of supervised instruction (SED 555), visit the Credential Office website to apply for the preliminary credential by submitting a Credential Request form:  
<http://www.csun.edu/eisner-education/credential-office/program-completion-process>

Department of Secondary Education. At any time feel free to contact the Subject Coordinator in your area, the edTPA Coordinator, the Department Chair, the FYI/JYI Coordinator, the ACT SED Program Coordinator, and/or the Intern Coordinator, to ask questions. 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, call 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.

Mentor Teacher. The Mentor Teacher is jointly appointed by both the University Subject Coordinator and the local school administrator to serve as the site supervisor for the Teacher Candidate.

Mentor Teachers are selected because they:

- 1) Are fully credentialed or certified in the subject area of supervision, have earned the Clear Credential, are tenured, and have been teaching for a minimum of three years.
- 2) Possess strong subject-area and pedagogical knowledge, use technology and literacy strategies, have strong classroom-management skills, and effectively implement academic content standards.
- 3) Have good communication and collaboration skills, the desire to mentor a Teacher Candidate, and a willingness to share teaching responsibilities with them.
- 4) Are devoted to the academic learning needs of all students, including students from diverse ethnic and language backgrounds and including English Learners.

In SED 554, the Mentor Teacher supervises the instructional practices of the Candidate for 1 class period daily (or, for schools with non-traditional schedules, a total of about 5 hours per week), plus an additional daily hour of consultation or observation time, for a full semester or track. The Mentor Teacher observes and coaches the Teacher Candidate, communicates regularly with the University Supervisor about the Candidate's progress, and writes a final Progress Report.

In SED 555, the Mentor Teacher supervises the instructional practices of the Candidate for 2 class periods daily (or, for schools with non-traditional schedules, a total of about 10 hours per week), plus an additional period daily, for a full semester or track. The Mentor Teacher observes and coaches the Teacher Candidate, communicates regularly with the University Supervisor about the Candidate's progress, and writes both a Midterm and a Final Evaluation.

University Supervisor. The University Supervisor is the field supervisor for the Teacher Candidate. In SED 554, the University Supervisor observes the Candidate on a minimum of 4 occasions. Typically, the SED 555 University Supervisor will visit a Teacher Candidate every 2-3 weeks to observe a lesson and conduct on-site conferences, for a total of 6 visits per semester/track. The University Supervisor also confers with the Mentor Teacher and writes a Progress Report (SED 554) or a Midterm and Final Evaluation (SED 555). Additionally, the SED 555 University Supervisor may sign the Individual Development Plan (IDP).

SED 554S/SED 555S Seminar Instructors. Candidates enrolled in SED 554 or SED 555 simultaneously enroll in SED 554S or SED 555S and attend these seminars, led by a Seminar Instructor. The Seminar Instructor guides Candidates in completing the required activities, including the preliminary Teacher Performance Assessment (FRED) (SED 554) or the Teacher Performance Assessment (edTPA) (SED 555). The SED 555S Seminar Instructor may also sign the Individual Development Plan (IDP). Candidates in the seminar explore best practice in subject-area teaching, assessment, and classroom management, and discuss classroom challenges, issues, and solutions with peers.

SED Subject Coordinator. The Subject Coordinator is a faculty member with specialized expertise in a designated subject field. All Subject Coordinators have had significant experience as secondary-school teachers and as teacher trainers. The Field Office Support Coordinator and Subject Coordinator work with school administrators to make field placements with appropriate Mentor Teachers. The Subject Coordinator works with University Supervisors, Mentor Teachers, and the Department Chair to help resolve issues regarding the performance of a Teacher Candidate.

### Pathway Mentors, Directors, and Coordinators

The FYI/JYI Coordinator provides assistance and advisement for undergraduate students in the FYI/JYI Programs on program requirements, coordinates with the Credential Office, serves as a liaison with the Secondary Education Department, and provides FYI/JYI Candidates with regular updates about program news and upcoming deadlines.

The Intern Coordinator coordinates the Intern Program admissions process with the Credential Office, conducts orientations each semester, guides the assignment of Support Providers, advises Interns, and provides Interns with regular updates about program news and upcoming deadlines.

The ACT Program SED Coordinator coordinates the ACT admissions process with the Credential Office, advises SED ACT Candidates about course requirements, provides assistance throughout the program, and provides SED ACT Candidates regular updates about program news and upcoming deadlines.

The edTPA Coordinator oversees all aspects of the Teaching Performance Assessment (edTPA) and preliminary version (FRED), including assisting instructors who support Candidates in preparing these assessments and helping Candidates with online submission.

The Chair of the Department of Secondary Education 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. The Chair also serves as the Coordinator for the Traditional Program.



## Chapter 2: Assignments for Supervised Field Experiences

Single subject supervised field experiences at CSUN occur over two school-site full semesters or tracks. Field assignments are made in the subject area of the program to which the Teacher Candidate was admitted. Field experiences are structured to meet the state requirement for a minimum of 600 hours of “clinical practice”—a developmental and sequential set of activities integrated with theoretical and pedagogical coursework across the arc of the program. In addition to clinical experiences that are embedded in credential coursework, the early field experience (first semester, SED 554) provides about 200 hours of clinical experience over a typical 20-week school semester, while student teaching (second semester, SED 555) provides about 350 hours. In most subject areas, 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 supervised assignment in the field, working directly with K-12 students, including classroom observations:

1. The Candidate must be officially eligible for the field experience, including fingerprint clearance.
2. The Candidate must be enrolled in the CSUN field experience courses described below.

Eligibility includes being in good academic standing (a 3.0 GPS in all credential courses and a 2.75 GPA in all courses taken since admission to the credential program). There are no exceptions to this policy.

SED 554 Early Field Experience (4 units) and SED 554S Seminar (2 unit). Candidates enrolled in SED 554/554S complete a structured series of activities under the supervision of the Mentor 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 at the school, to participate in activities associated with becoming a professional educator, such as conferring with the Mentor Teacher or University Supervisor, observing other teachers, and planning or co-planning lessons.

Class enrollment is generally 20-35 students; a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a field placement. A Mentor 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 be present 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.

Applications to student teach must be submitted to the Credential Office by July 1 for the fall semester or by December 1 for the spring semester. Requirements for field-experience clearance must be met by August 1 for the fall semester or by January 2 for the spring semester. SED 554/554S is not offered in the summer.

