



Education Specialist Credential Program

Fieldwork Practicum Handbook (aka Student Teaching)

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



Department of Teacher Education

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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 Student Teachers (ST) 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 Candidates Responsibilities

Fieldwork Practicum Timelines and Procedures

STEP I: Completion of Program Requirements

Candidates must complete all program courses **prior to Fieldwork Practicum placement** with a grade of C or better and have a minimum overall grade point average of 3.0 in the program. Candidates must also pass **all** CSET and meet the Basic Skills Requirement (usually the CBEST) prior to Fieldwork. Note: The ESCP recommends Teacher Candidates take the RICA prior to fieldwork. The RICA should be taken immediately after completion of EDSE 4210 and/or 4110 (reading methods courses).

California law requires anyone working in the schools have a Certificate of Clearance. A candidate cannot be placed in a student teaching 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 student teacher be fingerprinted again in order to complete fieldwork in their schools. If requested to do so, the student teacher must agree to be fingerprinted and must agree to comply with any regulations of the school district.

STEP 2: Student Teaching Notifications

Applications to student teach are emailed (to the CSU Stanislaus email account) to all students taking credential course in late September and late February. Candidates who do not receive this email should contact the Office of Field Services at 667-3230, or [email either jmagana14@csustan.edu or ksanford@csustan.edu](mailto:jmagana14@csustan.edu).

STEP 3: Application for Fieldwork Practicum (aka student teaching)

The first step in the student teaching process is for credential applicants to submit an **Application to Student Teach**. Due dates will be announced each semester. **All candidates including students who will be working with a PIP, STSP or Interns must submit an application if they intend to use their teaching assignment to fulfill Fieldwork Practicum.**

Candidates who do not submit an application will not be assigned to student teaching.

STEP 4: Orientation to Student Teaching

All candidates who wish to student teach must attend an **Orientation to Fieldwork**. This Orientation is after applications have been received. Dates for orientation will be on the application and candidates may choose which orientation to attend.

STEP 5: Assignment of Placement

The Office of Field Services and/or the ESCP Program Coordinator assigns the candidate to a school and cooperating teacher for the Fieldwork Practicum. The goal is to place each student as close to his or her city of residence as possible, but 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 requirements are not assigned for that semester and must re-apply to student teach in a subsequent semester.

STEP 6: Notification of Placement and Supervisor

Generally, candidates are notified of the school and cooperating teacher for their assignment two weeks prior to the start of the placement. Students who meet only the Late Completion deadline may have less time between the notification and start of the placement. Candidates will be informed of their placement by email (to the CSU Stanislaus email account).

Candidates who are not placed in a student teaching assignment because they failed to meet the requirements to student teach will be notified.

STEP 7: Class Registration

During the Student Teaching Semester, students will register for the following courses in addition to any other courses not completed. Taking additional courses during Fieldwork Practicum is not advised. Additionally, a Selection and Review petition may be required to take additional coursework.

Mild/Moderate Credential Candidates

- ✓ EDSE 4815 Fieldwork Practicum I - 3 units (this is your student teaching placement)
- ✓ EDSE 4816 Fieldwork Practicum II - 3 units (this is your student teaching placement)

Extensive Support Needs Credential Candidates

- ✓ EDSE 4915 Fieldwork Practicum I - 3 units (this is your student teaching placement)
- ✓ EDSE 4916 Fieldwork Practicum II - 3 units (this is your student teaching placement)

Concurrent Credential Candidates (M/M)

- ✓ EDSE 4815 Fieldwork Practicum I - 3 units (this is your student teaching placement)
- ✓ EDSE 4816 Fieldwork Practicum II - 3 units (this is your student teaching placement)
- ✓ EDMS 4190 Student Teaching Practicum I – 4 units (beginning Spring 2020)

Concurrent Credential Candidates (ESN)

- ✓ EDSE 4915 Fieldwork Practicum I - 3 units (this is your student teaching placement)
- ✓ EDSE 4916 Fieldwork Practicum II - 3 units (this is your student teaching placement)
- EDMS 4190 Student Teaching Practicum I – 4 units (beginning Spring 2020)

Students must register prior to placement in a school. Students **who do not register at least two weeks prior to the start will not be placed** in student teaching.

Fall Semester Fieldwork	Spring Semester Fieldwork
<p>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 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.</p>	<p>Spring Semester fieldwork usually begins in mid-January and ends at the end of May. The Office of Field Services will inform candidates of the exact dates. It is highly recommended that spring semester student teachers 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.</p>

Prior to the Official Beginning of Fieldwork Practicum

- 1) **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.
- 2) **Contact the School Principal** – Some principals may want to meet with the candidate prior to the placement; others do not want a conference but just want to be informed. In all cases, the candidate should contact the office of the school and introduce her/himself to the principal prior to the start of the placement.
- 3) **Visit and Volunteer Early** - If possible, the candidate is encouraged to observe and work with the cooperating teacher on a voluntary basis prior to the official beginning of student teaching. 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. The candidate can assist the cooperating teacher; however, the candidate will not be expected to teach lessons at this time.

Fieldwork Practicum Procedures

ESCP Co-Teaching Phase-in Schedule. [See Appendix A](#)

This document provides a synopsis of the focal areas and roles and responsibilities of the 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

1. **Daily Conferences & Co-Planning** – The student teacher and cooperating teacher should 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 teacher candidates to provide opportunities for positive reinforcement and specific constructive suggestions. The cooperating teacher will give the candidate special assignments and provide regular assistance. Cooperating teachers are expected to spend 5 hours/week planning and supporting the teacher candidate.

PIP, STP or Interns - will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. Teacher Candidates should meet weekly or every other week as necessary with their mentor/buddy teacher to

plan lessons and obtain support as needed. 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.

2. **Formal Lesson Observation Records** - The University Supervisor is to observe a minimum of six complete lessons in addition to a conference with the Teacher Candidate after each lesson. The candidate should receive a copy of the formal observation ([Appendix B](#)).

