



Education Specialist Credential Program

FIELDWORK HANDBOOK

**For Teacher Candidates, Cooperating Teachers and
University Supervisors**



Department of Teacher Education

209-667-3357

Office of Field Services

209-667-3045

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Introduction

The culminating field experience for students enrolled in the **Education Specialist Credential Program (ESCP)** at California State University, Stanislaus is Fieldwork Practicum. This experience affords an opportunity for Teacher Candidates to apply current research learned during the credential program about to create classroom environments where students feel safe and supported while learning state-adopted academic standards to meet their unique needs. Teacher Candidates will have the opportunity to design and modify instruction, curriculum, and learning environments to meet the varied learning, academic, and social needs of their students. To facilitate a successful Fieldwork Practicum experience, Cooperating Teachers (CT), University Supervisors (US), and Teacher Candidates (TC) form a team to explore teaching students with Mild-Moderate and Extensive Support Needs in general education, special education, and specialized classrooms to help students with disabilities reach their maximum potential.

This Handbook has been prepared as a guide for Teacher Candidates, Cooperating Teachers, and University Supervisors. It is intended to answer some of the questions that may arise during Fieldwork; however, every question or concern that might arise during the Practicum cannot be fully explored in one handbook. The Office of Field Services, the Director of Field Services, and the Coordinator of the Education Specialist Credential Program should be consulted for questions that are not answered by this Handbook.

The Education Specialist Credential Program at Stanislaus State University believes that public school offer an integral role in the preparation of future teachers. Since the mentoring and supervision of prospective teachers is a complex function, it is our hope that this Handbook will provide relevant guidelines for the supervision of student teachers.

Contact Information

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Part I – Teacher Candidate’s Instructions

Fieldwork Practicum Timeline & Process

1) Completion of Program Eligibility Requirements

Candidates interested in beginning fieldwork for the Education Specialist Credential Program are responsible for completing the following program eligibility requirements **prior to beginning fieldwork**:

- a) complete all program courses with a grade of C or better
- b) have a minimum grade point average of 3.0
- c) complete Basic Skills Requirement (usually the CBEST)
- d) complete Subject Matter Competency (usually CSETs or ESM Waiver)
- e) attempt the RICA exam immediately following the completion of EDSE 4210 and/or 4110 Reading Methods courses (proof of registration and/or taking the RICA exam will be required.)

California law requires anyone working in the schools be fingerprinted and cleared by the State. A candidate cannot be placed in a fieldwork placement until the Credential Program has received the Certificate of Clearance from the California Commission on Teacher Credentialing (CCTC). School Districts may require that the Teacher Candidate be fingerprinted again in order to student teach in their schools. If requested to do so, the Teacher Candidate must agree to be fingerprinted and must agree to comply with any regulations of the school district.

2) Fieldwork Notifications

The application for fieldwork consideration is emailed to all students (CSU Stanislaus email accounts) taking credential courses in late August and late February. Candidates who do not receive an email notification should contact the Office of Field Services at fieldservices@csustan.edu or check [Field Services webpage](#).

3) Application for Fieldwork (aka Student Teaching)

Students interested in beginning their fieldwork experience are required to submit a **Student Teaching-Fieldwork Application**. Due dates will be announced each semester via email. The ST-Fieldwork Application can also be found on [Field Services webpage](#). **All candidates including students who will be employed as a Teacher-of-Record (Internship) must submit an application in order to be able to begin their fieldwork**

**Candidates who do not submit a fieldwork application will not proceed with fieldwork.*

4) Fieldwork Communication

All students who submit a ST-Fieldwork Application are notified via email, to the CSU Stan email account, regarding their clearance status. Information about any missing or pending items for fieldwork clearance is provided. It is important for students to follow the detailed instructions to proceed with fieldwork.

5) Orientation for Fieldwork

Every applicant, whether they have been cleared for fieldwork or not, must attend a **Fieldwork Orientation** with Dr. Webster. This Orientation usually takes place after applications are reviewed. Dates for orientation are provided to students via their CSU Stan email account and candidates may choose which orientation to attend. Attendance is mandatory to proceed with fieldwork. Failure to attend will result in application removal.

6) Assignment of Placement

The Office of Field Services and/or the ESCP Program Coordinator assigns all eligible candidates to a specific school site within the six-county region for the Fieldwork Practicum. Each student will be assigned to a cooperating teacher (unless the student is employed as teacher-of-record). Every effort is made from the Office of Field Services and/or ESCP Program Coordinator to secure a placement as close as possible to the home address that is listed on the ST-Fieldwork Application. However, placements will be prioritized at sites where cooperating teachers have received co-teaching/5D+ training. **Teacher Candidates should not try to arrange their own placements.** Those who fail to meet the application deadline or have not completed all eligibility requirements will not proceed with fieldwork and must re-apply for the subsequent semester.

****It is important to notify Field Services as soon as possible if any changes are made to the address listed on the fieldwork application. Once a placement is confirmed by the district or school site, it cannot be changed/cancelled.***

7) Notification of Placement and Supervisor

All candidates, whether they have been cleared to proceed with fieldwork or not, will be notified via email to the CSU Stan email account. Cleared candidates are generally notified of their assigned school site and cooperating teacher two weeks prior to the start of the placement.

Supervisors are assigned mid-to-late August/January due to supervisor workloads and contract dates. All fieldwork candidates, including employed students (Interns) will be assigned a University Supervisor who will conduct formal fieldwork observations. Candidates will be notified of their assigned supervisor via email to the CSU Stan email account. Teacher Candidates may not arrange their own supervisor.

***It is very important for all Teacher Candidates to arrive at their confirmed placement, particularly on the first day of fieldwork. Students are responsible to notify Field Services if they cannot proceed with their fieldwork experience prior to the first official start date; failure to do so, will be subject to meet with the Department Chair, Program and Placement Coordinators.**

8) Class Registration

During the fieldwork semester, students must register for:

Mild/Moderate Credential Candidates

- EDSE 4815 Fieldwork Practicum I - 3 units (this is your first fieldwork placement)
- EDSE 4816 Fieldwork Practicum II - 3 units (this is your second fieldwork placement)

Moderate/Severe Credential Candidates

- EDSE 4915 Fieldwork Practicum I - 3 units (this is your first fieldwork placement)
- EDSE 4916 Fieldwork Practicum II - 3 units (this is your second fieldwork placement)

Concurrent Credential Candidates (M/M)

- EDSE 4815 Fieldwork Practicum I - 3 units (this is your first fieldwork placement)
- EDSE 4816 Fieldwork Practicum II - 3 units (this is your second fieldwork placement)
- EDMS 4191 Student Teaching Practicum I – 5 units

Concurrent Credential Candidates (MS)

- EDSE 4915 Fieldwork Practicum I - 3 units (this is your first fieldwork placement)
- EDSE 4916 Fieldwork Practicum II - 3 units (this is your second fieldwork placement)
- EDMS 4191 Student Teaching Practicum I – 5 units

Students must register for these courses prior to placement at a school site. Students **who do not register at least two weeks prior to the start of their fieldwork placement will not be able to begin fieldwork.**

*****It is advised that Teacher Candidates follow program road maps to ensure that all required coursework is being completed within the appropriate timeline. For questions or further advisement, contact the Program Coordinator, Dr. Karen Webster kwebster4@csustan.edu***

Fall Semester Fieldwork	Spring Semester Fieldwork
Fall Semester fieldwork usually begins in mid-August and ends in mid-December. The Office of Field Services will inform students of the exact dates. It is highly recommended that fall semester teacher candidates contact their cooperating teacher early and spend time in the classroom in the first few days of instruction to learn how the teacher sets up the classroom routines and discipline plan.	Spring Semester fieldwork usually begins in mid-January and ends at the end of May. The Office of Field Services will inform students of the exact dates. It is highly recommended that spring semester teacher candidates contact their cooperating teacher early in January and spend time in the classroom the first few days of instruction to see the teacher review classroom routines and discipline plan.

Prior to the Official Beginning of Fieldwork

- **Contact Cooperating Teacher Early** – Teacher Candidates need to contact the cooperating teacher at least **one week** prior to the official beginning of the placement to arrange for the first meeting. Introduce yourself and share your contact information.
- **Contact the School Principal** – Some principals may want to meet with the Teacher Candidates prior to the placement; others do not want a conference but just want to be informed. In all cases, the Teacher Candidate should contact the office of the school and introduce themselves to the principal and office staff prior to the start of the placement.
- **Visit and Volunteer Early** - If possible, the Teacher Candidate is encouraged to observe and work with the cooperating teacher on a voluntary basis prior to the official beginning of fieldwork. An early introduction offers an excellent opportunity to get to know the school and classroom, observe and record methods of teaching, learn about the students, discover methods of organizing the learning activities, etc. The Teacher Candidate can be of assistance to the Cooperating Teacher; however, the Teacher Candidate will not be expected to teach lessons at this time.

Fieldwork Details

ESCP Co-Teaching Phase-In Schedule ([Appendix A](#))

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate as well as the cooperating teacher for the semester. Adherence to the schedule is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (ST, CT, US).

Observations, Meetings, and Conferences

- **Daily Conferences & Co-Planning** – The Teacher Candidate and Cooperating Teacher need to have a daily conference and co- planning time to discuss the day’s lessons and plan for the next day. Cooperating Teachers will work with their Teacher Candidates in providing opportunities for positive reinforcement and specific constructive suggestions. The Cooperating Teacher will give the Teacher Candidate special assignments and provide regular assistance. **Cooperating Teachers are expected to spend 5 hours/week planning and supporting the Teacher Candidate.**
- **Teacher of Records (Interns)** - will not have a Cooperating Teacher but may have a school-assigned mentor as well as a University Supervisor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the University Supervisor in consultation with the mentor/buddy teacher and the site principal.
- **Formal Lesson Observation Records** - The supervisor is to observe **a minimum of six (6) complete lesson observations and hold a conference with the Teacher Candidate after each of these lesson observations.** The Teacher Candidate should receive a copy of the formal observation ([Appendix B](#)).

Triad Conferences (Teacher Candidate, Cooperating Teacher, University Supervisor)

- **Orientation Conference** - In the first week of the placement, the triad will meet. During this conference, the Supervisor will explain to the Teacher Candidate and the Cooperating Teacher the timelines and expectations for the fieldwork placement. This orientation conference could take place at the time of the Meet and Greet training (if attending).
- **Formative Assessment of Teacher Candidate** - Formative Assessments are reviewed in Triad Meetings at weeks 7 and 11 of the placement to discuss the written form ([Appendix C](#)). The Triad will also complete a Growth Plan for the Teacher Candidate on each formative assessment. This form is to be turned in to the University supervisor immediately upon completion. The Teacher Candidate must keep one copy in the portfolio.
- **Summative Assessment of Teacher Candidate** - A formal and final evaluation Triad Meeting at week 16 is held to discuss the Summative assessment ([Appendix D](#)). All parties must sign the form. Teacher Candidates complete the

Individual (Induction) Development Plan – IDP ([Appendix E](#)) that serves as the transition document for their induction program once employed. This form is to be turned in to the University supervisor immediately upon completion. **The Teacher Candidate must keep a copy in the portfolio.**

For employed students (Interns) who are doing half of their fieldwork each semester, the Formative Assessment of Teacher Candidate will be completed twice; one during the first semester and another during the second semester. The Summative Assessment of Teacher Candidate will be completed at the end of the second semester of fieldwork.

Evaluation and Credit for Teacher Candidates– Including Employed Teacher Candidates

Candidates will be evaluated on a minimum of 6 formal observations, 2 formative evaluations, and 1 summative evaluation.

Assessment Rubric		
Formal Observation Records	If the candidate receives more than two scores of 1-1.5 for two formal observations.	* University Supervisor must fill out a fieldwork improvement plan.
Formative Assessment: Week 7	If the candidate receives less than 70% scores of 2.	Placed on probation – * Fill out a fieldwork improvement plan. Academic Probation
Formative Assessment: Week 11	If the candidate receives less than 80% scores of 2.	No Credit for EDMS 4190 and EDMS 4191. Dismissed from program.
Summative Assessment: Week 16	If the candidate receives less than 90% scores of 2.	No Credit for EDMS 4191. Dismissed from Program.

*** Fieldwork Improvement Plan ([Appendix G](#)) will be initiated.**

Teacher Performance Assessment (TPA)

Teacher Candidates will begin to participate in the pilot ESCP Education Specialist CalTPAs beginning Spring 2022. The Ed Spec TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. For this pilot, all teacher candidates completing fieldwork in Spring 2022 will participate in Cycle 2 only of the assessment. More information will be provided from the ESCP Coordinator during Orientation. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu. Note: Concurrent Credential Candidates will complete the CalTPA currently in place for the MSCP.