### Overview of Activities in SED 554 (4 units) and SED 554S (2 unit).

Observations and Seminar Assignments	Weeks 1, 2 and 3
Small Groups or Individuals/Teaching Parts of a Daily Lesson	Weeks 4-5/6
Professional Connections: Meetings/Trainings/Events	As available
Daily Lesson Planning and Teaching	Weeks 6/7 – end of the semester
FRED performance assessment due in seminar	Week 15

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 Student Teaching (4 units) and SED 555S Seminar (2 units). The second field experience assignment is for two (2) class periods daily (or, for schools with non-traditional schedules, a total of about 10 hours per week), plus an additional class period daily to confer with the Mentor Teacher and University Supervisor, and participate in activities associated with becoming a professional educator. Class enrollment

is generally 20-35 students, and a class consisting only of individualized (one-to-one) tutorial assignments is not allowed as a student teaching placement. This assignment is at a different teaching level (middle or high school) from the first assignment. Candidates enroll in and complete SED 555 and SED 555S in the fall or spring semester. SED 555/555S is not offered in the summer.

Cross-Cultural and English-Learner Requirement. In compliance with the Commission on Teacher Credentialing, at least one semester of supervised field experience must include a cross-cultural experience and at least one semester must include a class that enrolls English learners. Candidates who complete our credential program will earn an ELAS Authorization, which authorizes them to provide English Language Development (ELD) and SDAIE instruction within the subject(s) of the credential, but not to provide departmentalized ELD instruction.

Field Experience Placements. The university determines where the Teacher Candidate will be assigned. The decision is made by the Field Office Support Coordinator and Subject Coordinator in consultation with the Teacher Candidate and the administrator in charge of placements at a partner school. It is not appropriate for a Teacher Candidate to speak with a school administrator to arrange a placement. The placement is based first on the availability of qualified University Supervisors and school-site Mentor Teachers. Geographic constraints, program requirements (middle vs. high school, a class with English learners, etc.), and personal requests made by the Teacher Candidate to the Field Office Support Coordinator are also considered when determining the placement. Placements are made in public schools only.

Teacher Candidates should not be assigned to a school from which the Teacher Candidate graduated, one in which the Candidate or a close family member is employed or is a student (see next section for one exception related to substitute teaching), or one that the department determines would place the Mentor Teacher or Teacher Candidate in a situation of potential conflict of interest; 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/S 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 or SED 555.

The Field Office emails a questionnaire to Candidates who are potentially eligible for SED 554 or 555 in the upcoming semester. On this questionnaire, Candidates provide information to assist the Field Office in finding an appropriate placement. Candidates who fail to return a completed questionnaire within a week will be placed without consideration of the information requested in the questionnaire. Within five (5) business days after the Field Office has notified a Candidate about their placement site, the Candidate must both respond to the Field Office to acknowledge the placement and initiate communication with the Mentor Teacher. *(If this notification comes after the start of the placement school's semester, the Candidate must respond to the Field Office to acknowledge the placement and initiate communication with the Mentor Teacher within one [1] business day.)* Failure to take these actions on schedule may result in the cancellation of the placement, requiring the Candidate to postpone the course until the following semester.

Substitute Teaching in the Placement School. Candidates are permitted to work as a substitute teacher in the school where they are placed for a field experience only under these conditions:

- The Candidate may not substitute for their own Mentor Teacher.
- The Candidate may not substitute teach during their designated field-experience periods.
- The Candidate may only be hired on a short-term basis, not as a long-term substitute.
- The Candidate must apply for and obtain a substitute-teaching permit prior to accepting a substitute-teaching position.

Private School Teachers. Private school teachers may not use their employment settings for supervised field experiences. 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 3-5 years of appropriate teaching experience in lieu of the clinical experiences (SED 554 and SED 555) or 6 years of appropriate teaching experience in lieu of completing the entire teacher-preparation program. Consult the CSUN Credential Office and the California Commission on Teacher Credentialing for further information.

Changing or Adding Subject Areas. Candidates must complete both SED 554 and 555 in the subject area of the program in which they were admitted (e.g., English, mathematics). Candidates who wish to change the subject area of their program must contact the Credential Office for instructions on how to change their program objective. Candidates who want to earn a single subject credential in a second (additional) subject (an “Added Authorization”) may do so during or after completing the program. Please contact the California Commission on Teacher Credentialing for more information about adding an authorization.

## Chapter 3: Responsibilities of the Teacher Candidate

Field experiences are often considered the highlight of the program, when a Teacher 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. Candidates are required to adhere to the following policies and procedures during their supervised field experiences.

### Before Beginning Your Field Experiences.

1. As you begin the program or the semester before you plan to complete the early field experience or student teach, read this Handbook carefully.
2. Late in the semester prior to the field experience, or once you have been cleared by the Credential Office, the Field Office Support Coordinator will contact you and start to work on placing you in a school. As detailed in Chapter 2 of this Handbook, the Field Office 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 contact with schools or teachers and then inform program personnel of these informal arrangements. Please be patient with this phase of the process.
3. You are required to have a CSUN email account and you 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 Field Office Support Coordinator, you should contact the Mentor Teacher 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 Mentor Teacher will provide you with textbooks or other materials so that you have time to become familiar with them.
5. Your placement school/district may require additional clearance tests (such as LiveScan fingerprinting) above and beyond what you have already provided to the Credential Office. You must undergo these additional tests, if they are required, before you may begin your field experience.
6. You must attend seminar (SED 554S or SED 555S) with your Seminar Instructor and other Teacher Candidates and Interns in your academic field. Typically, seminar meets for two hours every Thursday afternoon or evening.

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 Mentor Teacher to review your activities and plans for teaching, in SED 554 and SED 555.
2. For SED 555, prepare a written semester overview within the first 2-4 weeks of your teaching semester. The University Supervisor or Mentor Teacher will suggest a format.
3. At the appropriate time in SED 554 and throughout SED 555, write weekly overviews to show the proposed sequence of plans, instructional materials, and activities for the following week. These are to be submitted to and discussed with the Mentor Teacher and the University Supervisor.
4. Once you begin teaching in SED 554 and throughout SED 555, write a daily lesson plan for each preparation and submit these to the Mentor Teacher at least 24 hours in advance of the class being taught. Your Mentor Teacher may require your lesson plans further in advance. The Mentor Teachers and University Supervisor can recommend lesson-plan formats. There is also a lesson-plan format available in Appendix D of this handbook; credential program course instructors, principally the SED 525xx (“methods course”) instructor, and Seminar Instructors can provide other formats. The degree of detail in your lesson plans should be such that a competent teacher in the subject field could successfully teach from them.