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

1. **Orientation Conference** - In the first week of the placement, a triad meeting will be scheduled and held. During this conference, the University Supervisor will describe timelines and expectations for the fieldwork placement to both the Teacher Candidate and Cooperating Teacher.
2. **Formative Assessment of Fieldwork Practicum** - Formative assessments are reviewed in Triad Meetings at weeks 5 and 10 of the placement to discuss the written form ([Appendix C](#)). The Triad will also complete a Growth Plan for the 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 their binder.
3. **Summative Assessment of Student Teaching** - A formal and final evaluation Triad Meeting in Week 16 is held to discuss the Summative assessment ([Appendix D](#)). All parties must sign the form. Teacher Candidates complete the Induction Development Plan 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 one copy in the portfolio.

For interns who are doing half of their student teaching each semester, the Formative Assessment of Student teaching will be completed twice in the first semester and once in the second semester and the Summative Assessment of Student teaching will be completed at the end of the second semester of student teaching.

Evaluation and Credit for Candidates/Interns

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 student teaching improvement plan.
FORMATIVE ASSESSMENT: WEEK 5	If the candidate receives less than 70% scores of 2.	Placed on probation – * Fill out a student teaching improvement plan. Academic Probation
FORMATIVE ASSESSMENT: WEEK 10	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.

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

Fieldwork Practicum with an Intern Credential or a Short-Term Staff Permit

Paid teaching positions are not provided by the University. Students interested in a paid position in lieu of unpaid fieldwork must first get approval from the Department Chair of Teacher Education, Dr. Noelle Won. 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.

Requirements:

- Students who are employed as teachers on a STSP or intern credential after completing **all coursework** can register for

both student teaching courses in one semester.

- Obtain approval from the department chair of Teacher Education, Dr. Noelle Won.
- After being offered a STSP or intern position, students must contact the Credentials Services Office in DBH 303 (credentials@csustan.edu or 667-3534) for instructions about how to proceed and notify the office of Field Services in DBH 318 (StudentTeaching@csustan.edu or 667-3230).
- In order to receive credit and be supervised STSP or interns must register for the following courses:
EDSE 4815 and 4816: (M/M) Fieldwork Practicum I and II
EDSE 4915 and 4916: (ESN) Fieldwork Practicum I and II
EDUC 6538 – Intern Seminar (Extended Education)

The paid teaching time counts in place of fieldwork practicum. Teacher Candidates will be supervised for one semester in the same manner as candidates who are not teachers-of-record.

For the paid STSP or intern position to fulfill fieldwork practicum, the classroom must meet the following credential program requirements:

- 1) Be in a classroom that meets the state requirements for the education specialist credential being sought (i.e., M/M or ESN).
- 2) 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. Clinical sites should also have a fully qualified site administrator.
- 3) For Spanish Bilingual Authorization candidates: The classroom must be a designated Spanish bilingual classroom.

STSP or Interns Support

School Districts that hire STSP or intern teachers have agreed to assign a support provider or mentor to help the teacher adjust to the new school setting. The University also assigns a supervisor who observes lessons and provides feedback on the observation. The STSP or intern and supervisor also hold conferences at which point the intern can ask questions or ask for assistance.

Furthermore, **those holding an intern credential** must complete 144 hours of additional training, 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 University Extended Education (UEE). Registration fees for this course are not included in the credential program fees and must be paid by the candidate to UEE, which are in addition to regular university enrollment fees.

***Please Note:** 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 from the Credential's Office in Demergasso Bava Hall, Room 303, 209-667-3534.*

Professional Dress for School Visits and Student Teaching

Most schools where Candidates complete observations and student teaching require teachers to “dress professionally.” If the school district has a stipulated dress code for faculty, Teacher Candidates are required to adhere to the same dress code.

The Credential Program requires all students to dress professionally for all Clinical Practice and Fieldwork while in the program. This dress code is a good model of how to dress when visiting and/or working at any school site, regardless even if the school does not have a stipulated dress code:

- No ripped jeans
- No sweatpants
- No tank tops
- No exercise leggings
- No shorts
- No crew-neck T-shirts

Ethical and Professional Standards

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

A. Professional Dispositions

- i. Demonstrates openness to critical assessments of progress.
- ii. Believes that all students can learn. A credential candidate seeks to meet the diverse needs of students, including English learners and students with special needs.
- iii. 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.
- iv. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- v. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- vi. Participates in required program activities.
- vii. Makes satisfactory progress in meeting requirements.
- viii. Reflects and self-assesses to improve practice.
- ix. Collaborates effectively.
- x. 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.

B. Effective and Appropriate Communication

- i. Communicates appropriately and accurately, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
- ii. Addresses colleagues, university faculty and staff, and school site personnel in a professional and positive manner. 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.
- iii. Deals effectively and professionally with disagreements.
- iv. Does not engage in the use of social media, email or telephone to communicate with K-12 students.
- v. 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, and/or school site personnel in the program.

C. Appropriate Professional Appearance

- i. Maintains an appropriate professional appearance.
- ii. Follows the dress code standards set by the district in which fieldwork or student teaching is taking place.

D. Punctuality, Late Assignments, Preparedness

- i. Meets deadlines for assignments.
- ii. Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
- iii. Attends courses regularly and punctually 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.

E. Academic Integrity

- i. Plagiarism- All submitted course work must be the credential candidate's own work and no one else's, unless expressly permitted by the instructor.
- ii. Examinations and Quizzes- Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
- iii. Coursework- Credential candidates may not present the same work for credit in more than one course, unless all 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.

- iv. 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.
- F. 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).
- G. Pass all course assignments and exams with at least a “C.” Courses below a C will need to be retaken.

Monitoring of Credential Candidate Dispositions

It is the duty of all program faculty and cooperating teachers to monitor the dispositions of candidates in the credential programs. It should be emphasized that the goal of such monitoring is to allow for and support corrective action on the part of the credential candidate to lead the candidate to successful completion of the program.

When a faculty member becomes aware of behaviors that may imperil a candidate’s success in the program, he/she should use the Student Teaching improvement Plan and follow the steps delineated in it. 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. Notify and provide a copy of your improvement plan to the office of field services.