Completing Fieldwork with an Internship Credential

Students interested in applying for an Intern Credential and using that position as their fieldwork placement in lieu of the traditional fieldwork placement must first obtain approval from Credential Services and the Department Chair.

The University does not provide paid teaching positions.

If approved you will need to contact the districts, apply for the position and be hired by the school district **prior to the start of the fieldwork placement.**

In order to utilize the teacher-of-record position as your fieldwork placement to fulfill the credential requirements of clinical practice, the classroom/position must meet the following CCTC and program requirements:

- a) Be within the six-county service area – Stanislaus, San Joaquin, Merced, Calaveras, Tuolumne and Mariposa counties.
- b) Be in a classroom that meets the state requirements for Education Specialist credentials
- c) Be in schools that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.
- d) For Spanish Bilingual Authorization candidates: The classroom must be a designated Spanish bilingual classroom.

Employed students will be supervised for two semesters and complete the same CCTC and program requirements in the same manner as traditional Teacher Candidates, unless advised otherwise.

Requirements for Internship:

- 1) Obtain approval from Credential Services – credentials@csustan.edu and the Department Chair of Teacher Education, Dr. Kimy Liu – kliu2@csustan.edu.
- 2) When a school district offers you a position as an Intern Teacher you must:
 - a. Contact Credential Services at credentials@csustan.edu or 667-3534 and inform them of the following:
 - the district employing you
 - the grade you will teach (if you already know)
 - b. Credential Services will review your records to verify that you qualify for an internship.
 - c. Send a copy of the contract that you signed with the district (some districts have you sign an offer of employment – if this is your case, submit that form) to Credential Services.
 - d. Credential Services will give an Intern Memorandum of Understanding (MOU) for you to sign and take to your district for them to fill out and sign. You will also be given an intern consent and intern application form.
 - e. You must also notify the office of Field Services (fieldservices@csustan.edu or 667-3045).

When you submit the completed forms to Credential Services, they will recommend your application for an Intern Credential to the California Commission on Teacher Credentialing (CCTC)

- 3) Register for the following fieldwork courses, which must be completed in TWO different semesters:
 - EDSE 4815 or 4915 Fieldwork Practicum I (1st Semester)
 - EDSE 4816 or 4916 Fieldwork Practicum II (2nd Semester)
 - EDUC 6538 – Intern Seminar (Extended Education – Both Semesters)

Intern credential students must complete an additional 144 hours, half of which is provided by the University and half by the employing school district. The University hours require enrollment in the Intern Teaching Seminar course offered through the University Extended Education (UEE) for which the intern must pay registration fees in addition to regular university enrollment fees and requires a separate registration form for this class. For information regarding the Intern Seminar course, please visit the [Professional Development Teacher Education - Stanislaus State Extended and International Education webpage](#)

Support for Interns

School districts that hire Interns have agreed to assign an "Intern Support Provider" or mentor to help the Intern adjust to the new school setting. The District Intern Support Provider should meet with the Intern on a regular basis to ensure the Interns success. They also ensure that they provide a minimum of 72 hours of support/mentoring to each Intern teacher per school year (minimum of two hours every five instructional days). The University will also assign a University Supervisor who visits the classroom to conduct Teacher Candidate evaluation requirements. The Supervisor observes lessons and provides feedback on the observation. The Intern and Supervisor also hold conferences at which point the Intern can ask questions or ask for assistance. University Supervisors only visit classrooms during the duration of the University semesters while Interns are completing student teaching-fieldwork. (August through December and January through May). Supervision is not provided in the summer or winter sessions. Interns who begin their employment at this time will have to await the beginning of the semester to be supervised and complete fieldwork. Extra support for ESCP Interns is provided through EDUC 6538 Intern Teaching Seminar. This is a required course. Attendance and participation are mandatory in order to keep the intern credential valid.

Advantages and Disadvantages of the Internship Pathway

The advantages of the internship are:

1. Ability to earn an income while completing the credential program
2. Having a paid assignment fulfill the student teaching/fieldwork requirement upon successful passage of all student teaching requirements.

The disadvantages of the internship are:

1. Initial teaching assignments are difficult and require long days (as many as 12-hour work days, commitment, and preparation.
2. Interns must undertake the same responsibilities as veteran teachers, often with little guidance on how to complete the specific tasks, which may create a "sink or swim" experience that can cause high levels of stress.
3. In the traditional program, student teaching affords an opportunity to learn real-life skills of how to be a teacher under the guidance of an experienced mentor teacher. As an intern teacher, students may be adversely affected as you learn how to become a teacher through trial and error.
4. Intern teachers tend to have a higher rate of failing the RICA and TPAs. The intern credential is only valid for two years, and if these requirements are not met by that timeframe, you may lose your employment.
5. Intern teachers have a lower retention rate and tend to leave the profession during the first five years more frequently than traditionally prepared candidates.
6. Intern teachers tend to be placed with the students who have the most learning needs, often with very little support

Who Makes a Good Intern Candidate?

Some CSU Stanislaus students have been very successful as interns, and some have failed as well. Those who have done well share some common characteristics:

1. They are very hard working and organized.
2. They have had experience working in classrooms as instructional aides, Mini-corps students, or as substitute teachers.
3. They are mature and goal-oriented.
4. They have initiative, learn quickly when in new settings, and know when to seek assistance.
5. They get along well with people and communicate effectively with parents, students and staff.
6. They can handle high levels of stress and effectively multi-task

Licensure and Credentialing Information

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available at **the Credential's Office in Demergasso Bava Hall, Room 303. They can also be reached at credentials@csustan.edu or 209-667-3534.**

Professional Dress for School Visits and Fieldwork

The Credential Program requires all students (employed and non-employed) to dress professionally throughout the entire fieldwork period. The dress code below is a good example of what students can and cannot wear during visits to schools and for fieldwork, even if the school does not have a stipulated dress code:

Recommended	NOT Recommended
button-down shirts / collared shirts / polos	crewnecks / T-shirts / tank tops
slacks / dress pants / knee-length skirts or dress	jeans / ripped jeans / sweatpants / shorts / leggings
blazers	ripped jackets / sweaters with inappropriate messages-pictures
closed toe shoes / flats / low or high heels	flipflops / open-toe shoes / sneakers

Ethical and Professional Standards

In order to continue in the program in good standing, all credential candidates are expected to follow ethical and professional standards established by CSU Stanislaus Credential Programs and the Commission on Teacher Credentialing (CTC). Standards of conduct are noted in the university catalog, faculty syllabi, and include:

1) Professional Dispositions

- Demonstrates openness to critical assessments of progress.
- Believes that all students can learn. A credential candidate makes best efforts to meet the diverse needs of students, including English learners and students with special needs.
- Values diversity and advocates for social justice. A credential candidate shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant advantage to any student.
- Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- Participates in required program activities.
- Makes satisfactory progress in meeting requirements.
- Reflects and self-assesses to improve practice.
- Collaborates effectively.
- Handles confidential information professionally. A credential candidate shall not disclose information about students or cooperating teachers obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A credential candidate shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs and faculty.

2) Effective and Appropriate Communication

- Communicates appropriately and accurately, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.

- b) Addresses peers, university faculty and staff, and school site personnel in a professional and respectful manner. Does not act with macro/micro-aggressions towards others or act with disrespectful behavior.
- c) Violence, threats of violence, intimidation, stalking and similar behaviors towards K-12 Students, university students, school site personnel and/or university employees on the part of credential candidates shall lead to immediate dismissal from the credential program.
- d) Deals effectively and professionally with disagreements.
- e) Does not engage in the use of social media, personal email or personal telephone calls to communicate with K-12 students.
- f) Does not share or communicate in any way- sexually explicit or racist content (including links to such content) with other teacher candidates, colleagues, university faculty, students and/or school site personnel in the program.

3) Appropriate Professional Appearance

- a) Maintains an appropriate professional appearance.
- b) Follows the dress code standards set by the district in which fieldwork is taking place.

4) Punctuality, Late Assignments, Preparedness

- a) Meets deadlines for assignments.
- b) Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
- c) Attends courses regularly for the full duration and/or reports to the field site regularly and punctually. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks. If (2) unexcused absences or three (3) “tardies” and/or early departures occur in the same class, the Student Concern Profile procedure may be initiated.

5) Academic Integrity

- a) Plagiarism- All submitted coursework must be the credential candidate’s own work and no one else, unless expressly permitted by the instructor.
- b) Examinations and Quizzes- Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person’s notes or other communication.
- c) Coursework- Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Student must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
- d) Lab, Clinical, and Field Work- Credential candidates may only submit the results of another student’s lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.
- e) TPA- Follows all the procedures established by the CTC in the preparation and submission of Teacher Performance Assessment cycles. Failure to follow CTC guidelines on “original work” in the TPA will lead to immediate dismissal from the Credential Program.

6) Maintain GPA

- a) Teacher Candidates must maintain a GPA of 3.0 (B) or better with no grade lower than a “C” and obtain a “Credit” grade in the courses graded Credit/No Credit).

7) Pass Assignments and Exams

- a) Teacher Candidates must pass all course assignments and exams with at least a “C”. Courses below a C will need to be retaken.

8) Monitoring of Credential Candidates Dispositions

- a) It is the duty of all program faculty and cooperating teachers to monitor the dispositions of candidates in the credential programs. A review of all credential candidates, including dispositions, current GPA and professional conduct in classes and/or in fieldwork will be conducted by the program coordinator at the end of each semester.
- b) When a faculty member comes aware of behaviors that may imperil a candidate's success in the program, he/she should use the Student Concern Profile and follow the steps below. Careful documentation should support the use of this form. Documentation should include dates of absences, “tardies,” and/or early departure from class and anecdotal information which support the instructor’s concern.

Procedures for Use of the Fieldwork Improvement Plan Form (while completing fieldwork)

- 1) The University Supervisor notes specific areas of needed growth based on the TPEs, with explanation/examples. For each area of growth, list specific expectations for the Teacher Candidate, with support to be provided by the Cooperating Teacher and the University Supervisor. Include dates for when these expectations are to be met.
- 2) The University Supervisor discusses this form with the Teacher Candidate and Cooperating Teacher. Sign the form to verify this meeting. Email response may also be used to verify communication. Provide a copy of the Improvement Plan to Program Coordinator and Field Services Coordinator.
- 3) The University Supervisor follows up to check that expected performance goals were met. Communicates update to the Program Coordinator and Field Services Coordinator.
- 4) If the goals are not met, the Teacher Candidate may be dismissed from the fieldwork placement and may not be given credit. The Program Coordinator communicates to the student- Automatic recommendation for dismissal from program (via email or phone call). Teacher Candidate immediately stops attending the school site once notified. Program Coordinator will submit an automatic recommendation for dismissal letter to the Selection and Review Committee to determine the candidate's program retention or dismissal.

Find the Fieldwork Improvement Plan Form in [Appendix G](#) section further down below.

Automatic Recommendation for Dismissal from the Credential Program

The Program Coordinator will recommend to the Department Selection and Review Committee that a credential candidate be dismissed from the program:

- 1) For lack of professional conduct in coursework, fieldwork, or in the community.
- 2) For lack of academic progress under any one of the following circumstances:
 - a. The candidate receives a second "C" in any program course after being on probation.
 - b. The candidate receives a "D" or "F" in any program course.
 - c. The candidate maintains a grade point average below 3.0 in program courses.
 - d. The candidate receives a "No Credit" in any fieldwork placement.
- 3) For lack of regular and punctual attendance under any one of the following circumstances:
 - a. The candidate continues to be "tardy" to or leave early from the class or field site and does not maintain punctuality after being warned.
 - b. The candidate has more than a total of five unexcused class absences in one semester across all the courses.
- 4) If the school administrator, cooperating teacher, or university supervisor recommends that the candidate be removed from the classroom of assignment for fieldwork due to breach of (department or district) standards of conduct.

***Credential candidates who are dismissed from fieldwork prior to census day must dis-enroll from all fieldwork courses.** After census date, the Program Coordinator may determine if the candidate may remain in program courses or immediately stop attending all courses.

Candidate Dismissal from Program

The candidate will be notified regarding dismissal from the program via email or letter that he/she is being recommended for dismissal from the credential program.

If a candidate wishes to dispute the decision, he/she should complete a Selection and Review petition form within ten business days after receiving the dismissal notice and submit it to the Department of Teacher Education.

Mandatory Reporting of Child Abuse and Neglect

The California Child Abuse and Neglect Reporting Act, California Penal Code §§ 11164-11174.3 (CANRA), identifies certain groups of employees as “Mandated Reporters” of child abuse and also imposes various obligations on and extends certain protections to those Mandated Reporters as well as their employees. As a covered employer, the California State University (CSU) is required to comply with the Act. Executive Order 1083 (Revised July 21, 2017) provides additional guidance for employees that are identified as Mandatory Reporters.