In SED 554, the observations, notes, plans, and handouts for each lesson plan must be kept chronologically in a hardcopy or digital folder that is available to the University Supervisor and Mentor Teacher. For SED 555, the semester overview, weekly plans, daily plans, and student handouts for each preparation must be kept chronologically in a hardcopy or digital folder. This folder must be readily available in the classroom for perusal at any time by the University Supervisor, whose visits may be unannounced. For in-person

Supervisor observations, copies of the student texts being used during the lesson should also be made available to the Supervisor.

Note: Creating thorough semester plans *before* beginning the assignment is not recommended. Your assignment may be changed due to unexpected numbers of students or student abilities that require changes in the Mentor Teacher's schedule. It is also not recommended to write 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 Mentor Teacher), all Teacher Candidates must keep a roll book, usually an electronic one, and confer frequently with the Mentor Teacher on the number and types of entries. Teacher Candidates should assign grades for students jointly with continued guidance from the Mentor Teacher and consideration of the policies, practices, and culture of the school, as well as the California Content Standards and English Language Development Standards.

Additional Professional Responsibilities at the School Site. All Teacher Candidates are expected to:

1. Be punctual and attend daily. Arrive at the school at least one-half hour prior to class time in order to sign in at the Main Office, review plans, make adjustments, set up necessary equipment, greet students as they enter the classroom, and have materials ready when class begins.
2. Contact the Mentor Teacher and the school secretary in case illness or an emergency causes you to be absent, giving as much advanced warning as possible. Also, call, text, or email the University Supervisor 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 fall assignment. For a fall or spring placement, attend any student-teacher orientation meetings that the school or district arranges. The Teacher Candidate should consult with the Mentor Teacher 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 Mentor Teacher 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. It is important for Candidates to experience aspects of school life beyond the classroom, such as Back to School Night, Open House, Parent Night, student performances, field trips, and athletic events. Unfortunately, these often conflict with Candidates' CSUN classes. *Candidates are not automatically excused from CSUN classes or seminars to attend such events.* A Candidate who wants to attend an event at the placement school that conflicts with all or part of a CSUN class session must discuss the situation in advance with the involved CSUN instructor. The instructor will decide whether to excuse the Candidate for the event on a case-by-case basis, considering the nature of the event, the desire of the Mentor Teacher, and the consequences for the Candidate of missing that class session.
7. Conduct parent conferences in an objective and professional manner that benefits the student and the parents.
8. Arrange personal transportation to placement sites. Please note that neither CSUN nor the placement sites are liable for damage or injury incurred in travel to or from these sites or when parked at CSUN or the placement site.
9. Be accompanied by a credentialed teacher at all times in the placement classroom. Candidates may not be employed as a substitute teacher for the Mentor Teacher. Candidates may be present and teach on days that the Mentor Teacher is absent, provided there is a substitute teacher in the classroom, but this should only happen on a limited basis.
10. Notify their Mentor Teachers and University Supervisors if they suspect child abuse or neglect. If it is determined that the Candidate is the best person to file the report with Child Protective Services, CSUN procedures require that a mentor (e.g., Mentor Teacher, University Supervisor, school administrator) assist the Candidate in making the report.

Resolving Conflicts with the Mentor Teacher or Supervisor. In rare cases, Teacher Candidates experience uncomfortable situations or conflict with their Mentor Teacher. Should this occur, the Candidate should consult with their University Supervisor for advice about ways to approach the issue professionally. In many cases, the Supervisor should be involved in attempting to resolve the conflict. If the conflict is between the Candidate and the University Supervisor, the Teacher Candidate should consult with the Subject Coordinator (or, if the Supervisor is also the Subject Coordinator, the Candidate should consult with the Department Chair).

The Teacher Candidate must attempt to resolve the issue during the semester of the placement. The department will not review issues retrospectively or change the course grade because of issues that had not been raised during the placement.

Additional Professional Responsibilities at the University. For each semester of field experience, 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. Teacher Candidates will participate in discussions with peers and complete numerous activities in the seminars. Teacher Candidates will be guided by the Seminar Instructor to complete the preliminary Teaching Performance Assessment (FRED) in SED 554S and the Teaching Performance Assessment (edTPA) in SED 555S. Candidates also complete a number of evaluation forms to provide the program with important feedback.

## Chapter 4: Responsibilities of the Mentor Teacher

Mentor Teachers are carefully selected by the Subject Coordinator in consultation with a school administrator. The Mentor Teacher provides the Teacher Candidate with a supportive atmosphere conducive to the development of exemplary teaching practices and advancement of professional growth. The Mentor Teacher should be present at all times in the classroom during the assignment of the Candidate.

The Mentor Teacher:

1. Is willing to relinquish the role of classroom teacher to the Teacher Candidate during practice teaching and never “takes charge” of the classroom unless they foresee a serious problem developing.
2. Provides supportive, fair, and consistent feedback 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 trying different materials and methods, including those that are unfamiliar to the Candidate or Mentor.
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 refers to them when 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. Completes a formal evaluation of the Teacher Candidate at the end of the semester, and, for SED 555, at midterm, and discusses the evaluation in a three-way meeting with the Teacher Candidate and University Supervisor before submitting it.
9. 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 mentor.
10. Completes all program-required required training and professional development, as described below.

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

Training and Professional Development for Mentor Teachers. The Commission on Teacher Credentialing requires all Mentor Teachers to participate *one time* in a minimum of 10 hours of initial training provided by the teacher-preparation program. This training covers an orientation to the program, effective supervision approaches (such as Cognitive Coaching), adult learning theory, and current content-specific pedagogy and instructional practices. This training is “transportable”—a Mentor Teacher who completes this initial training with one California teacher-preparation program need not repeat it to serve for another program. In many cases, other professional development experiences or trainings (e.g., a district-provided Cognitive Coaching workshop) may substitute for a part of this initial Mentor training with similar content. Details about CSUN-sponsored initial training will be provided for new Mentor Teachers upon their agreement to mentor a Candidate.

Mentor Teachers are required to remain current in the knowledge and skills needed for Candidate supervision and to meet program expectations. CSUN provides one professional-development workshop per semester for all Mentor Teachers, new and veteran, to help them maintain this currency. Workshop topics vary, and Mentor Teachers are encouraged to attend this workshop every semester in which they serve as a Mentor Teacher.

Orienting the Teacher Candidate. The Mentor Teacher plays the key role in orienting the Teacher Candidate to the school site, by:

- Introducing the Teacher Candidate to other teachers, staff, and administrators.
- Providing a general introduction to the plan of the school site, including the locations of offices, cafeteria, lounge, restrooms, and copying facilities.
- Providing information about departmental and school policies regarding curriculum and instruction, discipline procedures, absentee and tardy management, safety-drill exercises, special schedules, handling substance other kinds of 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 assessments, and writing other materials such as a class information letter to parents.
- Providing a desk or table, and file drawer or shelf, for the Teacher Candidate's work and storage.