Appendix G- Student Teaching Improvement Plan

Teacher Candidate: _____ School: _____
 Cooperating Teacher: _____ Grade: _____
 University Supervisor: _____ Date: _____

Specific Areas of Weakness in the Student’s Performance

	TPE Number	TPE Item #	Explanation of Weakness
1			
2			

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

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

 Supervisor’s Signature

 Cooperating Teacher’s Signature

 *Teacher Candidate’s Signature

*Candidate’s signature does not indicate agreement or disagreement

The candidate has five (5) workdays to submit in writing any comments pertinent to this matter to the Program Coordinator.

Automatic Dismissal from the Credential Program

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

- 1) For lack of professional conduct and dispositions in coursework, fieldwork, or in the community.
- 2) For lack of regular and punctual attendance (the candidate is late or leaves early from the fieldwork assignment more than 3 times after repeated warnings.)
- 3) If the school administrator, cooperating teacher, or university supervisor recommends that the candidate be removed from the classroom assignment for student teaching.

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 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 candidates understand their requirements and responsibilities.

Mandated Work Hours/Days for Student Teaching

Candidates follow the public-school calendar. They report to the school site each day that is a teacher workday during the sixteen-week placement.

Note: During these sixteen weeks, candidates report to the school 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 candidate WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.

If the candidate becomes ill (or is absent):

- **Illness While at School Site**– If the candidate becomes ill, or for other reasons is unable to student teach, he/she 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 in the day or at the next scheduled observation.
- **Illness Prior to Going to School Site** – The candidate must call the cooperating teacher at home or at work to inform him/her that she/he will not be coming on that day. Also, the University supervisor must be informed of the absence later that day or at the next scheduled observation.

Activities

- 1) **Permission** - The candidate should always get the cooperating teacher's approval prior to presenting a lesson or activity.
- 2) **Meetings and Other School Activities** - The candidate is required to attend all faculty meetings and school functions (i.e., Back-to-School Night, Open House). If these functions conflict with required courses, the candidate should contact the instructor teaching the class as well as the cooperating teacher for suggestions on how to resolve the conflict.
- 3) **Activities should be undertaken to learn as much about the school setting and teaching in general.**
 - a. Talk with the school nurse, psychologist, and principal to learn about their role and responsibilities.
 - b. Observe selected activities where administrators, teachers, children, and parents participate.

- c. Attend in-service sessions, meetings, and parent-teacher conferences (with permission).
 - d. Observe and participate in the many teacher activities as soon as possible (before and after school, at recess and lunch time, on field trips).
 - e. Serve on recess, lunch, and bus duty when the cooperating teacher is scheduled to do so.
- 4) **Required reading includes:** School policies & procedures, student policies & procedures, classroom rules, district policies and procedures, and school wide PBIS.
 - 5) **Special Meetings:** Candidates are required to attend all meetings scheduled by the University Supervisor, cooperating teacher, and/or school site administrators.

2. Substitute Teaching

- 1) A candidate who has a substitute teaching credential that authorizes the holder to substitute teach in the district to which he/she is assigned may substitute **only for the Cooperating Teacher**. The candidate should read the detailed “**Policy on Substituting While Student Teaching**” included in the program Handbook.
- 2) Candidates who are on vacation from their student teaching placement may substitute in any school.

3. Letters of Recommendation

- 1) The 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 candidate should invite him/her to observe a lesson. Note that requests for observations and letters from principals should be made well in advance of the date (3-4 weeks).
- 2) If the school has a curriculum specialist, the candidate may wish to invite that person to observe and write a letter as well.

Lesson Plans

- 1) **For Cooperating Teacher** - *Every lesson* taught must be accompanied by a lesson plan modified by the cooperating teacher and University Supervisor. The modifications will vary but some type of lesson plan will always be required. PIP, STSP or interns are required to do block planning for each week
- 2) **For University Supervisor** - The candidate is required to develop a detailed lesson plan for each scheduled lesson observed by the University supervisor.

Lesson Reflection: See Note

Pre-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?

During the Lesson

- Have you decided how to monitor (and adjust instruction when necessary)?
- Did you plan on constant checks for understanding?
- How will you provide immediate, specific feedback?
- Are active participation techniques included throughout?
- Are students actively engaged in the activities?
- Have you included instructional adaptations for English learners, students with disabilities, and gifted students?
- Have you included assistive technology?
- How are students monitoring their own progress; self-assessment criteria?

Post-Lesson

After teaching the lesson, please reflect on your practice using the following questions:

- 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 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?

Note: *It is expected that you will keep a weekly journal describing your experiences while completing your fieldwork. Each of these reflections should be shared with your University Supervisor throughout your placement. STSP or Interns: Should reflect on a weekly basis on how things are progressing in their classroom. You may use of the questions listed above to help you reflect.*

Part II- Cooperating Teacher’s Responsibilities

Introduction

We would like to take this opportunity thank you for your time and effort in working with our Teacher Candidates. We appreciate the critical role of the Cooperating Teacher (CT) in the teacher preparation process. Your Teacher Candidate (TC) will be with you for **eight weeks** unless otherwise noted. The following information is provided to help you understand the requirements and responsibilities of being a CT. The timeline is offered as a suggestion to help you and your TC; however, as each TC is different, please modify the timeline as necessary. Copies of the two forms that you will complete are attached included in this handbook. Your CT is in your classroom to learn about all parts of the teaching experience. Therefore, he/she should “shadow” you in all your activities (i.e., yard duty, teacher meetings, student study team meetings).

Your TC may be used as your substitute teacher only—if he/she has the State-required credential that authorizes service in your district. The TC has the complete Policy on Substituting Teaching in her/his Program Handbook.

Each TC will be 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 TC 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 TC’s competence or professional behavior, you should contact the University Supervisor immediately rather than wait until later in the student teaching experience. Please feel free to telephone the supervisor or the University Office of Field Services (209-667-3230) at any time.

