



CALIFORNIA STATE UNIVERSITY
Stanislaus
DEPARTMENT OF TEACHER
EDUCATION

SB 2042 Multiple Subject Credential Program

STUDENT TEACHING HANDBOOK

**For Student Teachers, Cooperating Teachers
and University Supervisors**



Department of Teacher Education

209-667-3357

Office of Field Services

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Introduction

Student teaching is the culminating field experience for students enrolled in the **Multiple Subject Credential Program** at California State University, Stanislaus. This experience affords an opportunity for the student teacher to apply all that was learned in coursework and utilize current teaching-learning research to create well-functioning classroom environments where children interact and learn the state-adopted academic standards. Student teaching provides an opportunity to design and modify instruction, curriculum, and learning environments to meet the varied learning, academic, and social needs of a diverse population. To facilitate a successful student teaching experience, Cooperating Teachers (CT), University Supervisors (US) and Student Teachers (ST) form a team to explore issues of teaching in the elementary school classroom.

This Handbook has been prepared as a guide for student teachers, cooperating teachers, and University supervisors. It is intended to answer some of the questions that may arise during the student teaching experience. However, no handbook can be written which would provide answers to every question or concern that might arise. The Office of Field Services, the Director of Field Services and the Coordinator of the Multiple Subject Credential Program, can answer those questions that are not answered by this Handbook.

The Multiple Subject Credential Program at California State University, Stanislaus is based upon the belief that the public schools have an integral role in the preparation of 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 - STUDENT TEACHER'S INSTRUCTIONS

STUDENT TEACHING TIMELINES & PROCESS

STEP I: Completion of Program Requirements

Candidates must complete all program courses **prior to student teaching placement** with a grade of C or better and have a minimum grade point average of 3.0. Candidates must also pass CSET and meet the Basic Skills Requirement (usually the CBEST) prior to student teaching. Candidates must take RICA before student teaching. RICA should be taken immediately following the completion of EDMS 4110 Reading Methods course and proof of taking the test is required to student teach.

California law requires anyone working in the schools be fingerprinted and cleared by the State. 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 student teach 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 jmagana14@csustan.edu.

STEP 3: Application to Student Teach

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 PIP, STSP or interns must submit an application.**

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 Student Teaching**. 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 assigns the candidate to a school and cooperating teacher for the Student Teaching 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:

- ✓ EDMS 4180 Classroom Management/Professional Practices - 3 units (meets one night a week)
- ✓ EDMS 4190 Student Teaching Practicum I - 4 units (this is your student teaching placement)
- ✓ EDMS 4191 Student Teaching Practicum II - 5 units (this is your student teaching placement)

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.

It is advised that student teachers complete all other courses prior to student teaching. However, if it was impossible to do so, student teachers may also enroll in **ONE** of the following courses (**must select a section that meets in the evening or online**):

- ✓ EDMS 4100 Foundations of Education in a Diverse Society 3 units, **or**
- ✓ EDMS 4150 Methods of Multilingual Education 3 units, **or**
- ✓ EDIT 4170 Technology Foundations, 2 units, or Register to take CSET Preliminary Ed Tech Test, **or**
- ✓ EDSE 4160 Foundations of Special Ed and/or KINS 4165 School Health (may enroll in both)

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

- 1) **Contact Cooperating Teacher Early** - Student teachers 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 student teacher prior to the placement; others do not want a conference but just want to be informed. In all cases, the student teacher 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 student teacher 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, etc. The student teacher can be of assistance to the cooperating teacher; however, the student teacher will not be expected to teach lessons at this time.

STUDENT TEACHING DETAILS

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

This document provides a synopsis of the focal areas and roles and responsibilities of the student teacher 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 need to have a daily conference and co-planning time to discuss the day’s lessons and plan for the next day. Cooperating teachers will work with their student teachers in providing opportunities for positive reinforcement and specific constructive suggestions. The cooperating teacher will give the student teacher special assignments and provide regular assistance. Cooperating teachers are expected to spend 5 hours/week planning and supporting student teacher.

PIP, STP or Interns - *will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the University Supervisor in consultation with the mentor/buddy teacher and the site principal.*

2. **Formal Lesson Observation Records** - The supervisor is to observe **A MINIMUM OF SIX COMPLETE LESSONS AND HOLD A CONFERENCE WITH THE STUDENT TEACHER AFTER EACH OF THESE LESSONS.** The student teacher should receive a copy of the formal observation ([Appendix B](#)).