Guidelines for Supervising and Mentoring. Mentor Teachers should follow these guidelines to establish a good working relationship with the Candidate and University Supervisor, and to 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, which 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 comments, and/or other observation data. Engage in constructive conversation based on evidence collected about the TPEs and routinely ask the Candidate to reflect on their lessons.
- d) Establish a schedule for giving input into lesson and assessment planning before the lesson is implemented or the assessment administered.
- e) Provide guidance and direction to the Candidate for assessing student learning on a daily basis by both formative and summative methods.
- f) Share effective and successful procedures for classroom management and student discipline. Allow the Candidate to try other methods that feel comfortable for their teaching style and personality, as long as classroom decorum is maintained.
- g) Invite the Teacher Candidate to observe other classes that you teach and arrange for the Candidate to observe your 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 at risk.
- i) Redirect the students to the Candidate if they come to you for assistance during the Candidate's 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 feedback, as well as Candidate observations of other teachers at your school, can be accomplished during the non-teaching hour that the Candidate is required to be present at your school. Please note that the Commission on Teacher Credentialing requires Mentor Teachers to provide second-semester (SED 555) Teacher Candidates with a minimum of 5 hours of support and guidance per week.



Candidate Evaluations. The SED 554 Early Field Experience Evaluation and the SED 555 Midterm and Final Field Experience Evaluations are completed online, via a link that will come in an email from [sedevals@csun.edu](mailto:sedevals@csun.edu). Please refer to Chapter 6 for a detailed explanation of the evaluation rating system.

It is important that the University Supervisor, Teacher Candidate, and Mentor Teacher 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 Candidate should be indicated online on the evaluation, which can then be finalized and submitted. The Teacher Candidate, Mentor Teacher, and the SED Office automatically receive an electronic copy of the evaluation.

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 due date. If the Mentor Teacher does not receive the evaluation email from [sedevals@csun.edu](mailto:sedevals@csun.edu) or has any other problem with the evaluation, the Mentor Teacher should email [sedevals@csun.edu](mailto:sedevals@csun.edu) with the Teacher Candidate's name and course (e.g., SED 554 or SED 555) and the Mentor Teacher's preferred email address.

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

- Curriculum: Ensure the course content required by the school or 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 Teacher Candidate 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 Mentor 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 Teacher Candidate is speaking for the Mentor Teacher and as such the Mentor Teacher must closely monitor parent conferences and other communication with students' families.
- Assistance Plan: If the Teacher Candidate is not demonstrating satisfactory progress, the Mentor 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 Chapter 5.
- Removal of a Candidate from an assignment: In the event the Teacher Candidate does not fulfill their obligations to the students and to the Mentor Teacher, or if for any other reason the assignment needs to be terminated, a discussion between the Mentor Teacher, University Supervisor, and Subject Coordinator should occur. If the decision to terminate the placement is made by school personnel, a school administrator is asked to email an explanation to the Chair of the Department of Secondary Education. The University Supervisor, after consultation with the Subject Coordinator and Department Chair may also decide to terminate a placement.

#### Suggestions for Mentors When Conferencing with Teacher Candidates.

1. Be prepared for conferences by planning the key points to be discussed, and by bringing notes, observation materials, samples of student work, and other documentation. Be prepared to provide specific and tangible suggestions and coaching for improvement.
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 Teacher Candidate's performance objectively, looking for strengths as well as areas for improvement.
4. Focus on a collaborative approach to analyzing the Teacher Candidate's performance and determining changes to be made. Encourage the Candidate first to self-reflect on the lesson and student learning, then build your critique on that reflection. If the Candidate does not have the skill to be self-analytical in some areas, provide the Candidate with more directive information, but continually return to collaboration to promote the development of the Candidate's ability to self-analyze.

5. Limit each conference discussion to one or two important items, to avoid overwhelming the Candidate.
6. Conclude each conference with plans for a desired change.
7. Focus attention on the objective teaching/learning situation rather than on the Teacher Candidate.

Guiding Questions for Mentor Teachers. Mentor Teachers may find it valuable to consider these questions regarding collaboration with the Teacher Candidate. Some of these questions may also guide you in modeling for the Candidate how you reflect on your own practice.

- 1) Have I become well acquainted with the Candidate?
  - a) Did I use the information furnished by the University?
  - b) Did we discuss the Candidate's personal and academic background?
  - c) Did I encourage the Candidate to express their ambitions, concerns, and expectations?
  - d) Has a model for presenting lessons been provided? Have I helped the Candidate identify the following?
    - i) Motivational techniques
    - ii) Methods of discipline and classroom management
    - iii) Objectives of the lesson with assessment(s) to evaluate instructional effectiveness
    - iv) Activities to achieve lesson objectives
    - v) Curriculum materials
    - vi) Active participation techniques
    - vii) Beginning-of-class activities
    - viii) Hands-on activities and materials
    - ix) Instructional technology and equipment
- 2) Have I provided opportunities for the Candidate to work on bulletin boards, displays, etc.?
- 3) Have I oriented the Candidate to the technology, copy machines, etc.? Have I encouraged the Candidate to integrate technology in their 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 learning?
- 6) Have I briefed the Candidate on school procedures, such as fire/earthquake drills and reporting student injury or illness?
- 7) Have I reviewed with the Candidate classroom procedures for instruction, including:
  - a) Differentiated instruction and/or Universal Design for Learning
  - b) Types of instructional materials, such as manipulatives and teacher guides
  - c) Roles of resource teachers, paraprofessionals, and parent or community volunteers
  - d) Recording student progress
  - e) Relating teaching to TPEs and content standards?
- 8) Have I assisted the Candidate in developing lesson plans by:
  - a) Providing district-designed lesson plan forms or selecting a lesson plan form from other sources
  - b) Examining the Candidate's lesson plans prior to their being used by the Candidate, and making appropriate suggestions
  - c) Explaining, assisting, and monitoring the Candidate's development of daily, unit, and long-range lesson plans?

- 9) Have I worked to develop strong communication and a positive relationship with the Candidate?
- 10) Have I worked to develop strong communication and a positive relationship with the University Supervisor?