The Commission on Teaching Credentialing now requires that all cooperating teachers receive 10 hours of initial training. 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.* Many of these hours will be provided by the University Supervisor. We will also have a variety of online modules/videos that cooperating teachers can complete. More information will be provided throughout the semester. This is only done once the first time you have a TC.

Please note: Teacher Candidates seeking a M/S Teaching Credential should work closely with the CT and US to adapt lessons to meet the unique needs of their students. Students with extensive support needs may need scaffolded instruction to reach some level of independence.

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

This document provides a synopsis of the focal areas and roles and responsibilities of the TC 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).

Forms to Use

The two forms attached to this handbook, **Formative Assessment of Fieldwork (Appendix C)** and the **Summative Assessment of Fieldwork (Appendix D)** are the only forms that cooperating teachers are required to complete. However, written feedback to the TC about his/her teaching is always encouraged. Cooperating teachers may choose to use the same form used by the supervisor to document lesson observations to provide this feedback (Formal Observation [Appendix B](#)).

Observations

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

- Acknowledgment of his/her strengths
- Encouragement to learn from mistakes
- Support for trying new strategies and techniques
- Prompt follow-up critiques
- Concise written comments on lesson plans

Teacher Candidate - Cooperating Teacher Conferences

Orientation Conference - In the first week of placement, the cooperating teacher, TC and university supervisor will have a conference. In this conference, the supervisor will explain the timelines and expectations for the student teaching placement. At this point, suggested timelines for the student teaching placement may be modified to accommodate school schedules or required state testing.

Daily Conferences and Co-planning – The cooperating teacher and the TC 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 TC with positive reinforcement and specific, constructive suggestions. The TC should have regular assignments and receive regular assistance.

Formative Assessment of Fieldwork – The Cooperating teacher should draft scores and supporting evidence for each 5D+ domain before the Triad meeting. Formative assessment conferences at weeks 5 and 10 of the placement with the TC and supervisor are required to discuss the written form. A Growth Plan also needs to be completed with the TC and University Supervisor. This form should be shared with the University supervisor and TC during a triad meeting.

Summative Assessment of Fieldwork - A final evaluation conference is to be held in Week 16 with the TC and supervisor to discuss the evaluation. Everyone must sign the form. This form should be shared with the University supervisor and TC during a triad meeting.

Support Meetings with University Supervisor – There will be 3 formal meetings with the University Supervisor and Cooperating teacher to provide support, clarification, and shared responsibility for the TC: (Introduction meeting/Meet and Greet at week 1; Support meeting and review of formative evaluation at week 5; Support meeting and review of formative evaluation at week 10. 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 and summative evaluation meeting with TC takes place at week 16.

The supervisor will meet with the TC 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 TC just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the TC 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 TC can meet with the supervisor.

Observation by Administrator and Letter of Recommendation The TC and supervisor can meet. If the TC would like a formal observation conducted by your principal or other administrator, please assist him/her in making the arrangements.



Part III- University Supervisor's Responsibilities

ESCP Co-Teaching Phase in Schedule. [See Appendix A](#)

This document provides a synopsis of the focal areas and roles and responsibilities of the TC 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 (TC, CT, US).

Forms to Use

1. **Formal Lesson Observation Record ([Appendix B](#))** – to record formal lesson observations
2. **Formative Assessment of Fieldwork ([Appendix C](#))** and **Summative Assessment of Fieldwork ([Appendix D](#))** -These two forms are the forms to be completed 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 TC, and thank him/her for accepting the TC.
- ✓ **Orientation/Introduction Conference - In the first week of the placement, the supervisor must have a conference** with the cooperating teacher and TC. In this conference, the supervisor will explain to the cooperating teacher and TC the timelines and expectations for the student teaching placement. At this time, the schedule listed above may be modified in order to accommodate the school schedule or state testing.
- ✓ **Formal Lesson Observations** – A supervisor is to observe *a minimum of six complete lessons and hold a conference with the TC after each lesson*. After each lesson, the student teacher must sign the form that records the visits and observations by the supervisor.

Formative Assessment of Fieldwork and Triad Meetings

The supervisor holds a formal conference with the cooperating teacher and TC at weeks 5 and 10 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 TC and cooperating teacher for inclusion in his/her portfolio. The Formative Assessment will be completed by the CT and reviewed during a triad meeting.

Summative Assessment of Fieldwork

The supervisor holds a formal final evaluation conference with the Teacher Candidate and Cooperating Teacher 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 student teacher and cooperating teacher.

*For PIP, STSP and interns who are doing half of their student teaching each semester, the **Formative Assessment of Fieldwork** will be completed twice in the first semester (weeks 8 and 16) and once in the second semester (week 8 of the second placement) and the **Summative Assessment of Fieldwork** will be completed at the end of the second semester of student teaching.*

PIP, STSP, or Interns - will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. TC should 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. Note: The US will 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 TC 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 – Supervisors must follow the pre-conference - observation – post-conference format. Supervisors must give the TC 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. Communicate the TC’s strengths, and what he/she is on the “verge of.” 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 TC 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 TC 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 TC 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 TC and cooperating teacher.

Additional Observations – Supervisors may conduct as many as needed.

Signatures on Forms – All forms should be signed and dated only on the day and time when they are completed. Supervisors may not ask students to sign forms prior to or after a specific conference or observation.

Formal Lesson Observation Form ([Appendix B](#))

One form should be completed for each observation. This form should document the TC's progress. All of these forms must be submitted to the Office of Field Services when fieldwork has been completed.

Record of Observations and Conferences

It is very important that this form be maintained accurately. It should document each visit and observation with the TC 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 Practicum placement, submit the following documentation to the Office of Field Services for each TC via email to StudentTeaching@csustan.edu.