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

1. **Orientation Conference** - In the first week of the placement, the triad will meet. During this conference, the supervisor will explain to the student teacher and the cooperating teacher the timelines and expectations for the student teaching placement. This orientation conference could take place at the time of the Meet and Greet training (if attending).
2. **Formative Assessment of Student Teaching** - 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 student teacher on each formative assessment. This form is to be turned in to the University supervisor immediately upon completion. The student teacher must keep one copy in the portfolio.
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. Student teachers 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 student teacher 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 Student Teachers/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.

Teacher Performance Assessment (TPA)

Student teachers must pass the TPA in order to earn their preliminary teaching credential in California. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. More information regarding TPAs is provided during an orientation and online resources. Support is provided throughout the program. Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

STUDENT TEACHING WITH AN INTERN CREDENTIAL OR SHORT TERM PERMIT (STP)

Paid teaching positions are not provided by the University. Students interested in a paid position in lieu of unpaid student teaching 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 student teaching 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:
 - EDMS 4180 Classroom Management
 - EDMS 4190 Student teaching Practicum I
 - EDMS 4191 Student teaching Practicum II.
 - EDUC 6538 – Intern Seminar (Extended Education)

The paid teaching time counts in place of student teaching. They will be supervised for one semester in the same manner as student teachers.

In order for the paid STSP or intern position to count in lieu of student teaching, the classroom must meet the following credential program requirements:

- 1) Be in a classroom that meets the state requirements for multiple subject credentials (teach more than one subject to the same group of students)
- 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 and TPA completion. 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.

Support for STSP or Interns

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, **only those under 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 Extended Education for which the intern must pay registration fees in addition to regular university enrollment fees.

Misc. Information

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer 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 in which our students complete observations and student teaching require teachers to “dress professionally.” Most school districts have a stipulated dress code for its faculty, to which student teachers who work in their district must also adhere.

The Credential Program requires all students to dress professionally for all Field Work in the Program. This dress code is a good model of how to dress for visits to schools and for student teaching, even if the school does not have a stipulated dress code:

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

ETHICAL AND PROFESSIONAL STANDARDS

In order to continue in the program in good standing, all credential candidates are expected to follow ethical and professional standards established by CSU Stanislaus Credential Programs and the 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 of the instructors involved give express permission. Student must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
- 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.
- v. TPA- Follows all the procedures established by the CTC in the preparation and submission of Teacher Performance Assessment cycles. Failure to follow CTC guidelines on "original work" in the TPA will lead to immediate dismissal from the Credential Program.

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 so as 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

Student Teacher: _____ 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

 *Student Teacher's Signature

*Student Teacher'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 also imposes various obligations on and extends certain protections to those Mandated Reporters as well as their employees. As a covered employer, the California State University (CSU) is required to comply with the Act. Executive Order 1083 (Revised July 21, 2017) provides additional guidance for employees that are identified as Mandatory Reporters.

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

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

ADDITIONAL REQUIREMENTS AND RESPONSIBILITIES

The following information is provided to help student teachers understand their requirements and responsibilities.

1) Mandated Work Hours/Days for Student Teaching

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

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 student teacher WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.

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

- **Illness While at School Site**– If the student teacher 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 student teacher 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.

2) Activities

- 1) **Permission** - The student teacher should always get the cooperating teacher's approval prior to presenting a lesson or doing any other activity.
- 2) **Meeting and Other School Activities** - The student teacher is required to attend all faculty meetings and school functions (such as open house, etc.). If these functions conflict with the times for required courses, the student teacher should contact the instructor teaching the class as well as the cooperating teacher for suggestions on how to resolve the conflict.
- 3) **Plan activities** so to gain as much knowledge and experience as possible.
 - a. Talk with the school nurse, psychologist, and principal.
 - b. Observe selected activities in which the 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, school rules.
 - 5) **Special Meetings:** Student teachers are required to attend all meetings called by the University supervisor, cooperating teacher, or school site administrators.

2. Substitute Teaching

- 1) A student teacher 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 student teacher should read the detailed “**Policy on Substituting While Student Teaching**” included in the program Handbook.
- 2) Student teachers who are on vacation from their student teaching placement may substitute in any school. It is their time.

3. Letters of Recommendation

- ✓ The student teacher 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 student teacher 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).
- ✓ If the school has a curriculum person, the student teacher 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 until 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 student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the University supervisor.