Compensation and Privileges for the Mentor Teacher. The Mentor Teacher receives an honorarium of \$75.00 for the supervision of each SED 554 Candidate. A Mentor Teacher may work with two Candidates in SED 554. For mentoring an SED 555 Candidate, the Mentor Teacher receives an honorarium of \$100.

## **Chapter 5: The University Supervisor, Seminar Instructor, SED Subject Coordinator, and Field Office Support 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 field experiences.

Over the course of SED 554, the University Supervisor visits each Candidate on a minimum of four (4) different days, for a full class period of approximately one hour (the first visit, early in the semester is usually shorter). Over the course of SED 555, the University Supervisor visits each Teacher Candidate on at least 6 different days for approximately one hour each visit, with approximately half of the visits before the midterm evaluation and the other half before the final evaluation. If the Teacher Candidate is having difficulty, the University Supervisor may visit more frequently or near the end of the school's semester, even if the CSUN semester is completed. Some Supervisory visits may be made virtually, live (i.e., via Zoom) or recorded. University Supervisors are required to log their visits with the department, as instructed by the Department Chair.

All University Supervisors must check their CSUN email accounts regularly, and should use only their CSUN email account for sending emails in their capacity as a CSUN employee. If you experience problems with the online evaluation system, such as not receiving the instructions and codes from CSUN to complete an evaluation, please send an email with the Teacher Candidate's name and course (SED 554, 555 or 593) to [sedevals@csun.edu](mailto:sedevals@csun.edu).

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

1. Discuss with the Mentor Teacher the requirements, duties, and benefits of the Mentor Teacher role, sharing the "Mentor Teacher Responsibilities" handout and Candidates evaluation forms (both available at the SED website), and addressing any questions from the Mentor Teacher or school.
2. Share your contact information with the Mentor Teacher and request their contact information, so that you can communicate outside of school if the need arises.
3. Orient the Mentor Teacher to the Single Subject Credential Program Pathways, and identify the pathway of the current Teacher Candidate.
4. Confer with the Teacher Candidate on a regular basis about his or her progress, strengths, and areas for improvement. Ask questions that lead the Teacher Candidate to reflect on his or her performance and teaching decisions.
5. Review and monitor the lesson-plan folder to ensure that the Candidate is preparing adequate daily lessons.
6. Carefully observe the Candidate's teaching during school visits or recorded lesson observations and prepare written notes for the Candidate with your feedback about each observed lesson.
7. Submit your written observation notes to the department, as instructed by the Department Chair.
8. Debrief each observed lesson with the Candidate and share your notes, which must also be submitted to the department.
9. Confer with the Mentor Teacher on a regular basis about the progress of the Teacher Candidate.
10. Work with the Mentor Teacher to determine whether and when to excuse the Candidate from teaching for other professional activities, such as a professional conference or job interview.
11. Confer with the Mentor Teacher and Teacher Candidate at the times the formal evaluations are to be written, to ensure that all parties have similar understanding of how to complete the CSUN evaluation forms and of the meanings of the evaluation terminology, and that all parties generally agree on future areas of growth for the Candidate.
12. Electronically submit all formal evaluations by the deadlines or inform the Subject Coordinator of any delays.

13. Consult with the SED 555 Teacher Candidate about the Individual Development Plan (IDP). The University Supervisor may sign the IDP.
14. Inform the Subject Coordinator and/or Department Chair of problems involving the Teacher Candidate.
15. Provide the Subject Coordinator with a copy of any Assistance Plans you write.
16. Attend meetings for University Supervisors that are called by the Department Chair.
17. Recruit and instruct new Mentor Teachers in collaboration with the Subject Coordinator.

Assistance Plans. When, in the judgment of the Mentor Teacher and the University Supervisor, a Teacher Candidate fails to demonstrate satisfactory progress in SED 5545 or 555, the University Supervisor, in consultation with the Mentor Teacher, develops an Assistance Plan. This plan is based on the Teaching Performance Expectations (TPEs), specifies the competencies that the Teacher Candidate must demonstrate in order to successfully complete the student-teaching assignment, and delineates the support that will be provided. The Assistance Plan is reviewed and, if necessary, revised by the Subject Coordinator and Department Chair. The University Supervisor should send a draft and, later, final copy of the Assistance Plan to the Subject Coordinator and the Department Chair. If the Candidate does not meet the requirements of the Assistance Plan, the school or CSUN faculty may terminate the assignment and/or the Candidate is likely to receive non-passing scores on the final evaluation.

Assistance Plans may also be drafted (or updated) for Candidates who receive a grade of No Credit for SED 554 or SED 555 and plan to retake the course. In this case, the Assistance Plan is referred to as a Bridging Plan, and it delineates expectations and support for the Candidate that will be necessary to succeed when the course is retaken.

The Seminar Instructor is responsible for teaching the seminar (SED 554S or 555S) that supports each field experience. The Seminar Instructor guides Candidates in completing the required seminar activities, including the preliminary Teaching Performance Assessment (FRED) (SED 554) or initial drafts of the Teaching Performance Assessment (edTPA) (SED 555). 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 edTPA Coordinator. Seminar Instructors are responsible for submitting a grade (CR, I, NC) by the established deadline. Seminar Instructors are also expected to serve as edTPA coaches. The Seminar Instructor in SED 555S also provides support for Candidates to develop the Individual Development Plan (IDP) and may sign this document. Finally, Seminar Instructors are responsible for the Candidates' completion of a number of program evaluations.

The Subject Coordinator (Appendix B) has the following responsibilities:

1. Work with the Field Office Support Coordinator on field placements and University Supervisor assignments.
2. Provide University Supervisor assignment information to the SED Office Coordinator in a timely manner.
3. Seek resolution of problems regarding Candidates, including monitoring Assistance Plans.
4. Inform the Department Chair about any Teacher Candidate who is at risk of not making sufficient progress to receive credit for the semester, or whose continuance in the program is doubtful.
5. Identify potential Mentor Teachers in consultation with University Supervisors and school administrators.
6. Participate in Professional Growth Meetings for University Supervisors in the subject.

The Field Office Support Coordinator has the following responsibilities:

1. Serve as the liaison between placement-school personnel and the SED.
2. Work with the Subject Coordinator to assign Candidates to schools and Mentor Teachers within the 20-mile service area of CSUN.
3. Communicate with Teacher Candidates during the placement process.
4. Maintain records of placement information.
5. Prepare and revise documents and websites related to field experiences.