1. **Record of Observations and Conferences Signature Page**
2. **Six Formal Lesson Observation Records**
3. **Formative Assessment of Fieldwork** (Week 7)
4. **Formative Assessment of Fieldwork** (Week 11)
5. **Summative Assessment of Fieldwork** (Week 16)

WEEKLY OBSERVATION GUIDELINES

1. PRECONFERENCE

Format may alternate between:

- Individual pre-conference (meeting prior to observation; may be conducted via telephone or online).
- The TC sets the stage for the University supervisor by:
 - Showing, explaining lesson plan (including objectives, instructional strategies, practice).
 - Advising the supervisor of specific areas where attention might be directed during the observation.
 - 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 TC 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 TC.

2. 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. Each observation should be accompanied by a detailed lesson plan no less than 48 hours in advance of the lesson.

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 table in this Handbook. 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 Education Specialist Credential Program **prior to doing the observations**. Use the **Formal Lesson Observation Record** form to record the observation.

3. 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; TC's strengths; what the TC 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

PURPOSES

1. To help the TCs realize their full potential by making 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.
2. To give the TC a clear picture of progress with emphasis on strengths as well as weaknesses (be sure to write comments on the lesson plans).
3. To discuss plans for improvement and suggest projects that better utilize the TC's strengths.
4. To build strong, personal relationships in which both are willing to talk frankly.
5. To eliminate or reduce anxiety (anticipate some curiosity, tension or anxiety; be prepared to reduce it).

CONFERENCE ATMOSPHERE

1. The supervisor should create the impression that she/he has time for the conference and that she/he recognizes 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.**
2. Place primary interest upon the development and growth of the TC. The TC must feel that the activity is a constructive, collaborative one.
3. Leave the impression that your evaluation is formative and is not unalterable or permanent.
4. Listen attentively as well as politely. Avoid domination or cross-examination.
5. Encourage the TC to do some self-evaluation of the lesson first, by asking what he/she would do again in teaching the lesson and what he/she would do differently the next time the lesson is taught.
6. Make this a two-way conference. Have the TC list any questions that need to be answered.

CLOSING THE CONFERENCE

1. Review the points made in the conference. Encourage the TC to summarize or put them in his/her own words.
2. Reassure the TC of your interest in his/her progress.
3. Close when you both have a feeling of satisfaction about the results obtained.
4. Go over the observation form with the TC.

WHO EVALUATES

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

Evaluation and Credit for TCs/Interns

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 student teaching improvement plan.
FORMATIVE ASSESSMENT: WEEK 5	If the candidate receives less than 70% scores of 2.	Placed on probation – Fill out a student teaching improvement plan. Academic Probation
FORMATIVE ASSESSMENT: WEEK 10	If the candidate receives less than 80% scores of 2.	No Credit for EDSE 4815/4915 and EDSE 4816/4916. Dismissed from program.
SUMMATIVE ASSESSMENT: WEEK 16	If the candidate receives less than 90% scores of 2.	No Credit for EDSE 4816/4916. Dismissed from Program.

SYLLABUS FOR EDSE 4815 (M/M Support Needs Credential)

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 a student teaching 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

1. 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.
2. Develop a collaborative relationship with the mentor teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
4. 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.
5. 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.
6. Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of Student Teaching** 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 Fieldwork** 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 Fieldwork** 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 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 a student teaching 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

1. 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.
2. Develop a collaborative relationship with the mentor teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
4. 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.
5. 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.
6. Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of Fieldwork** 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 Fieldwork** 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 Fieldwork** 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 a student teaching 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

1. 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.
2. Develop a collaborative relationship with the mentor teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
4. 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.
5. 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.
6. Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of Fieldwork** 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 Fieldwork** 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 Fieldwork** 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 a student teaching 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

1. 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.
2. Develop a collaborative relationship with the mentor teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the mentor teacher.
4. 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.
5. 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.
6. Satisfactorily meet all expected outcomes as specified in the **Summative Assessment of Fieldwork** 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 Fieldwork** 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 Fieldwork** 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 -Fall 2020

This document provides a synopsis of the roles and responsibilities of the TC as well as the cooperating teacher for the semester. Adherence to the information outlined below 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 (TC, CT, US). **Formal Observations are completed by US. Formative and Summative evaluations are drafted by the CT, then reviewed at the Triad Meetings.**

Week	Cooperating Teacher (CT) Roles	Teacher Candidate (TC) Roles	Suggested Co-Teaching Strategies	5D+ Focus for Instructional Growth	Time Together CT & TC	Time Together US & TC
Weeks 1-2 Triad Intro Meeting Formal Obs.#1	Instructional lead during all lessons. Complete at least 4 lessons using the suggested co-teaching strategies as the lead teacher. Decide on which co-teaching strategies are used at which times, with input from the ST. Communicate with students' families to welcome the TC. Set a co-planning time (ex. Tuesdays from 3:00 - 4:00). <i>If you have not yet done so, please attend CT training or review the online training modules.</i>	Observe and get acquainted with the school, classroom, CT, and students. Take notes regarding classroom policies and procedure. Send an introduction letter home to the parents. Understand daily schedule. Work on general classroom management.	One Teach/One Assist One Teach/One Observe *CT leads core instruction and includes TC in planning sessions	5D+ Domain: Classroom Environment and Culture CEC1- Classroom arrangement and resources CEC2- Learning routines CEC3- Use of learning time	(1 hour weekly) Discuss observations and procedures Explain regular lesson planning sessions, coaching, and feedback. Decide on "hours of operation" and classroom duties (attendance, pick up/drop off times, etc..) Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture.	Schedule Triad Intro Meeting (or attend Meet and Greet*) to review co-teaching structures, forms, and schedule. Schedule Formal Observation #1. Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC 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 TC and CT the Obs. Form within 24 hours.
Weeks 3-4 Formal Obs.#2	Continue co-planning time each week. Focus on 5D+ Classroom Environment and Culture 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 TC . *CT leads core instruction and Universal Access/Small group plan. Provide necessary resources (unit, curriculum,	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 Assume more duties (taking attendance, morning routines, etc...) Take over the co-planning and co-teaching for 1 content area.	One Teach/One Assist One Teach/One Observe	5D+ Domain: Classroom Environment and Culture CEC4- Student status CEC5- Norms for learning	(1 hour weekly) One content area Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture.	Schedule Formal Observation #2. Conduct preconference by reviewing TC 's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC 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 TC and CT the Obs. Form within 24 hours.