Apart from the legal obligations the Act imposes, it is the policy of the CSU System to strongly encourage all other members of the CSU community who are not designated under the Act, to report child abuse and neglect occurring on the CSU premises or at an official activity of, or program conducted by, the CSU.

As a designated Mandated Reporter, whenever you, in your professional capacity or within the course of your employment, have knowledge of or reasonably suspect child abuse or neglect has occurred, you must personally report the incident. It is the individual employee’s legal obligation to report, not the CSU’s.

Additional Requirements and Responsibilities

The following information is provided to help Teacher Candidates understand program policies and procedures.

1) Transportation

Students are responsible to secure transportation to and from their assigned fieldwork school site.

2) Special Accommodations

Should students require any accommodations related to medical issues or disability during their fieldwork experience, students are responsible for notifying Disability Services and the Office of Field Services in a timely manner.

3) Mandated Work Hours/Days for Teacher Candidates

Teacher Candidates follow the same schedule as their assigned Cooperating Teacher or employment position and the public school calendar. All candidates must report to the school site each day that is a teacher workday during the sixteen-week placement.

During the sixteen weeks, candidates report to the school site NO LATER than the time that teachers must be on site and stay on site AT LEAST until the time when teachers can leave the school. However, in many cases the Teacher Candidate WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.

a) If the student teacher becomes ill (or is absent):

All missed days must be made up towards the end of the fieldwork placement. The fieldwork dates provided by the Office of Field Services incorporates extra days for teacher candidates to make up any missed time, if needed.

- i. **Illness While at School Site**– If the Teacher Candidate (TC) becomes ill or for other reasons is unable to student teach, the TC must inform the Cooperating Teacher and any other person designated by the principal **before departing from the school grounds**. The University Supervisor should also be notified of the absence later that same day or at the next scheduled observation.
- ii. **Illness Prior to Going to School Site** – The Teacher Candidate must call the Cooperating Teacher at home or at work to inform them that the ST will not be coming in that day. The University Supervisor should also be notified of the absence later that same day or at the next scheduled observation.

4) Activities

- a) **Permission** - The student teacher should always get the Cooperating Teacher's approval prior to presenting a lesson or doing any other activity.
- b) **Meeting and Other School Activities** - The Student Teacher is required to attend all faculty meetings and school functions (such as open house, etc.). If these functions conflict with the times for required courses, the Student Teacher should contact the instructor teaching the class as well as the Cooperating Teacher for suggestions on how to resolve the conflict.

c) **Engagement**

- i. Gain as much knowledge and experience as possible.
- ii. Talk with the school nurse, psychologist, and principal.
- iii. Observe selected activities in which the administrators, teachers, children, and parents participate.
- iv. Attend in-service sessions, meetings, and parent-teacher conferences (with permission).
- v. Observe and participate in the many teacher activities as soon as possible (before and after school, at recess and lunch time, on field trips).
- vi. Serve on recess, lunch, and bus duty when the cooperating teacher is scheduled to do so.

d) **Required Readings:**

- i. District policies and procedures
- ii. School policies & procedures
- iii. Student policies & procedures
- iv. Classroom and school site rules
- v. School and District Handbooks

e) **Special Meetings** - Student Teachers are required to attend all meetings called by the University Supervisor, Cooperating Teacher, and/or school site administrators.

Policy for Substitute Teaching while completing Fieldwork

A Teacher Candidate who has a substitute teaching credential that authorizes the holder to substitute teach in the district to which they are assigned to may substitute **ONLY FOR THE COOPERATING TEACHER if the following conditions are met:**

- a) The student has a valid substitute teaching credential that authorizes her/him to substitute in that classroom and district.
- b) The student can only substitute for the cooperating teacher – and not for any other teacher in the school or district.
- c) The university supervisor and cooperating teacher must agree that this student is ready and capable of assuming responsibility for this class.
- d) The university supervisor will be informed at the earliest convenient time that the student is substituting for the cooperating teacher on that day.
- e) The student volunteers to substitute and is not compelled or coerced by the cooperating teacher, principal or University supervisor. If she/he refuses to substitute, no adverse action will be taken against her/him by any party.
- f) The site principal agrees to assign a credentialed person

Teacher Candidates who are on vacation or holiday break from their fieldwork placement may substitute in any school. It is their time.

Letters of Recommendation

The Teacher Candidate should request letters from the Cooperating Teacher, University Supervisor and the site administrator (if possible). Before asking the site administrator to write a letter, the TC should invite the site administrator to observe a lesson. *Note, requests for observations and letters from principals should be made well in advance of the date (3-4 weeks).*

If the school has a curriculum person, the TC may wish to invite that person to observe and write a letter as well.

Lesson Plans

Lesson plans must be provided to the Cooperating Teacher and/or University Supervisor 48hr in advance.

- **For Cooperating Teacher** - Every lesson taught must be accompanied by a lesson plan until modified by the Cooperating Teacher and University Supervisor. The modifications will vary but some type of lesson plan will always be required. Interns are required to do block planning for each week
- **For University Supervisor** - The student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the University Supervisor.

Reflecting on Lesson Planning and Teaching

Prior to the Lesson:

- Did you check student's prior knowledge to determine appropriate starting places for instruction?
- Did you determine lesson objective in behavioral terms? (What will the students be able to do at the end of the lesson that they cannot do at the beginning?)
- Did you list all materials and resources needed for the lesson?
- Did you list estimated time frame for each part of lesson?
- Did you identify objectives, ideas and concepts for student learning?
- Did you integrate subject matter with other disciplines as appropriate?

Throughout the Lesson:

- Have you decided how to monitor (and adjust when necessary)?
- Did you plan on constant checks for understanding?
- How will you provide immediate, specific feedback?
- Are active participation techniques included throughout?
- Are the students actively engaged in the activities?
- Have you included instructional adaptations for English learners?
- Have you included instructional adaptations for students with special needs?
- Have you included instructional adaptations for gifted and talented students?

After Teaching a Lesson:

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- To what extent did the class or group as a whole achieve the academic learning objectives of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
- What will you do for the student(s) who did not achieve the academic learning goals?
- In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?
- What will you do for the English learners and the challenged students who did not achieve the academic learning goals?
- Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
- After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?

Intern Student Teachers: Should reflect on a weekly basis on how things are progressing in the classroom. The questions listed above may be used for reflection.

Part II – Cooperating Teacher’s Instructions

Introduction

We would like to take this opportunity thank you for your time and effort in working with our Teacher Candidates from the Education Specialist Credential Program at CSU, Stanislaus. We appreciate the critical role of the Cooperating Teacher in the teacher preparation process. Your Teacher Candidate (TC) –aka Student Teacher (ST), will be with you for **eight weeks** unless otherwise noted. The following information provided is to help you understand the requirements and responsibilities of being a Cooperating Teacher (CT). The timeline offered in the ESCP Co-Teaching Phase-In Schedule is a suggestion to help you and your TC; however, as each Teacher Candidate is different, please modify the timeline as necessary. All necessary forms can be found in the Appendix section or on our [Fieldwork Resources webpage](#). Your Teacher Candidate is in your classroom to learn about all parts of the teaching experience. Therefore, they should shadow you in all things that you do (yard duty, teacher meetings, student-study team meetings, etc.).

Your Teacher Candidate may be a substitute teacher **for your classroom only**, as long as they have the State-required credential that authorizes service in your district.

Each Teacher Candidate is assigned a University Supervisor who will serve as a liaison between you and the University. It is also his/her goal to help you and your Teacher Candidate have a productive learning experience. It is not necessary to limit discussions only to observation days. If it is helpful to you, the Supervisor will be more than happy to talk with you on the phone or set additional times and places to meet. Should you have serious doubts concerning the Teacher Candidate’s competence or professional behavior, you should contact the University Supervisor immediately rather than wait until later. Please feel free to telephone the supervisor or the Office of Field Services fieldservices@csustan.edu / 209-667-3045 at any time.

Additionally, the California Commission on Teaching Credentialing (CCTC) requires that all Cooperating Teachers submit verification for 10 hours of teacher preparation. Standard 3: Clinical Practice states: *The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content- specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.* The 10 hours required are provided by the Department and University Supervisor, through a Meet and Greet, two online modules/videos, TPA workshops and Triad meetings. Cooperating Teachers can also meet the 10hr requirement through other attended trainings provided by a district or school site. Further information is provided throughout the semester. Documentation for Standard 3 will only be required once. If there is no record on file of having completed 10 hours of teacher preparation, the Cooperating Teacher will be required to submit verification to the Office of Field Services.

ESCP Suggested Co-Teaching Phase-In Schedule (Appendix A)

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate as well as the Cooperating Teacher for the semester. Adherence to the schedule is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (ST, CT, US).

Teacher Performance Assessment (TPA)

Teacher Candidates will begin to participate in the pilot ESCP TPAs beginning Spring 2022. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Forms to Use

Cooperating Teachers are only required to complete the **Formative Assessments of Teacher Candidate (Appendix C)** and the **Summative Assessment of Teacher Candidate (Appendix D)** However, additional written feedback to the TC about their teaching is always encouraged. Cooperating Teachers may choose to use the same form used by the University Supervisor (Formal Observation [Appendix B](#)) to document lesson observations and provide further feedback.

Observations

The Cooperating Teacher is encouraged to make regular observations of the Teacher Candidate. The ST will benefit from:

- a) Acknowledgment of the strengths
- b) Encouragement to learn from mistakes
- c) Support for trying new strategies and techniques
- d) Prompt follow-up critiques
- e) Concise written comments on lesson plans

Teacher Candidate - Cooperating Teacher Conferences

- ***Orientation Conference*** - In the first week of placement, the Cooperating Teacher, Teacher Candidate and University Supervisor will have a conference. In this conference, the supervisor will explain the timelines and expectations for the fieldwork placement. At this point, suggested timelines for the fieldwork placement may be modified to accommodate school schedules or required state testing.
- ***Daily Conferences and Co-planning*** – The Cooperating Teacher and the Teacher Candidate need to have a daily conference to discuss the day's lessons and plan for the next day. We recommend that the Cooperating Teacher provide the Teacher Candidate with positive reinforcement and specific, constructive suggestions. The Teacher Candidate should have regular assignments and receive regular assistance.
- ***Formative Assessment of Teacher Candidate*** – The Cooperating Teacher should draft scores and supporting evidence for each 5D+ domain before the Triad meeting. Formative Assessment conferences at weeks 7 and 11 of the placement with the Cooperating Teacher, Teacher Candidate and University Supervisor are required to discuss the written form. A Growth Plan also needs to be completed with the Teacher Candidate and University Supervisor. This form should be shared with the University Supervisor and Teacher Candidate during a Triad meeting.
- ***Summative Assessment of Teacher Candidate***- A final evaluation conference is to be held at week 16 with the Cooperating Teacher, Teacher Candidate and University Supervisor to discuss the evaluation. Everyone must sign the form acknowledging that it was reviewed. This form should be shared with the University Supervisor and Teacher Candidate during a Triad meeting.
- ***Support Meetings with University Supervisor*** – There will be three (3) formal meetings with the University Supervisor and Cooperating Teacher to provide support, clarification, and shared responsibility for the Teacher Candidate: (Meet and Greet/Introduction meeting at week 1; Support meeting and review of formative evaluation at week 7; Support meeting and review of formative evaluation at week 11.) Each meeting may take approximately 20-30 minutes. These meetings are very important and could be scheduled right before an appropriate time for the Triad meeting. The Check Out meeting/Summative Evaluation meeting with the Teacher Candidate takes place at week 16.

The supervisor will meet with the Teacher Candidate about once every other week and complete a minimum of six formal observations. This may be increased as necessary. The supervisor will have a pre-conference with the Teacher Candidate just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the Teacher Candidate for a post-conference that should last from 15-30 minutes. The Cooperating Teacher may need to assume teaching duties immediately before and/or after the observation so the Teacher Candidate can meet with the supervisor.

Observation by Administrator and Letter of Recommendation

If the Teacher Candidate would like a formal observation conducted by the principal or other administrator, please assist them in making the necessary arrangements.



Part III- University Supervisors Instructions

ESCP Suggested Co-Teaching Phase-In Schedule ([Appendix A](#))

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate as well as the Cooperating Teacher for the semester. Adherence to the schedule is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (ST, CT, US).