Placement Policy. Among the goals of the program are for Teacher Candidates to successfully complete their field-experience assignments and for schools to benefit by receiving the services of competent, prepared, and responsible Teacher Candidates. Accordingly, SED 554 and SED 555 placements are made by the Field Office Support Coordinator after consulting with Subject Coordinators, and school principals or their designees regarding Mentor Teachers who meet program requirements. The Teacher Candidate does not find or make field placements. Some districts require an interview prior to finalizing an assignment; they may also require additional clearance tests (such as LiveScan fingerprinting).

In certain circumstances, when a first placement is discovered to be inappropriate, a Candidate may request a different placement. If the Candidate declines this second placement, they may be required to defer the field-experience course to a later semester.

## Chapter 6: Evaluating the Teacher Candidate

Formal Evaluation (SED 555) Procedures. A successful experience in SED 554/554S or SED 555/555S 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 experience (SED 554 or SED 555) and the seminar (SED 554S or SED 555S). Failure to pass either course results in a grade of No Credit (or Incomplete) for both.

It is important that the University Supervisor, the Teacher Candidate, and the Mentor Teacher 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 Teacher Candidate must be indicated on the evaluation form. When these parties confer about the draft evaluations, the University Supervisor should help ensure that all parties have a similar understanding of how to complete the forms and of the meanings of the evaluation terminology and that all generally agree on future areas of growth for the Candidate.

Completed and finalized evaluations should be electronically submitted by the scheduled deadlines; the University Supervisor and/or the Mentor Teacher should inform the Subject Coordinator of any delays. Once the evaluations are submitted online, the Teacher Candidate, University Supervisor, and Secondary Education Department Office receive pdf versions via email. A Teacher Candidate who disagrees with a part of the evaluation may submit a written reply to the Subject Coordinator or Department Chair.

In SED 554, the Teacher Candidate will receive a final evaluation from both the Mentor Teacher and the University Supervisor. This evaluation is 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 evaluation 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, the Teacher Candidate receives both a midterm and final evaluation from the Mentor Teacher and the University Supervisor. The final evaluation becomes a permanent part of the Candidate’s Credential Office File.

A passing final evaluation from *both* the Mentor Teacher and University Supervisor are required to receive a grade of Credit for SED 554 or 555. A grade of Incomplete in SED 554 or SED 555 will be given in cases where the Supervisor, in collaboration with the Subject Coordinator, determines more time is necessary to evaluate a Candidate in the field placement.

Basis for Evaluations. Evaluations in SED 554 and SED 555 are based on an appraisal of the Teacher Candidate’s teaching competence and suitability for a career as a teacher by two professionals for each assignment: the University Supervisor and the Mentor Teacher. Evaluations are based on the Teaching Performance Expectations (TPEs), which address these major domains:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Provide effective literacy instruction for all students.

Explanation of Ratings for SED 554: Early Field Experience Evaluation. This evaluation reflects the developmental structure of this field experience and uses these ratings:

- Exceeds Standard—Demonstrates a high level of performance beyond what is expected of *beginning teacher candidates*.
- Meets Standard—Performs at the level expected of *beginning teacher candidates*. Is ready to make some independent decisions about planning and implementing lessons.
- Below Standard—Does not perform at the level expected of *beginning teacher candidates*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554, Candidates may have no more than 5 items rated “Below Standard” on the final evaluation.

Explanation of Ratings for SED 555: Field Experience Evaluation. In the second field assignment, the Field Experience Evaluation form is used for both the Midterm and Final Evaluations.

- Exceeds Standard—Demonstrates a high level of performance beyond what is expected of *beginning teachers*.
- Meets Standard—Performs at the level expected of *beginning teachers*. Demonstrates sufficient competence to warrant making independent decisions about planning and implementing lessons.
- Below Standard—Does not perform at the level expected of *beginning teachers*. Is not able to implement instruction independently in a classroom. To receive Credit for SED 555, Candidates may have no more than 4 items rated “Below Standard” on the final evaluation. Candidates with more than 4 items rated “Below Standard” on the midterm evaluation must receive an Assistance Plan.

Post-Evaluation Decline in Performance and Professionalism. An officially submitted evaluation from a Mentor Teacher or University Supervisor can be reissued and revised, for example if a Teacher Candidate’s performance or professionalism have significantly changed after the submission of an evaluation and before the end of the field assignment.

Dismissal from Assignment. In rare cases, a Teacher Candidate’s teaching or professional behavior may be significantly deficient. When this occurs, the University Supervisor and Mentor Teacher should:

1. Confer with the Teacher Candidate
2. Develop a specific Assistance Plan in order to foster improvement
3. Keep the Subject Coordinator and Seminar Instructor 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 dismissed from the assignment. In extreme circumstances, the Teacher Candidate may be removed before an Assistance Plan has been developed. If an administrator from the placement 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 but does require the Candidate to repeat the field-experience course and associated seminar.



Discontinued Assignment. If a Teacher Candidate chooses to discontinue a field-experience assignment, they must notify the Mentor Teacher, University Supervisor, Subject Coordinator, and Field Office Support Coordinator, providing the reason for discontinuation. The Candidate shall immediately return all school property (books, records of grades, keys) to the Mentor Teacher or the placement school's Main Office. The discontinuing Teacher Candidate will receive a grade of No Credit for the field-experience course and the seminar. In extraordinary circumstances, a discontinuing Teacher Candidate may be granted a grade of Withdrawal. To petition for a grade of Withdrawal, the Teacher Candidate must submit a Late Change in Academic Schedule form with a written justification explaining the extraordinary circumstance, as per the criteria on that form.

Dismissal, Discontinuation, or Declining During CSUN's Self-Disenrollment Period. If, prior to the end of CSUN's self-disenrollment period, a Teacher Candidate is dismissed from or chooses to discontinue a field-experience assignment, the Candidate may self-disenroll from the field-experience course and seminar. If such a Candidate has spent time in the placement school, this will be counted as a non-passing attempt at the course and seminar, even though the course and seminar will not appear on the transcript. Similarly, if a Candidate declines an assignment that they had initially accepted, this will be counted as a non-passing attempt at the course and seminar. Even though the Candidate may not have spent any time in the placement school prior to declining the assignment, the Mentor Teacher may already have devoted time and resources to planning with and preparing for the Candidate and completing Mentor training requirements, and the school may have invested in background checks or tests. Declining a placement that had been accepted jeopardizes CSUN's relationship with our partner schools and Mentor Teachers.

An exception to this policy may be made for Candidates who discontinue or decline due to extraordinary circumstances. Although no Late Change in Academic Schedule form is required in this case (because the courses will disappear from the transcript when the Candidate self-disenrolls), the Candidate must submit a written appeal to the Department Chair explaining the extraordinary circumstances, as per the criteria on the Late Change in Academic Schedule form. If the appeal is granted, the declined or discontinued placement will not be counted as an attempt at the course and seminar.