REFLECTING ON LESSON PLANNING AND TEACHING

PRIOR TO THE LESSON:

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

THROUGHOUT THE LESSON:

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

AFTER TEACHING A LESSON

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 as a whole achieve the academic learning objectives of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
- What will you do for the student(s) who did not achieve the academic learning goals?

In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?

- What will you do for the English learners and the challenged students who did not achieve the academic learning goals?
- Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
- After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?

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 INSTRUCTIONS

INTRODUCTION

We would like to take this opportunity thank you for your time and effort in working with student teachers. We appreciate the critical role of the cooperating teacher in the teacher preparation process. Your student teacher will be with you for **sixteen weeks** unless otherwise noted. The following information is provided to help you understand the requirements and responsibilities of being a cooperating teacher. The timeline is offered as a suggestion to help you and your student teacher; however, as each student teacher is different, please modify the timeline as necessary. Copies of the two forms that you will be using are attached to this letter. Your student teacher is in your classrooms to learn about all parts of the teaching experience. Therefore, he/she should shadow you in all things that you do (yard duty, teacher meetings, student study team meetings, etc.).

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

Each student teacher 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 student teacher 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 student teacher'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 student teacher.

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

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

Teacher Performance Assessment (TPA)

Student teachers must pass the TPA in order to earn their teaching credential in California. The TPA is a performance assessment that requires candidates to work with students, teach a lesson, make adaptations for EL and students with special needs, and assess students prior to completing the forms. All supervisors have been trained in the TPA and can serve as a resource.

Forms to Use

The two forms attached to this handbook, **Formative Assessment of Student Teaching (Appendix C)** and the **Summative Assessment of Student Teaching (Appendix D)** are the only forms that cooperating teachers are required to complete. However, written feedback to the student teacher 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 student teacher. The student teacher 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

Student Teacher - Cooperating Teacher Conferences

Orientation Conference - In the first week of placement, the cooperating teacher, student teacher 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 student teacher 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 student teacher with positive reinforcement and specific, constructive suggestions. The student teacher should have regular assignments and receive regular assistance.

Formative Assessment of Student Teaching – 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 student teacher and supervisor are required to discuss the written form. A Growth Plan also needs to be completed with the student teacher and University Supervisor. This form should be shared with the University supervisor and student teacher during a triad meeting.

Summative Assessment of Student Teaching - A final evaluation conference is to be held in Week 16 with the student teacher and supervisor to discuss the evaluation. Everyone must sign the form. This form should be shared with the University supervisor and student teacher 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 student teacher: (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 Student Teacher takes place at week 16.

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

Observation by Administrator and Letter of Recommendation The student teacher and supervisor can meet. If the student teacher 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 INSTRUCTIONS

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

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

Teacher Performance Assessment (TPA)

Student teachers must pass the TPA in order to earn their preliminary teaching credential in California. The TPA is a performance assessment that requires candidates to: work with students; teach a lesson; make adaptations for ELs and students with special needs; assess students prior to completing the forms. Questions regarding TPAs should be forwarded to the TPA office (209) 664-6816.

Forms to Use

1. **Formal Lesson Observation Record ([Appendix B](#))** – to record formal lesson observations
2. **Formative Assessment of Student Teaching ([Appendix C](#)) and Summative Assessment of Student Teaching ([Appendix D](#))** -These two forms are the forms to be completed for evaluative purposes.

Student Teacher - 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 student teacher, and thank him/her for accepting the student teacher.
- ✓ **Orientation/Intro. Conference - In the first week of the placement, the supervisor must have a conference** with the cooperating teacher and student teacher. In this conference, the supervisor will explain to the cooperating teacher and student teacher 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 STUDENT TEACHER AFTER EACH OF THESE LESSONS. After each lesson, the student teacher must sign the form that records the visits and observations by the supervisor.

Formative Assessment of Student Teaching and Triad Meetings

The supervisor holds a formal conference with the cooperating teacher and student teacher 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 student teacher and cooperating teacher for inclusion in his/her portfolio.

Summative Assessment of Student Teaching

The supervisor holds a formal final evaluation conference with the student 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 Student Teaching** 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 Student Teaching** will be completed at the end of the second semester of student teaching.*

STP or Interns - will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the University Supervisor in consultation with the mentor/buddy teacher and the site principal. For STSP and interns: the supervisor should make regular contact with the intern support provider or mentor teacher and the site administrator and invite them to this conference. Please refer to the intern handbook for more information.