Teacher Performance Assessment (TPA)

Teacher Candidates will begin to participate in the pilot ESCP TPAs beginning Spring 2022. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Forms to Use

- **Formal Lesson Observation Form ([Appendix B](#))** – to record formal lesson observations
- **Formative Assessment of Teacher Candidate ([Appendix C](#))** – for evaluation purposes
- **Summative Assessment of Teacher Candidate ([Appendix D](#))** – for evaluative purposes

Teacher Candidate - University Supervisor Conferences

- **Meeting with Site Administrator** – All supervisors should check in at the office prior to beginning conferences or observations. A supervisor should introduce him/herself to the principal, give him/her your contact information, invite him/her to collaborate in the supervision of the Teacher Candidate, and thank him/her for accepting the Teacher Candidate.
- **Orientation/Intro. Conference - In the first week of the placement, the supervisor must have a conference** with the Cooperating Teacher and Teacher Candidate. In this conference, the supervisor will explain to the Cooperating Teacher and Teacher Candidate the timelines and expectations for the fieldwork placement. At this time, the schedule from the Phase-In may be modified in order to accommodate the school schedule or state testing.
- **Formal Lesson Observations** – A supervisor must observe a **minimum of six (6) complete lessons (unless advised otherwise) and hold a conference with the Student Teacher after each of these lessons**. After each lesson, the Teacher Candidate must sign the form that records the visits and observations by the supervisor.
- **Formative Assessment of Teacher Candidate and Triad Meetings** - The supervisor is to must hold a formal conference with the Cooperating Teacher and Teacher Candidate at weeks 7 and 11 of the placement to discuss the written form. This form is to be turned in to the supervisor immediately upon completion. The supervisor keeps the original and gives copies to the Teacher Candidate and Cooperating Teacher for inclusion in his/her portfolio.
- **Summative Assessment of Teacher Candidate** - The supervisor holds a formal final evaluation conference with the Teacher Candidate and Cooperating Teacher in week 16 to discuss this evaluation. All parties must sign the form. The master form is kept for the university and copies are given to the Teacher Candidate and Cooperating Teacher.
- ❖ **Interns** - will not have a Cooperating Teacher but will have a school-assigned intern support provider or a mentor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the University Supervisor in consultation with the mentor/buddy teacher and the site principal. For Interns: the supervisor should make regular contact with the intern support provider or mentor teacher and the site administrator and invite them to this conference. Please refer to the intern handbook for more information.

Observation by Administrator and Letter of Recommendation

If the Teacher Candidate would like a formal observation conducted by the school principal or other administrator, your assistance in making these arrangements would be appreciated.

Formal Observations Requirements and Etiquette

- **Pre- and Post-Conference** – University Supervisors must follow the pre-conference - observation – post-conference format. Supervisors must give the Teacher Candidate a written copy of the observation critique. Notes on each lesson are to be original and specific to that lesson (no photocopied forms are allowed). After each observation, use the wondering stems and prompts on the observation form to having a coaching conversation, rather than an evaluative critique. Supervisors must communicate the Student Teacher’s strengths, what they are on the “verge of” and provide specific written evidence, using language from the 5D+ rubric. Plan specific “Next Steps” that can be immediately implemented (rather than “work on increasing student engagement”). A more specific next step could be, (“Use pair share with a talk stem for two minutes, and regain their attention using the 1, 2, 3 eyes on me. Then pull sticks to call on students.”) Follow up on previous “Next steps.”
- **Pre-Conference** – may be conducted via email or other digital format (for example, the Teacher Candidate can email the lesson plan to the supervisor who reviews it and gives feedback) or synchronously using the telephone or an app. An observation should be rescheduled if the pre-conference was not able to take place.
- **Full Lesson** – In order to be able to accurately evaluate a lesson, it is imperative that the Teacher Candidate be observed for the whole lesson.
- **Observations** – are to be scheduled in advance, with at least 48-hour notice. Vary the time and subject but follow the classroom schedule.
- **Follow Through** – Supervisors are to adhere to the scheduled observation time. This is a matter of respect. If the Teacher Candidate is expecting the supervisor on a certain day and time for an observation, the supervisor should adhere to this schedule unless there is an emergency. In case of emergency, the supervisor must notify the Teacher Candidate and Cooperating Teacher.
- **Additional Observations** – Supervisors may conduct additional observations as many as needed.
- **Signatures** – All triad members must sign and date the Record of Fieldwork Evaluations & Observations ([Appendix F](#)) and any other signature sections available.
- **Formal Lesson Observation Form ([Appendix B](#))** - A Formal Lesson Observation Form should be complete for each observation. This form should document the Teacher Candidate’s progress. All of these forms must be submitted to the Office of Field Services when the fieldwork placement is completed.
- **Record of Fieldwork Evaluations and Observations**
It is very important that this form (aka signature log) be maintained accurately. It should document each visit and observation with the Teacher Candidate and Cooperating Teacher. This form is to be submitted to the Office of Field Services at the end of the semester.

Submission of Documentation for Final Evaluation

At the end of the fieldwork placement, University Supervisors are responsible for submitting the following documentation to the Office of Field Services for each Teacher Candidate via email to fieldservices@csustan.edu

- a) **Record of Fieldwork Evaluations and Observations**
- b) **Six (6) Formal Lesson Observations**
- c) **Formative Assessment of Teacher Candidate (Week 7)**
- d) **Formative Assessment of Teacher Candidate (Week 11)**
- e) **Summative Assessment of Teacher Candidate (Week 16)**
- f) **Individual (Induction) Development Plan - IDP**

Weekly Observation Guidelines

Pre-Conference - Format may alternate between:

- Individual pre-conference (meeting prior to observation; may be conducted via telephone or online).
- The Teacher Candidate sets the stage for the University Supervisor by:
 - a) Showing, explaining lesson plan (including objectives, instructional strategies, practice).
 - b) Advising the supervisor of specific areas where attention might be directed during the observation.
 - c) Informing the supervisor of any specific circumstances of which he/she should be aware in order to observe in a manner that will be helpful.
- The Teacher Candidate has the opportunity to obtain feedback on questions prior to teaching the lesson.
- The Supervisor has the opportunity to discuss the upcoming observation with the Teacher Candidate.

Observation of Classroom Lessons

Generally, each observation should be of one full lesson. However, for very long lessons, the observation may be terminated after about one hour if the supervisor feels that he/she has adequate information for the post-conference. This needs to be accompanied by a detailed lesson plan.

Formal lesson observations should be evenly distributed over the sixteen weeks of the placement and should adhere as much as possible to the schedule listed in the Phase-In Schedule. Modifications may be made to accommodate for mandated state testing. **Only under special circumstances should two formal observations be conducted in one week; and two formal observations are never to be conducted in the same day.** If there is a special circumstance that warrants doing multiple observations in the same week, contact the Coordinator of the Multiple Subject Credential Program **prior to doing the observations**. Use the Record of Fieldwork Evaluations and Observations form to record the observation.

Post-Conference (on day of lesson or immediately thereafter)

- Individual post-conferences are required; the time will vary according to need and circumstance **but should last 15-30 minutes**
- It is best to hold the post-conference on the day of the observation (when the lesson is fresh on everyone's mind) but may be held on a subsequent day (if this is the only viable option).
- Discuss the data collected by the supervisor: evidence of TPEs using 5D+ rubric language; ST's strengths; what the ST is "on the verge of" based on the 5D+ rubric subdomain descriptions; specific "Next Steps".
- Discuss the 5D+ Framework Guiding Questions as needed.
- Establish goals for future observations.

Note: University Supervisors may combine other forms of conferencing and observation with the above procedures.

Guidelines for the Post-Conference

- To help the Teacher Candidate realize their full potential, make clear the standard of performance; this enables the student to learn the supervisor's preferences in quality, quantity, and methods of work and to understand the supervisor's reasons.
- To give the students a clear picture of their progress with emphasis on strengths as well as weaknesses, write comments on the lesson plans.
- Discuss plans for improvement and suggest projects that better utilize the student's strengths.
- Build strong, personal relationships in which both are willing to talk frankly.
- Eliminate or reduce anxiety (anticipate some curiosity, tension or anxiety; be prepared to reduce it).

Conference Atmosphere

- The Supervisor must arrange time for the conference and recognize that it is highly important. Thus, while the duration of the conference may vary according to needs, **most conferences should last from 15 to 30 minutes**.
- Place primary interest upon the development and growth of the Teacher Candidate. The Teacher Candidate must feel that the activity is a constructive, collaborative one.
- Leave the impression that your evaluation is formative and is not unalterable or permanent.
- Listen attentively as well as politely. Avoid domination or cross-examination.
- Encourage the Teacher Candidate to do some self-evaluation of the lesson first, by asking what they would do again in teaching the lesson and what they would do differently the next time the lesson is taught.
- Make this a two-way conference. Have the Teacher Candidate list any questions that need to be answered.

Closing the Conference

- Review the points made in the conference. Encourage the Teacher Candidate to summarize or put them in their own words.
- Reassure the Teacher Candidate of your interest in their progress.
- Close when you both have a feeling of satisfaction about the results obtained.
- Go over the observation form with the Teacher Candidate.

Who Evaluates

The Cooperating Teacher, the University Supervisor, the school site Administrator and the Teacher Candidate all have equal voices in the evaluation process, which should be the culmination of a professional collaboration.

Evaluation and Credit for Teacher Candidates– Including Employed Teacher Candidates

Candidates will be evaluated on a minimum of six (6) formal lesson observations, two (2) formative assessments and one (1) summative assessment.

Assessment Rubric		
Formal Observation Records	If the candidate receives more than two scores of 1-1.5 for two formal observations.	* University Supervisor must fill out a fieldwork improvement plan.
Formative Assessment: Week 7	If the candidate receives less than 70% scores of 2.	Placed on probation – * Fill out a fieldwork improvement plan. Academic Probation
Formative Assessment: Week 11	If the candidate receives less than 80% scores of 2.	No Credit for EDMS 4190 and EDMS 4191. Dismissed from program.
Summative Assessment: Week 16	If the candidate receives less than 90% scores of 2.	No Credit for EDMS 4191. Dismissed from Program.

Syllabus for EDSE 4815 (M/M Support Needs Credentials)

EDSE 4815: Fieldwork Practicum I (3 Units)

I. Course Description

This practicum is designed to provide field experience for candidates for the Education Specialist Credential program. While enrolled in this eight-week first Fieldwork Practicum, students will participate in fieldwork experience under the supervision of a mentor teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this first experience in Fieldwork Practicum, candidates begin to teach subjects during the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the mentor teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the mentor teacher and University supervisor.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements

- a) Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
- b) Develop a collaborative relationship with the mentor teacher and University supervisor.
- c) Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
- d) Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
- e) Attend meetings required of the mentor teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
- f) Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of TC** form.

IV. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all Teacher Performance Expectations specified on the **Summative Assessment of TC** form. The University Supervisor and the mentor teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least four visits and three formal observations and one summative observation during these first eight weeks of Fieldwork Practicum. At the second week of this first placement, the mentor teacher in collaboration with the University supervisor shall complete the **Formative Assessment of TC** form. Students will gather all materials needed to complete Fieldwork Practicum binder.

V. Course Objectives

Candidates will practice all TPEs during this placement.

Teacher Candidates will:

- TPE 1: Engage and Support All Students in Learning
- TPE 2: Create and Maintain Effective Environments for Student Learning
- TPE 3: Understand and Organize Subject Matter for Student Learning
- TPE 4: Plan Instruction and Design Learning Experiences for All Students
- TPE 5: Assess Student Learning
- TPE 6: Develop as a Professional Educator

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned.

The fieldwork assignment will be for eight weeks (the first eight weeks of the semester).

Syllabus for 4816 (M/M Support Needs Credential)

EDSE 4816: Fieldwork Practicum II (3 Units)

I. Course Description

This practicum is designed to provide field experience for candidates for the Education Specialist Credential program and is a continuation of EDSE 4815 Fieldwork Practicum I. While enrolled in this eight-week second practicum, students will participate in fieldwork experience under the supervision of a mentor teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this second experience in Fieldwork Practicum, candidates begin to teach other subjects in addition to what was completed during the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the mentor teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the mentor teacher and University supervisor.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements

- a) Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
- b) Develop a collaborative relationship with the mentor teacher and University supervisor.
- c) Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
- d) Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
- e) Attend meetings required of the mentor teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
- f) Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of TC** form.

IV. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all Teacher Performance Expectations specified on the **Summative Assessment of TC** form. The University supervisor and the mentor teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least four visits and three formal observations and one summative observation during these second eight weeks of Fieldwork Practicum. At the second week of this second placement, the mentor teacher in collaboration with the University supervisor shall complete the **Formative Assessment of TC** form. Students will gather all materials needed to complete Fieldwork Practicum binder.

V. Course Objectives

Candidates will practice all TPEs during this placement.

Teacher Candidates will:

- TPE 1: Engage and Support All Students in Learning
- TPE 2: Create and Maintain Effective Environments for Student Learning
- TPE 3: Understand and Organize Subject Matter for Student Learning
- TPE 4: Plan Instruction and Design Learning Experiences for All Students
- TPE 5: Assess Student Learning
- TPE 6: Develop as a Professional Educator

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned.