	materials, strategies, etc.) Prepare to help facilitate the <u>release of 1 content area.</u>					
Weeks 5-6 Formal Obs.#3 Concurrent Students – New TPA Cycle 1 Due Sun. 10/11	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> CT drafts scores and comments for FORMATIVE EVALUATION 1 before meeting with US.	Lead small group lesson planning and instruction with support from CT. Plan for Must Do/ May Do Assume more duties (drop off/pick up students, dismissal, etc...) Take over the lead in co-planning and co-teaching for 2 content areas. (25%) Identify one or two subdomains of the 5D+ Rubric to focus growth.	One Teach/One Assist One Teach/One Observe Station Teaching Supplemental or Differentiated Teaching	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	(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. Discuss 5D+ Framework Guiding Questions for Purpose.	Schedule CT and US Support meeting (30 min.) at school site. Review Formative Evaluation and collaboratively determine if TC receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss TC 's specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support TC 's continued development in prioritized skills. While the support meeting (CT-US) takes place, the TC 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 TC and CT. US submits Formative 1 to Field Services.
Weeks 7-8 CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)	Continue co-planning time each week. Focus on 5D+ Student Engagement. Follow-up on the Formative 1 Growth Plan. Allow TC to completely lead small group instruction Provide all necessary resources Evaluate small group lesson plans for TC and provide feedback. Actively observe and provide feedback during small group instruction Co-teach whole class lessons with support from TC , using appropriate/suggested structures. Prepare to help facilitate the release of 3rd content area.	Assume more duties (drop off/pick up students, dismissal, etc.) 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%)	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching * TC begins to take the lead in Parallel Teaching based upon co-planned lesson.	5D+ Domain: Student Engagement SE1- Quality of questioning SE2- Ownership of learning	(1 hour weekly) Two or Three Content Areas Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons Discuss 5D+ Framework Guiding Questions for Student Engagement	Schedule Formal Observation #3. Conduct preconference by reviewing TC 's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC 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. Follow-up on the Formative 1 Growth Plan. Email TC and CT the Obs. Form within 24 hours.

<p>Weeks 9-10</p> <p>Formal Obs.#4</p>	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement.</p> <p>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 TC 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>CT drafts FORMATIVE EVALUATION 2 before meeting with US.</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.</p> <p>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 CT, and not at the last minute/all over the weekend.</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>Schedule Formal Observation #4. Conduct preconference by reviewing TC’s emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC 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. Email TC the Obs. Form within 24 hours.</p> <p>Schedule CT and US Support meeting (30 min.) at school site. Review Formative Evaluation 2 and collaboratively determine if TC receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss TC’s specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support TC’s continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the TC 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. US collects signed copy. Email copy to TC and CT. 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</p>	<p>Continue co-planning time each week. Focus on 5D+ Curriculum and Pedagogy (Dig into effective teaching approaches for different content areas) Follow-up on the Formative 2 Growth Plan. Assumes/ prepares to release</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 sharing your rationale with CT</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel</p>	<p>5D+ Domain: Curriculum and Pedagogy CP1- Alignment of instructional materials and tasks CP2- Teacher knowledge of content</p>	<p>(1 hour weekly) Four Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements Discuss interventions and alternative assignments</p>	<p>Schedule Formal Observation #5. Conduct preconference by reviewing TC’s emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding</p>

<p>Triad Meeting (15 min.)</p>	<p>U.A./ Small group. Actively observe and provide feedback during whole group instruction. Determine which lessons will be co-taught with the TC as the lead. Prepare to help facilitate the release of 4th content area. CT may act as a support during the TC 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>and preparing the materials. 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>	<p>Teaching based upon co-planned lesson</p>	<p>CP3- Discipline specific teaching approaches CP4- Differentiated instruction for students CP5- Use of scaffolds</p>	<p>Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy</p>	<p>Questions for Curriculum and Pedagogy. Write 1-2 specific next steps on the Obs. Form. Email TC and CT the Obs. Form within 24 hours.</p>
<p>Weeks 13-14 Formal Obs.#6 ** Additional formal observations may be scheduled as needed</p> <p>Concurrent Students – NEW TPA Cycle 2 Due Sun. 11/15</p>	<p>Continue co-planning time each week. Focus on 5D+ Assessment Release U.A./ Small group instruction Actively observe and provide feedback during whole group instruction, CT may act as a support during the TC 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) Provide daily feedback on TC '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. 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> <p>Assume full day teaching.</p>	<p>TC is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (ST is lead), One Teach/One Observe (TC is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<p>5D+ Domain: Assessment for Student Learning A1- Student self-assessment A2- Student use of formative assessments over time A3- Quality of formative assessment methods A4- Teacher use of formative assessments A5- Collection systems for formative assessment data</p>	<p>(1 hour weekly) All 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 Assessment for Student Learning.</p>	<p>Schedule Formal Observation #6. Conduct preconference by reviewing TC 's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with TC immediately afterwards. (20 min.) 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 TC and CT the Obs. Form within 24 hours.</p> <p>**Discuss the need for more observations to target necessary skills.</p>
<p>Weeks 15-16 SUMMATIVE EVALUATION Week 16- Check-out</p>	<p>Continue co-planning time each week. Focus on 5D+ area that is most needed. CT takes on more of the “support” role in co-teaching experiences. Provide daily feedback on</p>	<p>Lead teacher for all (100%) content areas.</p> <p>Lead the co-planning for these content areas, by <u>sharing your rationale</u> with CT and preparing the materials. Lesson outlines may be provided to the CT as</p>	<p>TC is lead instructor, classroom manager, and is in charge of all planning. (TC is lead), One Teach/One</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 Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements</p>	<p>Schedule the Check-out Triad meeting with TC and CT. Make sure that your copies of all the observations and assessments are signed and dated.</p> <p>Review the 5D+ Summative Evaluation form and TC Growth Plan for Induction.</p>