Observation by Administrator and Letter of Recommendation

If the student teacher 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 student teacher 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 student teacher’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 student teacher 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 student teacher 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 student teacher 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 student teacher 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 should be complete for each observation. This form should document the student teacher's progress. All of these forms must be submitted to the Office of Field Services when the student teaching is 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 student teacher 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 Student teaching placement, submit the following documentation to the Office of Field Services for each student teacher via email to StudentTeaching@csustan.edu.

- 1. Record of Observations and Conferences Signature Page**
- 2. Six Formal Lesson Observation Records**
- 3. Formative Assessment of Student Teaching (Week 5)**
- 4. Formative Assessment of Student Teaching (Week 10)**
- 5. Summative Assessment of Student Teaching (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 student teacher 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 student teacher 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 student teacher.

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. This needs to be accompanied by a detailed lesson plan.

Formal lesson observations should be evenly distributed over the sixteen weeks of the placement and should adhere as much as possible to the schedule listed in the 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 Multiple Subject 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; ST's strengths; what the ST is "on the verge of" based on the 5D+ rubric subdomain descriptions; specific "Next Steps".
- ✓ Discuss the 5D+ Framework Guiding Questions as needed.
- ✓ Establish goals for future observations.

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

GUIDELINES FOR THE POST CONFERENCE

PURPOSES

1. To help the student teachers 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 students a clear picture of their 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 student'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 student teacher. The student teacher 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 student teacher 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 student teacher list any questions that need to be answered.

CLOSING THE CONFERENCE

1. Review the points made in the conference. Encourage the student teacher to summarize or put them in his/her own words.
2. Reassure the student teacher 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 student teacher.

WHO EVALUATES

The cooperating teacher, the University supervisor, the school site administrator and the student teacher all have equal voices in the evaluation process, which should be the culmination of a professional collaboration.

Evaluation and Credit for Student Teachers/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.

SYLLABI FOR EDMS 4190 AND 4191

EDMS 4190: STUDENT TEACHING PRACTICUM I 4 Units

Our CONCEPTUAL FRAMEWORK

Mission Statement: Preparing Leaders in Learning

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

I. Course Description

This course is designed to provide field experience for candidates for the multiple subject credential program. While enrolled in this 8-week first practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a University supervisor.

In this first experience in student teaching, candidates begin by observing the cooperating teacher and other teachers in the school and gradually begin to assume responsibility for teaching, first in tutorials with individual students, then for groups and eventually the whole class. We encourage a co-teaching model where the student teacher and cooperating teacher together plan and teach lessons.

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 reading/language arts. 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 curriculum guides used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level. The Student Teacher should read over the 5D+ Rubric and Framework in week 1 to familiarize with them.

III. Course Requirements

1. Daily attendance at the school site. Student shall be punctual to class remain at school for the whole day, five days per week.
2. Develop a collaborative relationship with the cooperating teacher and University supervisor.
3. Plan lessons for a group of students or for the whole class, under the direction of the cooperating 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 cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught.
7. Begin to attain all the 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 perform at the least Basic level (2) on 90% of the items listed under the Five Dimensions of Teaching Rubric (5D+) that are aligned with the Teacher Performance Expectations as specified on the **Formative Assessment of Student Teaching** form. The cooperating teacher, in consultation with the University supervisor, will determine if sufficient progress has been made to warrant advancement to "Student teaching Practicum II."

The University supervisor and the cooperating teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least three formal observation cycles during these first eight weeks of student teaching practicum.

At the fifth week, the cooperating teacher in collaboration with the University supervisor, shall complete the **Formative Assessment of Student Teaching**.

V. Course Objectives

The following MSCP Standard is to be met in this course.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards. These standards are aligned with the 5D+ rubric that will be used throughout student teaching.

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and socio-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Standard 3 Clinical Practice

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 student teaching assignment will be for the first eight weeks of the student teaching semester.

EDMS 4191: STUDENT TEACHING PRACTICUM II

5 Units

I. Course Description

This practicum is designed to provide field experience for candidates for the multiple subjects credential program and is a continuation of EDMS 4190 Student Teaching Practicum I. While enrolled in this eight-week second practicum, students will participate in a student teaching experience under the supervision of a cooperating 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 student teaching, candidates begin to teach other subjects in addition to the reading/language arts that they were doing in the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the cooperating teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the cooperating 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 cooperating teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the cooperating 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 cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught, and maintain a journal of these reflections.
7. Attain all the outcomes as specified in the **Summative Assessment of Student Teaching** form.
8. Complete the Teacher Performance Assessment (TPA).