The fieldwork assignment will be for eight weeks (the second eight weeks of the semester).

Syllabus for EDSE 4915 (Extensive Support Needs Credential)

EDSE 4915: Fieldwork Practicum I (3 Units)

I. Course Description

This practicum is designed to provide field experience for candidates for the Education Specialist Credential program. While enrolled in this eight-week first Fieldwork Practicum, students will participate in fieldwork experience under the supervision of a mentor teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this first experience in Fieldwork Practicum, candidates begin to teach subjects during the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the mentor teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the mentor teacher and University supervisor.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements

- a) Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
- b) Develop a collaborative relationship with the mentor teacher and University supervisor.
- c) Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
- d) Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
- e) Attend meetings required of the mentor teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
- f) Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of TC** form.

IV. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all Teacher Performance Expectations specified on the **Summative Assessment of TC** form. The University supervisor and the mentor teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least four visits and three formal observations and one summative observation during these first eight weeks of Fieldwork Practicum. At the second week of this first placement, the mentor teacher in collaboration with the University supervisor shall complete the **Formative Assessment of TC** form. Students will gather all materials needed to complete Fieldwork Practicum binder.

V. Course Objectives

Candidates will practice all TPEs during this placement.

Teacher Candidates will:

- TPE 1: Engage and Support All Students in Learning
- TPE 2: Create and Maintain Effective Environments for Student Learning
- TPE 3: Understand and Organize Subject Matter for Student Learning
- TPE 4: Plan Instruction and Design Learning Experiences for All Students
- TPE 5: Assess Student Learning
- TPE 6: Develop as a Professional Educator

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned.

The fieldwork assignment will be for eight weeks (the first eight weeks of the semester).

Syllabus for EDSE 4916 (Extensive Support Needs Credential)

EDSE 4916: Fieldwork Practicum II (3 Units)

I. Course Description

This practicum is designed to provide field experience for candidates for the Education Specialist Credential program and is a continuation of EDSE 4915 Fieldwork Practicum I. While enrolled in this eight-week second practicum, students will participate in fieldwork experience under the supervision of a mentor teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this second experience in Fieldwork Practicum, candidates begin to teach other subjects in addition to what was completed during the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the mentor teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the mentor teacher and University supervisor.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements

- a) Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
- b) Develop a collaborative relationship with the mentor teacher and University supervisor.
- c) Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
- d) Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
- e) Attend meetings required of the mentor teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
- f) Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of TC** form.

IV. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all Teacher Performance Expectations specified on the **Summative Assessment of TC** form. The University supervisor and the mentor teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least four visits and three formal observations and one summative observation during these second eight weeks of Fieldwork Practicum. At the second week of this second placement, the mentor teacher in collaboration with the University supervisor shall complete the **Formative Assessment of TC** form. Students will gather all materials needed to complete Fieldwork Practicum binder.

V. Course Objectives

Candidates will practice all TPEs during this placement.

Teacher Candidates will:

- TPE 1: Engage and Support All Students in Learning
- TPE 2: Create and Maintain Effective Environments for Student Learning
- TPE 3: Understand and Organize Subject Matter for Student Learning
- TPE 4: Plan Instruction and Design Learning Experiences for All Students
- TPE 5: Assess Student Learning
- TPE 6: Develop as a Professional Educator

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned.

The fieldwork assignment will be for eight weeks (the second eight weeks of the semester).

Appendix

[Appendix A](#)

ESCP Suggested Co-Teaching Phase-In Schedule

*This document provides a synopsis of the roles and responsibilities of the Student Teacher (ST) as well as the Cooperating Teacher (CT) for the semester. Adherence to the information outlined below is very important to the success of the program. During this pandemic, teaching will look and feel very different. Work together to see how you can all support each other. **Formal Observations are completed by the University Supervisor (US).** Formative and Summative evaluations are drafted by the CT, then reviewed at the Triad Meetings. Here is the website for forms and more information: <https://www.csustan.edu/teacher-education/student-teaching/university-supervisors>*

***ST Boot Camp pertains to STs in Ceres and Turlock districts only.**

Week	Cooperating Teacher (CT) Roles	Student Teacher (ST) Roles	Suggested Co-Teaching Strategies	5D+ Focus for Instructional Growth	Time Together CT & ST	Time Together US & ST
Weeks 1-2 *ST Boot Camp (Ceres and Turlock Districts only.) Triad Intro Meeting Formal Obs.#1	<p>Instructional lead during all lessons. Try using the suggested co-teaching strategies as the lead teacher. Communicate with students' families to welcome the Student Teacher. Set a co-planning time (ex. Tuesdays from 3:00 - 4:00).</p> <p><i>Below you will find two online modules that go over fieldwork information in more detail. These trainings are optional and not required but can be counted towards the 10hrs of training that CTs are required to complete.</i></p> <p>» Level 1 Training</p> <p>» Level 2 Training</p> <p><i>The CT 10hr form is due towards the end of the semester to allow CTs to participate in triad meetings and available workshops throughout the semester. Field Services will send an email with the link to the form once it gets closer to submitting.</i></p>	<p>Observe and get acquainted with the Learning Management System, virtual classroom, CT, and students. Take notes and ask questions regarding classroom policies and procedure. Send an introduction letter home to the parents. Understand daily schedule. Work on general classroom management in a virtual environment.</p>	<p>CT and ST Watch the One Teach/One Assist & One Teach/One Observe videos</p> <p>Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Classroom Environment and Culture</p> <p>CEC1- Classroom arrangement and resources CEC2- Learning routines CEC3- Use of learning time</p>	<p>(1 hour weekly) Discuss observations and procedures Explain regular lesson planning sessions, coaching, and feedback. Decide on "hours of operation" and classroom duties</p> <p>Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. What does it look like in a virtual setting or face-to-face setting</p> <p>https://content.blackboard.com/virtual-teaching-academy</p>	<p>Schedule a ZOOM Triad Intro Meeting to review co-teaching structures, forms, and virtual schedule. Let everyone know that you are all there to support each other.</p> <p>Schedule Formal Observation #1. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson (either live or GoReact). Schedule a post-observation conference with ST immediately afterwards if live- or after you've completed feedback from video. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p>
Weeks 3-4 Formal Obs.#2	<p>Continue co-planning time each week. Focus on 5D+ Classroom Environment and Culture</p> <p>Provide guidance and support in the planning of Universal Access (U.A.)/ Small group (Supplemental or Differentiation) Actively observe and provide feedback using instructional rationale/decision making to the ST.</p>	<p>Take notes regarding classroom policies and procedure. Take notes on small group observations. Understand students' individualized needs (IEP's, 504, Language etc.). Understand the students' academic needs through data analysis</p>	<p>One Teach/One Assist One Teach/One Observe</p>	<p>5D+ Domain: Classroom Environment and Culture</p> <p>CEC4- Student status CEC5- Norms for learning</p>	<p>(1 hour weekly) One content area Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons</p> <p>Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture.</p>	<p>Schedule Formal Observation #2. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24</p>

	<p>*CT leads core instruction and Universal Access/Small group plan. Provide necessary resources (unit, curriculum, materials, strategies, etc.) Prepare to help facilitate the release of 1 content area.</p>	<p>Assume more duties (taking attendance, morning routines, etc...) Take over the co-planning and co-teaching for 1 content area.</p>			<p>Start thinking about TPA Cycle 1 https://pearsononline.webex.com/recording/service/sites/pearsononline/recording/f6b75a670bad4749b157e2b0a5ed9c04</p>	<p>hours.</p>
<p>Weeks 5-6</p> <p>Formal Obs.#3</p>	<p>Continue co-planning time each week. Focus on 5D+ Purpose. *CT leads core instruction and supports with small group instructional plan. Provide guidance and support in the planning of the small group instruction. Co-teach whole class lessons as lead and support; CT provides lesson plans. Actively observe and provide feedback during small group instruction. Prepare to help facilitate the <u>release of 2 content areas.</u></p> <p>CT drafts scores and comments for FORMATIVE EVALUATION 1 before meeting with US.</p>	<p>Lead small group lesson planning and instruction with support from CT. Plan for Must Do/ May Do Assume more duties Take over the lead in co-planning and co-teaching for 2 content areas. (25%)</p> <p>Identify one or two subdomains of the 5D+ Rubric to focus growth.</p>	<p>One Teach/One Assist One Teach/One Observe Watch Videos: Station Teaching Supplemental or Differentiated Teaching Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Purpose P1- Learning targets connected to standards P2- Lessons connected to previous and future lessons, broader purpose and transferable skill P3- Design of performance task P4- Communication of learning target(s) P5- Success criteria</p>	<p>(1 hour weekly) Two content areas Co-plan U.A. lesson/ Must Do/ May Do Explain formative assessment during small group and planning lessons with clear learning targets. Determine how you will co-teach lessons. Discuss feedback and instructional improvement goals.</p> <p>Discuss 5D+ Framework Guiding Questions for Purpose. What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule CT and US Support meeting (30 min.) zoom. Review Formative Evaluation and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss ST's specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST's continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can <u>then meet as Triad</u> to review Formative 1 and write the Growth Plan. US collects signed copy. Email copy to ST and CT. US submits Formative 1 to Field Services.</p>
<p>Weeks 7-8</p> <p>CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)</p>	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement. Follow-up on the Formative 1 Growth Plan. Allow ST to completely lead small group instruction Provide all necessary resources Evaluate small group lesson plans for ST and provide feedback. Actively observe and provide feedback during small group instruction Co-teach whole class lessons with support from ST, using appropriate/suggested structures. Prepare to help facilitate the release of 3rd content area.</p>	<p>Assume more duties Continue to lead the co-planning and co-teaching for 2-3 content areas. Submit lesson outlines to CT as requested. By the end of week 8, take the lead in co-planning and co-teaching for 3 content areas. (50%)</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching *ST begins to take the lead in Parallel Teaching based upon co-planned lesson. Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Student Engagement SE1- Quality of questioning SE2- Ownership of learning</p>	<p>(1 hour weekly) Two or Three Content Areas Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons</p> <p>Discuss 5D+ Framework Guiding Questions for Student Engagement What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule Formal Observation #3. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form.</p> <p>Follow-up on the Formative 1 Growth Plan.</p> <p>Email ST and CT the Obs. Form within 24 hours.</p>
<p>Weeks 9-10</p> <p>Formal Obs.#4</p>	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement. CT takes over the small group teaching, and takes on more of the "support" role in co-teaching. Actively observe and provide feedback during whole group instruction. Continue to step in/correct if needed. CT may act as a support during the ST lead teaching experiences</p>	<p>Lead teacher for three content areas (50%). Lead the co-planning for these content areas, by <u>sharing your rationale with CT</u> and preparing the materials. Lesson outlines should be provided to the CT as requested. You will need to take more time to plan and prepare lessons. Do this planning throughout the week so you can get feedback from your</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson</p>	<p>5D+ Domain: Student Engagement SE3- Capitalizing on students' strengths SE4- Opportunity and support for participation and meaning making SE5- Student talk</p>	<p>(1 hour weekly) Three Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements</p> <p>Discuss 5D+ Framework Guiding Questions for Student Engagement</p> <p>Start thinking about TPA Cycle 2 https://pearsononline.webex.com/r</p>	<p>Schedule Formal Observation #4. Conduct preconference in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form. Email ST the Obs. Form within 24 hours.</p> <p>Schedule CT and US Support meeting (30 min.) zoom. Review Formative Evaluation 2 and collaboratively determine if ST receives</p>