<p>Meeting (Triad)</p>	<p>ST's instruction.</p> <p>CT may leave the classroom for selected periods throughout the day to give TC 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. (This will help the ST write the Growth Plan for Induction.)</p>	<p>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.</p> <p>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>Observe (TC is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>		<p>Discuss 5D+ Framework Guiding Questions for selected domain.</p>	<p>Submit all the forms to Field Services. Post grade for TC (credit/no credit)</p>
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Observation #



CALIFORNIA STATE UNIVERSITY, STANISLAUS
DEPARTMENT OF TEACHER EDUCATION

FORMAL LESSON OBSERVATION RECORD FOR FIVE DIMENSIONS OF TEACHING AND LEARNING

Teacher Candidate: _____ School: _____ Teacher: _____ Grade _____

Date of observation: _____ Time: _____ Subject/Activity: _____

Pre-conference—Objective for observation: _____

Please RATE the Teacher Candidate (TC) in each item:

Rubric for Determining Level – Use this form in conjunction with the 5D+ Rubric for Instructional Growth	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
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 TC 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 TC on the verge of doing?
ASSESSING FOR STUDENT 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 STUDENT TEACHING

Teacher Candidate: _____ School: _____ Grade: _____

TO BE COMPLETED AT WEEK 5 FOR MSCP AND WEEK 7 FOR ESCP OF THE STUDENT TEACHING PLACEMENT
 Cooperating Teacher and University Supervisor: **Together** please **RATE** 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)
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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 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 TC reach the next level, I will...</u>	<u>To help my TC reach the next level, I will...</u>



CALIFORNIA STATE UNIVERSITY, STANISLAUS
 Department of Teacher Education
Appendix C
2ND FORMATIVE ASSESSMENT OF STUDENT TEACHING

Teacher Candidate: _____ School: _____ Grade: _____

TO BE COMPLETED AT WEEK 10 FOR MSCP AND WEEK 11 FOR ESCP OF THE STUDENT TEACHING PLACEMENT
Cooperating Teacher and University Supervisor: Together please RATE 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)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

DIMENSION	ITEMS	LEVEL (Please highlight the number to indicate current level, based on the overall progress of TC. +/- 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 TC reach the next level, I will...</u>	<u>To help my TC 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
SUMMATIVE ASSESSMENT OF STUDENT TEACHING

Teacher Candidate: _____ School: _____ Grade: _____

TO BE COMPLETED AT THE 16TH WEEK OF THE STUDENT TEACHING PLACEMENT
Cooperating Teacher and University Supervisor: Together please **RATE** the TC 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)
------------------------------	---------------------------------------------------	-----------------------------------------------------	-----------------------------------------------

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)	

INDUCTION DEVELOPMENT PLAN

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	

Appendix E

ESCP University Supervisor Checklist

Weekly Schedule	Use this checklist to indicate that each item was completed. <i>For your records only.</i>	Forms to Use
Week 1-2	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule triad intro meeting. <input type="checkbox"/> Schedule formal observation #1. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback within 24hrs. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with TC immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for classroom environment and culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal Observation #1 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on items 1-2 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.
Week 3-4	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #2. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback within 24hrs. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with TC immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for classroom environment and culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal Observation #2 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 3 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.
Week 5-6	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule cooperating teacher and university supervisor support meeting (30 minutes). <input type="checkbox"/> Review Formative Assessment Week 5 and collaboratively determine if your TC will receive credit. <input type="checkbox"/> Ask the CT how co-teaching is going and answer any questions/concerns. <input type="checkbox"/> Discuss TC's specific strengths and areas to target growth, based on the 5D+ rubric. <input type="checkbox"/> Identify 2-3 ways to support TC's continued development in prioritized skills. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal Observation #3 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Complete, review and collect signed copies. (Email a copy of the completed formative form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 8 of the University Supervisor's Record of Fieldwork Evaluations and Observation form. <p style="background-color: #90EE90; padding: 2px;">Concurrent TC: TPA Cycle I Due: Sunday, October 11, 2020</p>
Week 7-8	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #3. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with TC immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for student engagement. <input type="checkbox"/> Meet as a triad to review Formative Assessment Week 7 and write the growth plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formative Assessment #1 – Week 7 <input type="checkbox"/> Obtain signatures on item 4 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.

<p>Week 9-10</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #4. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback within 24hrs. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with TC immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for student engagement. <input type="checkbox"/> Discuss TC's specific strengths and areas to target growth, based on the 5D+ rubric. <input type="checkbox"/> Identify 2-3 ways to support TC's continued development in prioritized skills. <input type="checkbox"/> Review Week 7 growth plan, 	<ul style="list-style-type: none"> <input type="checkbox"/> Review 5D+ Student Engagement <input type="checkbox"/> Formal Observation #4 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 5 of the University Supervisor's Record of Fieldwork Evaluations and Observation form. <input type="checkbox"/> Complete, review and collect signed copies. (Email a copy of the completed formative form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 9 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.
<p>Week 11-12</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #5. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback within 24hrs. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with TC immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Schedule cooperating teacher and university supervisor support meeting (30 minutes). <input type="checkbox"/> Review Formative Assessment Week 10 and collaboratively determine if TC receives credit. <input type="checkbox"/> Meet as a triad to review Formative Assessment Week 12 and write the growth plan. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for curriculum and pedagogy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review 5D+ Curriculum and Pedagogy <input type="checkbox"/> Formal Observation #5 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Formative Assessment – Week 12 <input type="checkbox"/> Obtain signatures on item 6 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.
<p>Week 13-14</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #6. <input type="checkbox"/> Conduct preconference by reviewing TC's emailed lesson plan 48hrs in advance. <input type="checkbox"/> Provide specific feedback within 24hrs. <input type="checkbox"/> Observe full lesson. <input type="checkbox"/> Have post-observation conference with student immediately after (20 minutes). <input type="checkbox"/> Provide evidence-based feedback. <input type="checkbox"/> Discuss 5D+ Framework guiding questions for assessment for student learning. <input type="checkbox"/> Discuss the need for more observations to target necessary skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review 5D+ Assessment <input type="checkbox"/> Formal Observation #6 – Write 1-2 specific next steps on the observation form. (Email a copy of the observation form to the student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 7 of the University Supervisor's Record of Fieldwork Evaluations and Observation form. <p style="background-color: #00FF00; padding: 2px; text-align: center;">Concurrent TC: TPA Cycle I Due: Sunday, Nov. 15, 2020</p>
<p>Week 15-16</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule the checkout triad meeting with TC and CT. <input type="checkbox"/> Review Summative Assessment Week 16 and Induction Development Plan in conjunction with the 5D+ Rubric for Instruction Growth. <input type="checkbox"/> Ensure that all of your copies of the observations, formatives and summative assessments are signed and dated including the University Supervisor's Record of Fieldwork Evaluations and Observations. <input type="checkbox"/> Submit all documentation to Field Services. <input type="checkbox"/> Post grade for student teacher (credit/no credit). 	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on 5D+ Area (that is most needed) <input type="checkbox"/> Summative Assessment – Week 16 <input type="checkbox"/> Complete, review and collect signed copies. (Email a copy of the observation form to the TC and CT within 24 hours.) <input type="checkbox"/> Obtain signatures on item 10 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.