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 Student Teaching** form. The University supervisor and the cooperating teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least three formal observation cycles during these second eight weeks of student teaching practicum. At week 10, the cooperating teacher in collaboration with the University supervisor shall complete the **Formative Assessment of Student Teaching** form.

V. Course Objectives

The following MSCP Standard is to be met in this course.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and socio-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and

- support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
 5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
 6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote

digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals

and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Standard 3 Clinical Practice

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.

Appendix

APPENDIX A

MSCP Co-Teaching Phase-In Schedule – Fall 2020

This document provides a synopsis of the roles and responsibilities of the student teacher 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 (ST, CT, US). **Formal Observations are completed by US. Formative and Summative evaluations are drafted by the CT, then reviewed at the Triad Meetings.**

* These events pertain to STs in Ceres and Turlock districts only.

Week	Cooperating Teacher (CT) Roles	Student Teacher (ST) Roles	Suggested Co-Teaching Strategies	5D+ Focus for Instructional Growth	Time Together CT & ST	Time Together US & ST
Weeks 1-2 ST Boot Camp* 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 Student Teacher. 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 ST 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 ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 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 ST. *CT leads core instruction and Universal Access/Small group plan. Provide necessary resources (unit, curriculum, materials, strategies, etc.)	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 ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.

	Prepare to help facilitate the <u>release of 1 content area.</u>					
Weeks 5-6 CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)	<p>Continue co-planning time each week. Focus on 5D+ Purpose.</p> <p>*CT leads core instruction and supports with small group instructional plan. Provide guidance and support in the planning of the small group instruction. Co-teach whole class lessons as lead and support; CT provides lesson plans. Actively observe and provide feedback during small group instruction. Prepare to help facilitate the <u>release of 2 content areas.</u></p> <p>CT drafts scores and comments for FORMATIVE EVALUATION 1 before meeting with US.</p>	<p>Lead small group lesson planning and instruction with support from CT. Plan for Must Do/ May Do Assume more duties (drop off/pick up students, dismissal, etc...)</p> <p>Take over the lead in co-planning and co-teaching for 2 content areas. (25%)</p> <p>Identify one or two subdomains of the 5D+ Rubric to focus growth.</p>	<p>One Teach/One Assist One Teach/One Observe Station Teaching Supplemental or Differentiated Teaching</p>	<p>5D+ Domain: Purpose</p> <p>P1- Learning targets connected to standards P2- Lessons connected to previous and future lessons, broader purpose and transferable skill P3- Design of performance task P4- Communication of learning target(s) P5- Success criteria</p>	<p>(1 hour weekly)</p> <p>Two content areas Co-plan U.A. lesson/ Must Do/ May Do Explain formative assessment during small group and planning lessons with clear learning targets. Determine how you will co-teach lessons. Discuss feedback and instructional improvement goals.</p> <p>Discuss 5D+ Framework Guiding Questions for Purpose.</p>	<p>Schedule CT and US Support meeting (30 min.) at school site. Review Formative Evaluation and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss ST's specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST's continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can <u>then meet as Triad</u> to review Formative 1 and write the Growth Plan. US collects signed copy. Email copy to ST and CT. US submits Formative 1 to Field Services.</p>
Weeks 7-8 Formal Obs.#3 New TPA Cycle 1 Due Sun. 10/11	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement. Follow-up on the Formative 1 Growth Plan.</p> <p>Allow ST to completely lead small group instruction Provide all necessary resources Evaluate small group lesson plans for ST and provide feedback. Actively observe and provide feedback during small group instruction Co-teach whole class lessons with support from ST, using appropriate/suggested structures. Prepare to help facilitate the release of 3rd content area.</p>	<p>Assume more duties (drop off/pick up students, dismissal, etc.)</p> <p>Continue to lead the co-planning and co-teaching for 2-3 content areas. Submit lesson outlines to CT as requested. By the end of week 8, take the lead in co-planning and co-teaching for 3 content areas. (50%)</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching *ST begins to take the lead in Parallel Teaching based upon co-planned lesson.</p>	<p>5D+ Domain: Student Engagement</p> <p>SE1- Quality of questioning SE2- Ownership of learning</p>	<p>(1 hour weekly)</p> <p>Two or Three Content Areas Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons</p> <p>Discuss 5D+ Framework Guiding Questions for Student Engagement</p>	<p>Schedule Formal Observation #3. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form.</p> <p>Follow-up on the Formative 1 Growth Plan.</p> <p>Email ST and CT the Obs. Form within 24 hours.</p>
Weeks 9-10	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement.</p>	<p>Lead teacher for three content areas (50%). Lead the co-planning for these content</p>	<p>One Teach/One Assist</p>	<p>5D+ Domain: Student Engagement</p>	<p>(1 hour weekly)</p> <p>Three Content Areas Co-plan U.A. lesson/</p>	<p>Schedule Formal Observation #4. Conduct preconference by reviewing ST's emailed lesson</p>