	<p>(ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)</p> <p>CT drafts FORMATIVE EVALUATION 2 before meeting with US.</p>	CT, and not at the last minute/all over the weekend.			ecordingservice/sites/pearsononline/recording/540b0a6478a441119f96d85033217f50	<p>credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss ST's specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST's continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can <u>then meet as Triad</u> to review Formative 2 and write the Growth Plan.</p> <p>US collects signed copy. Email copy to ST and CT.</p> <p>US submits Formative 2 to Field Services.</p>
<p>Weeks 11-12</p> <p>Formal Obs.#5</p> <p>CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)</p>	<p>Continue co-planning time each week. Focus on 5D+ Curriculum and Pedagogy (Dig into effective teaching approaches for different content areas)</p> <p>Follow-up on the Formative 2 Growth Plan.</p> <p>Assumes/ prepares to release U.A./ Small group.</p> <p>Actively observe and provide feedback during whole group instruction.</p> <p>Determine which lessons will be co-taught with the ST as the lead.</p> <p>Prepare to help facilitate the release of 4th content area.</p> <p>CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)</p>	<p>Lead teacher for four content areas (75%) with support/approval from CT. Think about what you've learned in methods courses. Don't be afraid to try something different or creative.</p> <p>Lead the co-planning for these content areas, by <u>sharing your rationale with CT</u> and preparing the materials.</p> <p>Lesson outlines may be provided to the CT as requested.</p> <p>Seek feedback and support on instructional practices.</p> <p><i>You will need to take more time to plan and prepare lessons.</i> Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.</p>	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson	<p>5D+ Domain: Curriculum and Pedagogy</p> <p>CP1- Alignment of instructional materials and tasks</p> <p>CP2- Teacher knowledge of content</p> <p>CP3- Discipline specific teaching approaches</p> <p>CP4- Differentiated instruction for students</p> <p>CP5- Use of scaffolds</p>	<p>(1 hour weekly) Four Content Areas</p> <p>Co-plan U.A. lesson/ Must Do May Do</p> <p>Determine co-taught lessons</p> <p>Discuss feedback and Instructional improvements</p> <p>Discuss interventions and alternative assignments</p> <p>Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy</p> <p>What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule Formal Observation #5. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.)</p> <p>Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p>
<p>Weeks 13-14</p> <p>Formal Obs.#6</p> <p>** Additional formal observations may be scheduled as needed.</p>	<p>Continue co-planning time each week. Focus on 5D+ Assessment</p> <p>Release U.A./ Small group instruction</p> <p>Actively observe and provide feedback during whole group instruction,</p> <p>CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or During supplemental teaching, the CT may take the small group)</p> <p>Provide daily feedback on ST's instruction.</p>	<p>Lead teacher for all (100%) content areas.</p> <p>Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials.</p> <p>Lesson outlines may be provided to the CT as requested.</p> <p>Seek feedback and support on instructional practices.</p> <p><i>You will need to take more time to plan and prepare lessons.</i> Do this planning throughout the week so you can get feedback from your CT, and not at the last</p>	ST is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching , Station Teaching	<p>5D+ Domain: Assessment for Student Learning</p> <p>A1- Student self-assessment</p> <p>A2- Student use of formative assessments over time</p> <p>A3- Quality of formative assessment methods</p> <p>A4- Teacher use of formative assessments</p> <p>A5- Collection systems for formative assessment data</p>	<p>(1 hour weekly) All Content Areas</p> <p>Co-plan U.A. lesson/ Must Do May Do</p> <p>Determine co-taught lessons</p> <p>Discuss feedback and Instructional improvements</p> <p>Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning.</p> <p>What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule Formal Observation #6. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.)</p> <p>Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p> <p>**Discuss the need for more observations to target necessary skills.</p>

		minute/all over the weekend. Assume full day teaching.				
Weeks 15-16 SUMMATIVE EVALUATION Week 16- Check-out Meeting (Triad)	<p>Continue co-planning time each week. Focus on 5D+ area that is most needed.</p> <p>CT takes on more of the “support” role in co-teaching experiences.</p> <p>Provide daily feedback on ST’s instruction.</p> <p>CT may leave the classroom for selected periods throughout the day to give ST a “solo” experience. But this is optional.</p> <p>CT drafts SUMMATIVE EVALUATION before the Checkout meeting.</p> <p>CT marks current progress of ST along the trajectory of each subdomain on the 5D+ rubric. Give the ST a copy of the marked 5D+ Rubric.</p> <p>(This will help the ST write the Growth Plan for Induction.)</p>	<p>Lead teacher for all (100%) content areas.</p> <p>Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested.</p> <p><i>You will need to take more time to plan and prepare lessons.</i> Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.</p> <p>Seek feedback and support on instructional practices. Assume full day teaching.</p> <p>Write your Growth Plan for Induction in preparation for the check-out meeting. Refer to the marked copy of the 5D+ Rubric completed by your CT.</p>	<p>ST is lead instructor, classroom manager, and is in charge of all planning. (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<p>5D+ Domain: (ST selects domain to focus, based on self-reflection and feedback from US; CT.)</p>	<p>(1 hour weekly) All Content Areas</p> <p>Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons</p> <p>Discuss feedback and Instructional improvements</p> <p>Discuss 5D+ Framework Guiding Questions for selected domain.</p>	<p>Schedule the Check-out Triad meeting with ST and CT.</p> <p>Make sure that your copies of all the observations and assessments are signed and dated.</p> <p>Review the 5D+ Summative Evaluation form and ST Growth Plan for Induction.</p> <p>Submit all the forms to Field Services. Post grade for ST (credit/no credit)</p>



California State University, Stanislaus

Department of Teacher Education

Appendix B

Formal Lesson Observation Record for Five Dimensions of Teaching and Learning

Observation #: Click here to enter Obs. #

Teacher Candidate: Click here to enter TC Name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

Cooperating Teacher: Click here to enter CT. **Date of Observation:** Click here to enter Date. **Time of Obs:** Click here to enter Time.

Subject/Activity: Click here to enter Subject/Activity.

Pre-conference – Objective for observation: Click here to enter Objective.

Please evaluate the Teacher Candidate (TC/ST) in each item:

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)	UJ Unable to Judge at this time (TC did not yet have the opportunity to demonstrate)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

Purpose (TPE: 1.3,1.5,1.7,2.5,3.1,3.3,3.4,3.6,4.2,4.3,4.4,4.7,4.8,5.7,6.1) - Evidence:			1 2 3 UJ	What can the Teacher Candidate do (strength-based)?
Student Engagement (TPE: 1.1,1.3,1.5,1.6,2.1,2.2,2.5,3.4,3.5,4.1,4.2,4.5,4.7,5.6,5.7,5.8) - Evidence:			1 2 3 UJ	
Curriculum & Pedagogy (TPE 1.4,1.5,1.6,1.7,2.5,3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,4.2,4.3,4.4,4.6,5.2,5.7,5.8,6.1) - Evidence:			1 2 3 UJ	What is the Teacher Candidate on the verge of doing?
Assessing for Stu. Learning (TPE: 1.5,1.8,3.2,3.3,3.4,4.1,4.3,4.4,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8) - Evidence:			1 2 3 UJ	
Classroom Environment & Culture (TPE 1.) –1.5,1.6,2.1,2.2,2.3,2.5,2.6,3.7,4.4,4.7,4.8,6.2) - Evidence:			1 2 3 UJ	Next Steps for Immediate Implementation:
Wondering Stems for Post-Conference Discussion: -How did you make decisions about...(who to call on, who to check in with) -What is your vision for...(how students should participate in...how students should show their understanding) -What did you learn from/about your students today when you.../when they...? -Talk me through...(your thinking about...your planning for...what you noticed when...)				



California State University, Stanislaus
Department of Teacher Education
Appendix C
1st Formative Assessment of Teacher Candidate

Teacher Candidate: [Click here to enter TC Name](#)

School: [Click here to enter School.](#)

Grade: [Click here to enter Date.](#)

To be completed at Week 5 for MSCP and Week 7 for ESCP of the Teacher Candidate Placement.

Cooperating Teacher and University Supervisor: Together please **evaluate** the Teacher Candidate in each item.

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)	UJ Unable to judge at this time (ST did not yet have opportunity to demonstrate)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL (Please indicate a level using the rubric above, based on the overall progress of student teacher. +/- may be added to the number)
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria learning (TPE 2.5, 3.3, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk thinking (TPE 1.5, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
	STRENGTHS: ON THE VERGE OF:	

Assessment for Student Learning	A1 Student self-assessment (TPE 1.5, 5.3, 5.5)	
	A2 Student use of formative assessment over time (TPE 3.4, 5.3)	
	A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)	
	A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)	
	A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)	
	STRENGTHS: ON THE VERGE OF:	
Classroom Environment & Culture	CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)	
	CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)	
	CEC3 Use of learning time (TPE 2.1, 2.6)	
	CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)	
	CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)	
	STRENGTHS: ON THE VERGE OF:	
Professional Collaboration & Communication	PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)	
	PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)	
	PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)	
	PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)	
	PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)	
	STRENGTHS: ON THE VERGE OF:	

TEACHER CANDIDATE GROWTH PLAN

Refer to the “On the Verge of” comments on previous pages.

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<u>I am on the verge of...</u> <u>To reach the next level I will...</u> <u>To help me succeed I need...</u>	<u>To help my student teacher reach the next level,</u> <u>I will...</u>	<u>To help my student teacher reach the next level, I</u> <u>will...</u>



California State University, Stanislaus
Department of Teacher Education
Appendix C
2nd Formative Assessment of Teacher Candidate

Teacher Candidate: Click here to enter TC Name.

School: Click here to enter School.

Grade: Click here to enter Date.

To be completed at Week 10 for MSCP and Week 11 for ESCP of the Teacher Candidate Placement.

Cooperating Teacher and University Supervisor: Together please evaluate the Teacher Candidate in each item.

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)	UJ Unable to judge at this time (ST did not yet have opportunity to demonstrate)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL (Please indicate a level using the rubric above, based on the overall progress of student teacher. +/- may be added to the number)
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria learning (TPE 2.5, 3.3, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk thinking (TPE 1.5, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
	STRENGTHS: ON THE VERGE OF:	

Assessment for Student Learning	A1 Student self-assessment (TPE 1.5, 5.3, 5.5)	
	A2 Student use of formative assessment over time (TPE 3.4, 5.3)	
	A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)	
	A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)	
	A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)	
	STRENGTHS: ON THE VERGE OF:	
Classroom Environment & Culture	CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)	
	CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)	
	CEC3 Use of learning time (TPE 2.1, 2.6)	
	CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)	
	CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)	
	STRENGTHS: ON THE VERGE OF:	
Professional Collaboration & Communication	PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)	
	PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)	
	PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)	
	PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)	
	PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)	
	STRENGTHS: ON THE VERGE OF:	

TEACHER CANDIDATE GROWTH PLAN

Refer to the “On the Verge of” comments on previous pages.

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<u>I am on the verge of...</u> <u>To reach the next level I will...</u> <u>To help me succeed I need...</u>	<u>To help my student teacher reach the next level,</u> <u>I will...</u>	<u>To help my student teacher reach the next level, I</u> <u>will...</u>

PASS/FAIL SECTION

Does Teacher Candidate receive credit for Fieldwork Practicum I?

_____ Yes _____ No

May Teacher Candidate may move on to Fieldwork Practicum II?

_____ Yes _____ No



California State University, Stanislaus
Department of Teacher Education
Appendix D
Summative Assessment of Teacher Candidate

Teacher Candidate: Click here to enter Name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

To be completed at the 16th week of the Teacher Candidate placement.

Cooperating Teacher and University Supervisor: **Together** please **evaluate** the Teacher Candidate in each item.

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria for learning (TPE 2.5, 3.3, 4.7)	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk and eliciting thinking (TPE 1.5, 4.7)	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
Assessment for Student Learning	A1 Student self-assessment (TPE 1.5, 5.3, 5.5)	
	A2 Student use of formative assessment over time (TPE 3.4, 5.3)	
	A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)	
	A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)	
	A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)	
Classroom Environment & Culture	CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)	
	CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)	
	CEC3 Use of learning time (TPE 2.1, 2.6)	
	CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)	
	CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)	
Professional Collaboration & Communication	PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)	
	PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)	
	PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)	
	PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)	
	PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)	



California State University, Stanislaus
Department of Teacher Education
[Appendix D](#)
Summative Assessment of Teacher Candidate

Summative Evaluation Verification

Signatures below verify that the candidate, district-employed supervisor, and program supervisor collaborated on the evaluation of the Summative Assessment and development of the Individual (Induction) Development Plan – IDP.

Please be sure to also sign the [Record of Fieldwork Evaluations and Observations](#).

Click here to enter Cooperating Teacher Signature.

Cooperating Teacher Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

Click here to enter Date.

Date

Click here to enter University Supervisor Signature.

University Supervisor Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

Click here to enter Date.

Date

Click here to enter Teacher Candidate Signature.

Teacher Candidate Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

Click here to enter Date.

Date





California State University, Stanislaus
Department of Teacher Education
Appendix E
Individual (Induction) Development Plan - IDP

Teacher Candidate: Click here to enter TC name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

Cooperating Teacher: Click here to enter CT Name. **University Supervisor:** Click here to enter US Name.

How did your University Supervisor conduct supervision during your fieldwork term?

☐ Virtual/Online Only

☐ In-Person Only

☐ Half and Half

The standards for institutions sponsoring preliminary teacher preparation programs leading to general education and/or special education teaching credentials require the preliminary program to develop an IDP with each candidate before the candidate exits the program. This required IDP form will inform the development of the Teacher Candidate to the hiring Induction Program and help guide the new teacher's induction experience. This document cannot be transmitted by the preliminary program to the induction program but rather it is the candidate's responsibility to ensure that the induction program received this document.