Appendix F: Education Specialist Credential Program: Record of Clinical Practice Hour Log

Name: _____ Student ID: _____ Semester Completing Fieldwork: _____

Course & Requirements Clinical Hours	Term/Year	Hours	Grade & Setting (Ex. 3 rd /RSP)	School Name (Where Fieldwork was completed)	Activities (Brief Description)
EDSE 4110: Rdg/LA: Sec = 20 hours		20			
EDSE 4210: Rdg/LA: Elem = 20 hours		20			
EDSE 4310: Intro to SpEd = 10 hours		10			
EDSE 4330: Comm. & Social Skills = 10 hours		10			
EDSE 4440/4450: Teaching Students M/S or M/M = 20 hours		20			
EDSE 4750: ABA in Class = 20 hours		20			
EDMS 4121: Math Methods = 15 hours		15			
EDSE 4815/4915: FW Practicum I					
EDSE 4816/4916: FW Practicum II					
TOTAL HOURS:					

Extended Clinical Practice:	Term/Year	Hours	Grade & Setting	School Name (Where Fieldwork was completed)	ACTIVITIES (Brief Description)
For Concurrent Student ONLY		150			

CTC Standard 3A Requirement is 600 hours.

 You must submit this form to Field Services Office DBH 320 upon completion. **You will not be recommended for your Preliminary Credential until this document has been completed and submitted.**

Appendix G
University Supervisor's Record of Fieldwork Evaluations and Observations

Education Specialist Credential Program

Teacher Candidate:
University Supervisor:
District:
Principal:

Semester/Year:
Grade:
School:
Cooperating Teacher:

	Conference Type*	Formal Observation Cycle: DATES			Signatures**		Initials
		Pre-Conference	Observation	Post-Conference	University Supervisor	Teacher Candidate	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>JCW</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 7						
9	Formative Assessment Week 11						
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.



Department of Teacher Education Fieldwork Improvement Plan

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Grade: _____

University Supervisor: _____ Date: _____

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

	TPE Number	TPE Item #	Explanation of Weakness
1			
2			
3			
4			
5			

For Each Area of Weakness 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

*Student Teacher's Signature Date

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

Appendix I

ESCP Lesson Plan Template

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

The Office of Field Services wants you to know that we are here for you and will move forward together. As you plan and prepare for a very exciting part of the program, we would like to address COVID-19 safety measures to successfully and safely complete clinical fieldwork if schools return to face-to-face instruction.

STOP THE SPREAD OF GERMS
Stay Home If You Are Sick

COVID-19 SAFETY GUIDELINES

Follow the CDC Safety Guidelines

- 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



"At the end of the day, the goals are simple: safety and security." – Jodi Rell

Obtain More Information Online:

www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/preventing.html

Possible School Closures

What do I do if my school site closes again?

1. Please contact the office of Field Services immediately – fieldservices@csustan.edu
2. Notify your University Supervisor
3. If allowed, continue to work with your Cooperating Teacher

Will I be able to finish my student teaching?

We will continue to work with you to ensure that you complete the required student teaching hours.

How can I prepare for possible school closure?

Plan ahead by utilizing the Phase-In Schedule. Know when TPAs are due. Gather as much information needed for TPAs and begin to record videos as soon as possible. Maintain good communication with your Cooperating Teacher and University Supervisor.

What do I do if someone at my school site tested positive for COVID-19?

Follow school procedures and stay home. Please contact the office of Field Services and your University Supervisor. You will also be required to complete an incident report with your University Supervisor or Program Coordinator with all the details and submit to Dr. Noelle Won – nwon@csustan.edu

Resources

- https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589931942037
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- <https://www.cdph.ca.gov>
- <https://covid19.ca.gov/industry-guidance>



Office of Field Services

CSU Stanislaus
One University Circle
Turlock, CA 95382
(209) 667-3230

FieldServices@csustan.edu

Department of Teacher Education
Covid-19 Incident Report and Action Plan (*Subject to Change*)

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	

Program Safety Preparation Measures

All student teachers were provided with field safety information on **(DATE)** via email. This information included the following:

1. Covid-19 CDC Safety Guidelines Newsletter

www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/preventing.html

- 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

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

- Follow School procedures and stay home.
- Contact the Office of Field Services.

2. Covid-19 Safety Video

3. Release of Liability Form with description of risks associated with clinical practice

University Supervisors also participated in a department training via Zoom on August 19, 2020, reviewing these safety measures and no-contact 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 Dr. Noelle Won, Teacher Education Department Chair.

The Department will send copies of this report to Safety and Risk Management; Program and Field Coordinator; Dean Oddmund Myhre- College of Education, Kinesiology, and Social Work