Candidates who discontinue or decline an assignment because they are transferring immediately to the Intern Program are not subject to this policy.

Reattempting SED 554/S or 555/S. In most cases, a Candidate who receives a grade of No Credit for SED 554/S or SED 555/S will be permitted one further attempt at the course, but only one of these pairs of courses (either SED 554/S or SED 555/S) may be reattempted in a subsequent semester. Usually, the Candidate will first be required to meet with their Support Team to discuss the reasons for the No Credit and how to be successful on the next attempt. A Bridging Plan is normally drafted to delineate expectations and support for the Candidate that will be necessary to succeed in the new placement. In order to repeat SED 554/S or 555/S in a subsequent semester, the Candidate must reapply for student teaching through the Credential Office.

Disqualification from Program. A Teacher Candidate who has: a) received grades of No Credit twice, b) made two non-passing attempts (described above), or c) received a No Credit and made a non-passing attempt, in any combination of SED 554 and/or SED 555, is ineligible for future supervised field experiences and is disqualified from the program. In the case (described above) of Candidates who discontinue or are dismissed from their placement during the self-enrollment period after having spent time in the placement school, the attempt will count as a non-passing field-experience grade for the purposes of dismissal from the program.

Procedures for Reinstatement. A Candidate who has been disqualified from the program due to receiving non-passing grades in two semesters of supervised field experience may request an exceptional additional field-experience placement. Such exceptions, while rare, are made in cases where the reasons for discontinuing the field experience are beyond the Candidate's 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 Candidate's disqualification from the program. If a written appeal is received, the Chair will convene a committee of the Subject Coordinator and one or more of the Candidate's University Supervisors. This committee will consider the Candidate's justification and other relevant information about the Candidate's performance in the field and coursework and conditions of disqualification. 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.

Please note: Regardless of a Candidate's appeal, the Candidate who has been disqualified is dropped from the field-experience course and seminar 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 field placement. The Candidate, however, may remain enrolled in their other courses (courses other than SED 554/S and 555/S).

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

The Teaching Performance Assessment (TPA). All general-education Teaching Candidates in California must pass a state-approved Teaching Performance Assessment before being recommended for the preliminary credential. CSUN has adopted the edTPA as its Teaching Performance Assessment.

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

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

Grade Point Average. In order to enroll in SED 554/S or SED 555/S or 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 of 2.75 for all courses taken at CSUN since admission to the program. Candidates who receive a C- or lower in a credential course must repeat the course. The university allows candidates to replace the grades of up to 6 units of coursework.

Policy on Appealing an Unfavorable Decision. 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. Involuntary Withdrawal from the Credential 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 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. These procedures are on file in the Credential Office and are available for inspection during regular office hours.
2. Grade of No Credit (NC) in SED 554/554S or SED 555/555S—Every Candidate 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>

3. Decision NOT to Recommend a Teacher Candidate for a Preliminary Credential—In order to be recommended for a preliminary credential, the Candidate must receive passing grades (C or higher) in all graded credential coursework, maintain required GPAs, earn a grade of Credit for all required units in SED 554/554S and SED 555/555S, and pass the edTPA (see Appendix C). If the Teacher Candidate does not meet these requirements, the Candidate will not be recommended for the Preliminary Credential. A Candidate may appeal a course grade through the procedures identified above.

## APPENDIX A

### The Michael D. Eisner College of Education Conceptual Framework

Adopted May 2018

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills.** We commit ourselves to, and expect our candidates to:
  - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
  - Acquire professional and pedagogical knowledge;
  - Acquire pedagogical content knowledge;
  - Use professional standards and empirical research to develop and evaluate programs and guide practice;
  - Capitalize on advancements in technology to promote learning;
  - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
  - Understand, apply, and engage in scholarship and research.
  
2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.** We commit ourselves to, and expect our candidates to:
  - Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
  - 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;
  - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
  - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
  
3. **We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:
  - Engage in inquiry about what it means to be an ethical and caring professional;
  - Adhere to 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, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
  - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
4. **We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.** We commit ourselves to, and expect our candidates to:
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
  - Participate in external partnerships with schools, 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.
5. **We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.** We 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;
  - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
  - 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
  - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. **We value creative, critical, and reflective thinking and practice.** We commit ourselves to, and expect our candidates to:
- Engage in continuous and critical reflection;
  - Participate in ongoing professional development;
  - Accept feedback and consider implications for practice and program renewal;
  - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
  - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

## APPENDIX B University Contact Information

**Credential Office EA 103** (818) 677-2733  
Director, Jamie Alea

**Department of Secondary Education ED 1208** (818) 677-2580  
Chair, Julie Gainsburg julie.gainsburg@csun.edu x 2580  
Field Office Support Coordinator, Maria Mancilla maria.mancilla@csun.edu x 5724  
edTPA Coordinator, David L. Moguel david.l.moguel@csun.edu x 4010  
ACT Program Coordinator, Brian Foley brian.foley@csun.edu x 4005  
Intern Coordinator, David L. Moguel david.l.moguel@csun.edu x 4010  
Administrative Support Coordinator, Ellyn Jusay ellynmae.jusay@csun.edu x 2580

**Michael D. Eisner College of Education ED 3121** (818) 677-2590  
Dean, Shari Tarver-Behring  
Associate Dean, Christine Hayashi

### Secondary Education Subject Coordinators

Art: Penny Venola penelope.venola@csun.edu  
Dance: David L. Moguel david.l.moguel@csun.edu x 4010  
English: Traci Dennis traci.dennis@csun.edu x 2556  
Health Science: Norm Herr norm.herr@csun.edu x 2505  
Home Economics: David L. Moguel david.l.moguel@csun.edu x 4010  
Mathematics: Cat Gaspard cathy.gaspard@csun.edu x 5261  
Music: Linda Mouradian linda.mouradian@csun.edu  
Physical Education: David L. Moguel david.l.moguel@csun.edu x 4010  
Science: Norm Herr norm.herr@csun.edu x 2505  
Social Studies: David L. Moguel david.l.moguel@csun.edu x 4010  
World Language: David L. Moguel david.l.moguel@csun.edu x 4010

## **APPENDIX C**

### **Teaching Performance Assessments (edTPA and FRED)**

edTPA. All Teacher Candidates enrolled in the SED 555S seminar complete a standardized Teaching Performance Assessment (TPA) to demonstrate teaching competence. Passing this assessment meets the TPA requirement in California for earning the preliminary teaching credential. CSUN supports the edTPA as its Teaching Performance Assessment.