KEEP A COPY of this form!! You will provide a copy to your induction mentor upon hire as a Teacher of Record.

Contact Information | Preliminary Teacher Preparation Program

- **Institution:** CSU Stanislaus
- **Fieldwork Term:** Click here to enter Term i.e. Fall 2021
- **Program Pathway:** Click here to enter Program Pathway.
- **Program Contact:** Click down arrow to select an option.
- **Email:** Click down arrow to select an option.
- **Phone:** Click down arrow to select an option..

Credential recommended for this candidate

- Click down arrow to select an option.

Identification of completed or remaining Preliminary Credential requirements

- **Basic Skills (CBEST or alternatives):** Click down arrow to select an option.
- **Subject Matter Competency (CSETs, ESM Waiver or alternative):** Click down arrow to select an option.
- **RICA:** Click down arrow to select an option.
- **TPA Cycle 1:** Click down arrow to select an option.
- **TPA Cycle 2:** Click down arrow to select an option.

Individual (Induction) Development Plan

KEEP A COPY of this form!! You will provide a copy to your induction mentor upon hire as a Teacher of Record.

TPE Domain	5D+ Evaluations of Student Teaching (Identify one subdomain for strength and another for challenge. Refer to your marked copy of the 5D+ rubric.)	CA Standard for the Teaching Profession	(GOALS) In my new position, <u>I plan to:</u>
TPE 1: Engaging and Supporting Students in Learning (P2, P3, S1, S3, S4, S5, CP1, CP3, CP4, CP5, A1, A4)	Strengths: Challenges:	CSTP 1: Engaging and Supporting All students in Learning	
TPE 2: Creating and Maintaining Effective Environments for Student Learning (P5, S2, S3, S4, CEC2, CEC3, CEC4, CEC5)	Strengths: Challenges:	CSTP2: Creating and Maintaining Effective Environments for Student Learning	
TPE 3: Understanding and Organizing Subject Matter for Student Learning (P1, P2, P3, P5, S3, S4, CP1, CP2, CP3, CP4, CP5, CEC1)	Strengths: Challenges:	CSTP3: Understanding and Organizing Subject Matter for Student Learning	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (P1, P3, P4, P5, S2, S4, S5, CP1, CP2, CP3, CP4, CP5, CEC1, CEC2, CEC4)	Strengths: Challenges:	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	
TPE 5: Assessing Student Learning (SE3, CP3, CP4, CP5, A1, A2, A3, A4, A5)	Strengths: Challenges:	CSTP 5: Assessing Students for Learning	
TPE 6: Developing as a Professional Educator (PCC1, PCC2, PCC3, PCC4, PCC5)	Strengths: Challenges:	CSTP 6: Developing as a Professional Educator	

Bilingual Language Authorization **(BILA)**



California State University, Stanislaus

Department of Teacher Education

Appendix B

BILA Formal Lesson Observation Record for Five Dimensions of Teaching and Learning

Observation #: Click here to enter Obs. #

Teacher Candidate: Click here to enter TC Name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

Cooperating Teacher: Click here to enter CT. **Date of Observation:** Click here to enter Date. **Time of Obs:** Click here to enter

Time. **Subject/Activity:** Click here to enter Subject/Activity.

Pre-conference – Objective for observation: Click here to enter Objective.

Please evaluate the Teacher Candidate (TC/ST) in each item:

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)	UJ Unable to Judge at this time (TC did not yet have the opportunity to demonstrate)
------------------------------	---	---	---	--

Use this form in conjunction with the 5D+ Rubric for Instructional Growth

Purpose (TPE: 1.3,1.5,1.7,2.5,3.1,3.3,3.4,3.6,4.2,4.3,4.4,4.7,4.8,5.7,6.1) - Evidence:	1 2 3 UJ	What can the Teacher Candidate do (strength-based)?
Student Engagement (TPE: 1.1,1.3,1.5,1.6,2.1,2.2,2.5,3.4,3.5,4.1,4.2,4.5,4.7,5.6,5.7,5.8) - Evidence:	1 2 3 UJ	
Curriculum & Pedagogy (TPE 1.4,1.5,1.6,1.7,2.5,3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,4.2,4.3,4.4,4.6,5.2,5.7,5.8,6.1) - Evidence:	1 2 3 UJ	What is the Teacher Candidate on the verge of doing?
Assessing for Stu. Learning (TPE: 1.5,1.8,3.2,3.3,3.4,4.1,4.3,4.4,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8) - Evidence:	1 2 3 UJ	
Classroom Environment & Culture (TPE 1.) –1.5,1.6,2.1,2.2,2.3,2.5,2.6,3.7,4.4,4.7,4.8,6.2) - Evidence:	1 2 3 UJ	Next Steps for Immediate Implementation:
Bilingual Methodology (BILA ONLY) BILA Standard 4 - (Four language domains, proficiency skills in target language, materials) Evidence:	1 2 3 UJ	
Wondering Stems for Post-Conference Discussion: -How did you make decisions about...(who to call on, who to check in with) -What is your vision for...(how students should participate in...how students should show their understanding) -What did you learn from/about your students today when you.../when they...? -Talk me through...(your thinking about...your planning for...what you noticed when...)		



California State University, Stanislaus

Department of Teacher Education

Appendix C

1st BILA Formative Assessment of Teacher Candidate

Teacher Candidate: Click here to enter TC Name.

School: Click here to enter School.

Grade: Click here to enter Date.

To be completed at Week 5 for MSCP and Week 7 for ESCP of the Teacher Candidate Placement.

Cooperating Teacher and University Supervisor: Together please evaluate the Teacher Candidate in each item.

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)	UJ Unable to judge at this time (TC did not yet have opportunity to demonstrate)
------------------------------	---	---	---	---

Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL (Please indicate a level using the rubric above, based on the overall progress of teacher candidate. +/- may be added to the number)
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria learning (TPE 2.5, 3.3, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk thinking (TPE 1.5, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
	STRENGTHS: ON THE VERGE OF:	

Assessment for Student Learning	A1 Student self-assessment (TPE 1.5, 5.3, 5.5)	
	A2 Student use of formative assessment over time (TPE 3.4, 5.3)	
	A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)	
	A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)	
	A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)	
	STRENGTHS: ON THE VERGE OF:	
Classroom Environment & Culture	CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)	
	CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)	
	CEC3 Use of learning time (TPE 2.1, 2.6)	
	CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)	
	CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)	
	STRENGTHS: ON THE VERGE OF:	
Professional Collaboration & Communication	PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)	
	PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)	
	PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)	
	PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)	
	PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)	
	STRENGTHS: ON THE VERGE OF:	
Bilingual Standards (BILA ONLY)	Standard 2: Language Proficiency Standard	
	Standard 4: Bilingual Methodology: Four Language Domains Instruction in primary and target language Instructional strategies to promote language proficiency Use of bilingual instructional models, instructional strategies and materials Evaluate, use, and state-board approved materials	
	STRENGTHS: ON THE VERGE OF:	

A1 Student self-assessment (TPE 1.5, 5.3, 5.5)
A2 Student use of formative assessment over time (TPE 3.4, 5.3)
A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)
A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)
A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)

STRENGTHS:

ON THE VERGE OF:

Classroom Environment & Culture

CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)
CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)
CEC3 Use of learning time (TPE 2.1, 2.6)
CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)
CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)

STRENGTHS:

ON THE VERGE OF:

Professional Collaboration & Communication

PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)
PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)
PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)
PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)
PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)

STRENGTHS:

ON THE VERGE OF:

**Bilingual
Standards
(BILA ONLY)**

Standard 2: Language Proficiency Standard
Standard 4: Bilingual Methodology: Four Language Domains
Instruction in primary and target language
Instructional strategies to promote language proficiency
Use of bilingual instructional models, instructional strategies and materials
Evaluate, use, and state-board approved materials

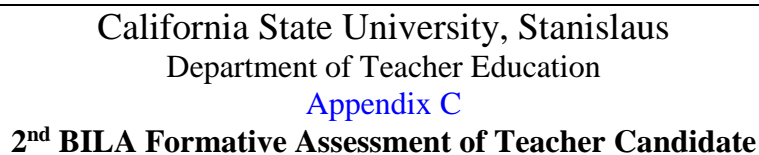
STRENGTHS:

ON THE VERGE OF:

Refer to the “On the Verge of” comments on previous pages.

COOPERATING TEACHER	UNI
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TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<u>I am on the verge of...</u> <u>To reach the next level I will...</u> <u>To help me succeed I need...</u>	<u>To help my teacher candidate reach the</u> <u>next level, I will...</u>	<u>To help my teacher candidate reach the</u> <u>next level, I will...</u>



Grade: Click here to enter Date.

Cooperating Teacher and University Supervisor: Together please **evaluate** the Teacher Candidate in each item.

Use this form in conjunction with the 5D+ Rubric for Instructional Growth		
DIMENSION	ITEMS	LEVEL (Please indicate a level using the rubric above, based on the overall progress of teacher candidate, +/- may be added to the number)
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria learning (TPE 2.5, 3.3, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity sand support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk thinking (TPE 1.5, 4.7)	
	STRENGTHS: ON THE VERGE OF:	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
	STRENGTHS: ON THE VERGE OF:	

Refer to the “On the Verge of” comments on previous pages.

Refer to the “On the Verge of” comments on previous pages.

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<u>I am on the verge of...</u> <u>To reach the next level I will...</u> <u>To help me succeed I need...</u>	<u>To help my teacher candidate reach the next level, I will...</u>	<u>To help my teacher candidate reach the next level, I will...</u>

PASS/FAIL SECTION

Does Teacher Candidate receive credit for Fieldwork Practicum I?

_____ Yes _____ No

May Teacher Candidate may move on to Fieldwork Practicum II?

_____ Yes _____ No



California State University, Stanislaus
Department of Teacher Education
Appendix D
BILA Summative Assessment of Teacher Candidate

Teacher Candidate: Click here to enter Name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

Summative Assessment to be completed at the 16th week of the Teacher Candidate placement.

Cooperating Teacher and University Supervisor: **Together** please **evaluate** the Teacher Candidate in each item.

Rubric for Determining Level	1 Unsatisfactory (Needs to put more effort)	2 Basic (Putting forth effort and developing)	3 Proficient (Effective and consistent)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL
Purpose	P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1)	
	P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3)	
	P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7)	
	P4 Communication of learning target(s) (TPE 4.7)	
	P5 Success criteria for learning (TPE 2.5, 3.3, 4.7)	
Student Engagement	S1 Quality of questioning (TPE 1.5)	
	S2 Ownership of learning (TPE 2.1, 4.5)	
	S3 Capitalizing on students' strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8)	
	S4 Opportunity and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7)	
	S5 Student talk and eliciting thinking (TPE 1.5, 4.7)	
Curriculum & Pedagogy	CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6)	
	CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1)	
	CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8)	
	CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8)	
Assessment for Student Learning	A1 Student self-assessment (TPE 1.5, 5.3, 5.5)	
	A2 Student use of formative assessment over time (TPE 3.4, 5.3)	
	A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4)	
	A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8)	
	A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2)	
Classroom Environment & Culture	CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8)	
	CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7)	
	CEC3 Use of learning time (TPE 2.1, 2.6)	
	CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2)	
	CEC5 Norms for learning (TPE 2.1, 2.2, 2.6)	
Professional Collaboration & Communication	PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4)	
	PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4)	
	PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4)	
	PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6)	
	PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5)	
Bilingual Standard (BILA ONLY)	Standard 2: Language Proficiency Standards	
	Standard 4: Bilingual Methodology: Four Language Domains, Instruction in primary and target language, Instructional strategies to promote language proficiency, Use of bilingual instructional models, instructional strategies and materials, Evaluate, use, and state-board approved materials	



California State University, Stanislaus
Department of Teacher Education
[Appendix D](#)
BILA Summative Assessment of Teacher Candidate

Summative Evaluation Verification

Signatures below verify that the candidate, district-employed supervisor, and program supervisor collaborated on the evaluation of the Summative Assessment and development of the Individual (Induction) Development Plan – IDP.

Be sure to also sign the [Record of Fieldwork Evaluations and Observations](#).

[Click here to enter Cooperating Teacher Signature.](#)

Cooperating Teacher Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

[Click here to enter Date.](#)

Date

[Click here to enter University Supervisor Signature.](#)

University Supervisor Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

[Click here to enter Date.](#)

Date

[Click here to enter Teacher Candidate Signature.](#)

Teacher Candidate Signature

☐ *Check this box to confirm that typing your name above represents your signature.*

[Click here to enter Date.](#)

Date





California State University, Stanislaus
Department of Teacher Education
[Appendix E](#)
Individual (Induction) Development Plan - IDP

Teacher Candidate: Click here to enter TC name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

Cooperating Teacher: Click here to enter CT Name. **University Supervisor:** Click here to enter US Name.