The edTPA is a national assessment that has been approved as a California TPA. For the edTPA, the Candidate prepares and teaches a 3-5-day unit, assesses students during the unit, videos portions of the unit, and writes extensive analyses and reflection about the experience. Credential coursework and field experiences are designed to build the necessary skills and knowledge for the edTPA. Candidates are supported in completing the edTPA during the semester they are enrolled in SED 555S. They are required to teach the edTPA segment and submit at least their edTPA artifacts in Canvas by the end of the semester, but passing the edTPA is not required to receive credit for that course. Passing the edTPA, however, is a requirement to be recommended for the preliminary teaching credential.

The edTPA is submitted to Pearson, where it is scored by one or more subject-area specialists from a national pool of calibrated scorers. Candidates must pay the initial edTPA scoring fee (\$300) and possibly remediation scoring fees. A Candidate's edTPA receives 15 scores of Level 1-5, where Levels 3-5 are considered "passing." These 15 scores are distributed across 3 Tasks: Planning, Instruction, and Assessment. To pass, the total of the 15 edTPA scores must be at least 41 (except in World Language, where only 13 scores are received and, to pass, the total score must be at least 35). Candidates are also expected to submit their edTPAs to the Canvas site of their SED 555S seminar.

Candidates sign an attestation that their edTPA is their own work and that they have provided any necessary citations for materials used. Faculty members, University Supervisors, and Mentor Teachers are not permitted to review or give direct assistance on the Candidate's written comments, analyses, and reflections for the edTPA or help Candidates select video clips to submit. These mentors, however, may continue to provide, during the edTPA, the same level of assistance with planning lessons, assessing students, and reflecting on lessons that they normally provide. Candidates may peer-review and critique the edTPA drafts of other Candidates. Consequences for plagiarizing, falsifying, or receiving unauthorized assistance on any portion of the edTPA will normally result in the loss of eligibility for recommendation for the credential.

Candidates who do not expect to submit edTPA artifacts before the end of the SED 555S semester will usually be granted a grade of Incomplete. The Candidate must initiate the Incomplete process by downloading two "Request for Grade of Incomplete" forms—one for seminar (SED 555S) and one for their associated field-experience course. This form can be found at:

[http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf)

The Candidate completes the student section on both forms, then gives these forms to the 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 placement school's semester.

edTPA Remediation. If a Candidate fails to attain the minimum passing score on the edTPA, they may remediate by redoing and resubmitting 1, 2, or all 3 of the Tasks and elevating the total score to at least 41 (or 35 for World Language). Candidates who fail the edTPA will meet with a CSUN faculty member who will explain the procedure for submitting new edTPA Tasks, discuss the reasons for the low scores, provide

suggestions for improvement, and help the Candidate strategize about how many Tasks to resubmit. Candidates resubmit edTPA Tasks to Pearson and pay a \$100 scoring fee for each resubmitted Task. There is no limit to the number of times a Candidate may resubmit edTPA Tasks, but the edTPA must be passed while all credential courses are still valid (i.e., no older than 7 years) in order for the Candidate to be recommended for the credential.

Seminar Instructors will recommend an initial submission date for the edTPA. Candidates who submit by this date but fail to attain the minimum passing score will have time remaining in their field-experience placement to teach a new edTPA unit and collect additional video and student work. In rare cases, a Candidate's placement will end before he or she has passed the edTPA. Depending on the Task(s) the Candidate plans to resubmit and whether or not the Candidate had collected additional video or student work before the placement ended, the Candidate may need additional time in a K-12 classroom to redo a Task or Tasks. CSUN will assist the Candidate in finding a temporary placement in a classroom for this purpose, but for liability purposes, the Candidate must be enrolled as a CSUN student. If the Candidate is not otherwise enrolled in any CSUN courses, they must enroll in a one-unit course, A/R 602, for liability purposes. A form to request enrollment in A/R 602 is available from the edTPA Coordinator.

Individuals who have passed all credential courses but need additional support for completing or remediating their edTPA may be required to enroll in an additional course at CSUN.

Secondary edTPA Passing Standard. The California Commission on Teacher Credentialing has set a "secondary passing standard" for the edTPA. Candidates whose score is within 3 points of the cutoff score (at least a 38 for all candidates except World Language candidates, who must have at least a 32) may be considered to have passed the edTPA if their credential program can document their proficiency in every TPE. Programs determine their own criteria for documenting TPE proficiency.

The Department of Secondary Education will identify candidates who have scores in this "secondary" range, and will notify those candidates who have met the department criteria for passage. Candidates need take no action; the department will automatically conduct this evaluation for any candidate whose edTPA score qualifies them for this secondary consideration.

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

For specific questions or requests for technical assistance with the edTPA, contact [edtpa-customer-support@pearson.com](mailto:edtpa-customer-support@pearson.com).

For information about appealing edTPA scores ("Requesting a Score Confirmation"), go to [http://www.edtpa.com/PageView.aspx?f=GEN\\_RequestingAScoreConfirmation.html](http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html).

Note that Pearson charges Candidates a \$200 fee for score confirmation that is refunded ONLY if a score alteration (either higher or lower) results.

FRED. During SED 554S, Candidates complete a preliminary version of the edTPA called the Feedback-Receiving edTPA (FRED). The FRED is an abridged version of the edTPA that focuses on a single lesson. The Candidate is guided in the preparation of the FRED in the SED 554S seminar and receives feedback in order to prepare them for the edTPA. The FRED is not forwarded to Pearson for scoring; it is only submitted in the Canvas site for the SED 554S seminar. There is no extra fee associated with the FRED.

Candidates who do not expect to submit the FRED before the end of the SED 554S semester will usually be granted a grade of Incomplete. The Candidate must initiate the Incomplete process by downloading two "Request for Grade of Incomplete" forms—one for seminar (SED 554S) and one for their associated field-experience course. This form can be found at:



[http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf)

The Candidate completes the student section on both forms, then gives these forms to the 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 placement school's semester. Please note, however, that Candidates who intend to take SED 555/S in the following semester will be required to submit the FRED at an earlier date, because of the time required to make a placement.

**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. \_\_\_\_\_

Time	Teacher Procedures, Questions, etc.	Student Tasks, Responsibilities, etc.

Assignment(s)/Homework: \_\_\_\_\_

\_\_\_\_\_

How Pupil Learning is Assessed and Analyzed \_\_\_\_\_

\_\_\_\_\_

Reflection on the Lesson's Effectiveness \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_