How did your University Supervisor conduct supervision during your fieldwork term?

☐ Virtual/Online Only

☐ In-Person Only

☐ Half and Half

The standards for institutions sponsoring preliminary teacher preparation programs leading to general education and/or special education teaching credentials require the preliminary program to develop an IDP with each candidate before the candidate exits the program. This required IDP form will inform the development of the Teacher Candidate to the hiring Induction Program and help guide the new teacher's induction experience. This document cannot be transmitted by the preliminary program to the induction program but rather it is the candidate's responsibility to ensure that the induction program received this document.

KEEP A COPY of this form!! You will provide a copy to your induction mentor upon hire as a Teacher of Record.

Contact Information | Preliminary Teacher Preparation Program

- **Institution:** CSU Stanislaus
- **Fieldwork Term:** Click here to enter Term i.e. Fall 2021
- **Program Pathway:** Click here to enter Program Pathway.
- **Program Contact:** Click down arrow to select an option.
- **Email:** Click down arrow to select an option.
- **Phone:** Click down arrow to select an option..

Credential recommended for this candidate

- Click down arrow to select an option.

Identification of completed or remaining Preliminary Credential requirements

- **Basic Skills (CBEST or alternatives):** Click down arrow to select an option.
- **Subject Matter Competency (CSETs, ESM Waiver or alternative):** Click down arrow to select an option.
- **RICA:** Click down arrow to select an option.
- **TPA Cycle 1:** Click down arrow to select an option.
- **TPA Cycle 2:** Click down arrow to select an option.

Individual (Induction) Development Plan

KEEP A COPY of this form!! You will provide a copy to your induction mentor upon hire as a Teacher of Record.

TPE Domain	5D+ Evaluations of Student Teaching (Identify one subdomain for strength and another for challenge. Refer to your marked copy of the 5D+ rubric.)	CA Standard for the Teaching Profession	(GOALS) In my new position, I plan to:
TPE 1: Engaging and Supporting Students in Learning (P2, P3, S1, S3, S4, S5, CP1, CP3, CP4, CP5, A1, A4)	Strengths: Challenges:	CSTP 1: Engaging and Supporting All students in Learning	
TPE 2: Creating and Maintaining Effective Environments for Student Learning (P5, S2, S3, S4, CEC2, CEC3, CEC4, CEC5)	Strengths: Challenges:	CSTP2: Creating and Maintaining Effective Environments for Student Learning	
TPE 3: Understanding and Organizing Subject Matter for Student Learning (P1, P2, P3, P5, S3, S4, CP1, CP2, CP3, CP4, CP5, CEC1)	Strengths: Challenges:	CSTP3: Understanding and Organizing Subject Matter for Student Learning	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (P1, P3, P4, P5, S2, S4, S5, CP1, CP2, CP3, CP4, CP5, CEC1, CEC2, CEC4)	Strengths: Challenges:	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	
TPE 5: Assessing Student Learning (SE3, CP3, CP4, CP5, A1, A2, A3, A4, A5)	Strengths: Challenges:	CSTP 5: Assessing Students for Learning	
TPE 6: Developing as a Professional Educator (PCC1, PCC2, PCC3, PCC4, PCC5)	Strengths: Challenges:	CSTP 6: Developing as a Professional Educator	

Appendix F

UNIVERSITY SUPERVISOR'S RECORD OF FIELDWORK EVALUATIONS AND OBSERVATIONS

Education Specialist Credential Program

Teacher Candidate:

Semester/Year:

University Supervisor:

Grade:

District:

School:

Principal:

Cooperating Teacher:

	Conference Type*	Formal Observation Cycle: DATES			Signatures**		Initials
		Pre-Conference	Observation	Post-Conference	University Supervisor	Student Teacher	Cooperating Teacher
Introduction and Formal Lesson Observations							
EX.	Observation #2	7/19/19	7/21/19	7/21/19	<i>Julie Magana</i>	<i>Andrea Delgado</i>	<i>ND</i>
1	Introductory Conference						
2	Observation #1						
3	Observation #2						
4	Observation #3						
5	Observation #4						
6	Observation #5						
7	Observation #6						
Triad Meetings							
8	Formative Assessment Week 5						
9	Formative Assessment Week 10						
Final Evaluation							
10	Summative Assessment Week 16						
Other Conferences							
11							
12							
13							
14							
15							

***Conference Type:**

OBS = Observation, not part of formal observation cycle

CNF = Conference, not part of formal observation cycle

****Signatures:** Please sign all Formal Observation Cycles on the day of post-conference. For other conferences, please sign on the day of the conference.

❖ **Please Note:** Not all (10) conferences will apply to every student teacher you are supervising. Please refer to the MSCP Special Scenarios sheet to ensure the correct amount of Observations and Formatives are completed.



**Department of Teacher Education Fieldwork
Improvement Plan**
Appendix G

Teacher Candidate: _____ School: _____

Cooperating Teacher: _____ Grade: _____

University Supervisor: _____ Date: _____

Specific Areas of Growth in the Student's Performance Expectations (TPE's)

	TPE Number	TPE Item #	Explanation of Growth That is Needed
1			
2			
3			
4			
5			

For Each Area of Growth Listed Above, List Expectations for the Student

	Expected Performance	Support to be Provided	Met By (date)
1			
2			
3			
4			
5			

University Supervisor's Signature Date

Cooperating Teacher's Signature Date

*Teacher Candidate's Signature Date

(Student Teacher's signature does not indicate agreement or disagreement.)

ESCP Lesson Plan Template

Appendix H

Class Information:

Grade Level and Group Size:

Class Description (How many?)

- _____ English Language Learners
- _____ Standard English Learners
- _____ Students with Disabilities
- _____ Above-Average Learners

Classroom Setting:

- ☐ General Education
- ☐ Learning Center [RSP]
- ☐ Self-Contained Classroom [SDC]
- ☐ Dual-Language Setting Type:

Content Area:

Lesson Topic:

Common-Core Standards Addressed:

California ELD Standards Addressed:

Lesson Objective:

Resources, Materials, and/or Tools (What will you use to teach the lesson; include types of technology and assistive technology used):

Vocabulary:

Grouping Strategies (whole group, small group, one-on-one):

Pre-requisite Skills Identified (What skills do students need to access the lesson content?):

Evaluation:

****Key Idea:** All instruction and/or interventions should be developed from student assessment data.

Instruction/Intervention Assessments (Describe what assessments you will use throughout the lesson. How will the assessment data inform your instruction?):

Pre-Instruction Assessments:

During Instruction Assessments:

Post-Instruction Assessments:

Expectations for Student Behavior (Describe classroom management strategies to ensure student engagement; and what students are expected to do):

Lesson Development Considerations (Describe the following areas while designing your lesson):

- ☐ Students' Prior Academic Knowledge of the Topic/Content
- ☐ Alternative Communication (consider speech/language needs)
- ☐ English Language Proficiency: In what ways will you adapt your lesson to ensure English Learners are able to access the curriculum?
- ☐ Culturally Responsive Instruction: linguistic considerations and funds of knowledge
- ☐ Social-emotional Development

Lesson Design

Theoretical Model (What theoretical model did you use to design your lesson? Why did you choose this model? Consider: Constructivist; Behavioral; Social-Emotional; Project-Based; DI, etc.)

Introduction

Anticipatory Set

Focus:

Objective:

Purpose:

Body

Input (Describe how you will specifically teach the content; script your lesson):

Guided Practice (include error correction procedures):

Independent Practice (How will students show you they are learning the content?):

Closure

Post-Lesson Assessment

Education Specialist Credential Program: Record of Clinical Practice

Circle: M/M or M/S Credential; Concurrent with M/M or M/S Credential

Appendix I

Teacher Candidate		Fieldwork Term:	
Cooperating Teacher		School Site:	
University Supervisor		Grade Level:	

Course	Required Hours	Semester/Yr Completed	*School Site	** Description of Activities
EDSE 4110: Reading Special Ed: Secondary (6-12)	30			
EDSE 4210: Reading Special Ed: Elementary (K-6)	30			
EDSE 4310: Introduction to Special Education Program and Services	20			
EDSE 4410: Consultation and Collaboration	20			
EDSE 4430: Assessment in Special Education	20			
EDSE 4450: Teaching Students M/M Disabilities OR EDSE 4440: Teaching Students with ESN	20			
EDSE 4560: Introduction to Instructional Design	0			
EDSE 4570: Advanced Instructional Design: UDL	30			
EDSE 4750: ABA in Classroom	20			
EDSE 4810: Tchg ASD	30			
EDMS 4121: Math Methods	15			
<i>Note: A separate log (Fieldwork Hour Log) must be used for your fieldwork placement hours/activities.</i>				
EDSE 4815 OR 4915	240			
EDSE 4816 OR 4916	240			
Concurrent Candidates: Extended Clinical Practice EDMS 4191	150			

*Clinical Practice activities will vary by course but may include both direct classroom observation/activities and online observation options. Course instructors will provide details on how to complete Clinical Practice in their courses. You can indicate online videos, ATLAS, etc.

** Provide details on activities completed during the semester (i.e., observed teachers via Atlas; evaluated instruction using the 5D+ rubric.).



You must submit this log along with the Fieldwork Hour Logs to Field Services fieldservices@csustan.edu upon fieldwork completion. You will not be recommended for your Preliminary Credential if this documentation is missing.

Fieldwork Hour Log | Special Education Program

To be used alongside with the ESCP Record of Clinical Practice Log

Appendix J

Teacher Candidate:		Fieldwork Term:	
Cooperating Teacher:		School Site:	
University Supervisor:		Grade Level:	

<p>Describe the typical or routine activities at this placement:</p>

SAMPLE:

Date	Time	Hours	*	Additional or Special Activities
4/16/2015	7:30 -3:30	8	X	PLC meeting (Common Core Math)
4/17/2015	7:30 -3:30	8	X	Assessing students; working with student with ASD
4/18/2015	7:30 – 3:30	8	X	

** Place an X in the cell if you performed typical routine activities on that date.*

Date	Time	Hours	*	Additional or Special Activities
Accumulated Total Hours:				Page : 1

To be used alongside with the ESCP Record of Clinical Practice Log

** Place an X in the cell if you performed typical routine activities on that date.*

 **You must submit these logs along with the ESCP Record of Clinical Practice Log to Field Services fieldservices@csustan.edu upon fieldwork completion. You will not be recommended for your Preliminary Credential if this documentation is missing.**

Department of Teacher Education

Covid-19 Incident Report and Action Plan

EDMS 4190, 4191, 4192
EDSS 4850, 4855, 4870
EDSE 4815, 4816, 4817, 4915, 4916

The University Supervisor/Program Coordinator must complete this incident report for any student who reports a diagnosis of Covid-19 or possible exposure due to contact with person(s) diagnosed with Covid-19. The student should be advised to self-quarantine for 2 weeks from the date of possible exposure and follow all health and safety guidelines to reduce the risk to others.

Student	
Credential Program/Course	
University Supervisor/Coordinator	
School Site	
District	
Cooperating Teacher	
Date	

Program Safety Preparation Measures

All student teachers received field safety information via email. This information included the following:

1. [Covid-19 Student Teaching Safety Video](#)

- Wash your hands frequently
- Avoid close contact with others
- Wear a facemask when social distancing cannot be maintained
- Cover coughs and sneezes
- Clean and disinfect regularly
- Monitor your health
- Avoid touching your face
- Obtain adequate supplies as necessary

2. [K-12 Virtual Teaching Resources/Safety Guidelines Webpage](#)

What to do if someone at the school site is tested positive for Covid-19

- Follow school procedures and stay home until approved to return to campus.
- Contact University Supervisor and the Office of Field Services.

3. [COVID-19 & Campus Updates Website](#)

Updates and resources for the Stan State community

4. Release of Liability Form

All liability forms are in accordance with the student's assigned placement along with description of risks associated with clinical practice.

University Supervisors also participated in a department training via Zoom, reviewing these safety measures and protocol for supervision duties. This training also covered the use of video for observation requirements and considerations to review with student teachers in response to Covid-19 (safety, reporting procedures, and remote fieldwork options).

Incident Report

Describe how the possible exposure to Covid-19 occurred- who, when, and where.

Communication with School District

Describe all communication that occurred between the school district and program, with dates and people involved.

Submit this report to the Teacher Education Department Chair -Dr. Kimy Liu kliu2@csustan.edu

The Department Chair will send copies of this report to Program and Field Coordinators and Dean Oddmund Myhre- College of Education, Kinesiology, and Social Work

Students must also complete the CSU Stanislaus COVID-19 Reporting Form:

https://cm.maxient.com/reportingform.php?CSUStanislaus&layout_id=14