<p>Formal Obs.#4</p> <p>CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)</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 ST lead teaching experiences (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)</p> <p>CT drafts FORMATIVE EVALUATION 2 before meeting with US.</p>	<p>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>Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson</p>	<p>SE3- Capitalizing on students’ strengths SE4- Opportunity and support for participation and meaning making SE5- Student talk</p>	<p>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>plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form. Email ST 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 ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss ST’s specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST’s continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can <u>then meet as Triad</u> to review Formative 2 and write the Growth Plan. US collects signed copy. Email copy to ST and CT. US submits Formative 2 to Field Services.</p>
<p>Weeks 11-12</p> <p>Formal Obs.#5</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.</p> <p>Assumes/ prepares to release U.A./ Small group. Actively observe and provide feedback during whole group instruction.</p>	<p>Lead teacher for four content areas (75%) with support/approval from CT. Think about what you’ve learned in methods courses. Don’t be afraid to try something different or creative.</p> <p>Lead the co-planning for these content areas, by <u>sharing your rationale with CT</u> and preparing the materials. Lesson outlines may be provided to the CT as requested.</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson</p>	<p>5D+ Domain: Curriculum and Pedagogy CP1- Alignment of instructional materials and tasks CP2- Teacher knowledge of content CP3- Discipline specific</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>Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy</p>	<p>Schedule Formal Observation #5. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24</p>

	<p>Determine which lessons will be co-taught with the ST as the lead.</p> <p>Prepare to help facilitate the release of 4th content area. CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)</p>	<p>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 approaches CP4- Differentiated instruction for students CP5- Use of scaffolds</p>		<p>hours.</p>
<p>Weeks 13-14 NEW TPA Cycle 2 Due Sun. 11/15</p> <p>Formal Obs.#6 ** Additional formal observations may be scheduled as needed.</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,</p> <p>CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or During supplemental teaching, the CT may take the small group)</p> <p>Provide daily feedback on ST's instruction.</p>	<p>Lead teacher for all (100%) content areas.</p> <p>Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials. 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>ST is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<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 ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p> <p>**Discuss the need for more observations to target necessary skills.</p>
<p>Weeks 15-16</p> <p>SUMMATIVE EVALUATION</p> <p>Week 16- Check-out Meeting (Triad)</p>	<p>Continue co-planning time each week. Focus on 5D+ area that is most needed.</p> <p>CT takes on more of the "support" role in co-teaching experiences.</p> <p>Provide daily feedback on ST's instruction.</p> <p>CT may leave the classroom for selected periods throughout the day to give ST</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 requested.</p> <p><i>You will need to take more time to plan and prepare lessons.</i> Do this planning</p>	<p>ST is lead instructor, classroom manager, and is in charge of all planning. (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Differentiated,</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>Discuss 5D+ Framework Guiding Questions for selected domain.</p>	<p>Schedule the Check-out Triad meeting with ST 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 ST Growth Plan for Induction.</p> <p>Submit all the forms to Field Services. Post grade for ST (credit/no credit)</p>

	<p>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>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>Parallel Teaching, Team Teaching, Station Teaching</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

Student: _____ School: _____ Teacher: _____ Grade _____

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

Pre-conference—Objective for observation: _____

Please RATE the student teacher 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
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PURPOSE (TPE 1.3,1.5,1.7,2.5,3.1,3.3,3.4,3.6,4.2,4.3,4.4,4.7,4.8,5.7,6.1) - Evidence:	1 2 3 UJ	What can the teacher candidate do (strength-based)?
STUDENT ENGAGEMENT (TPE 1.1,1.3,1.5,1.6,2.1,2.2,2.5,3.4,3.5,4.1,4.2,4.5,4.7,5.6,5.7,5.8) - Evidence:	1 2 3 UJ	
CURRICULUM & PEDAGOGY (TPE 1.4,1.5,1.6,1.7,2.5,3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,4.2,4.3,4.4,4.6,5.2,5.7,5.8,6.1) - Evidence:	1 2 3 UJ	What is the teacher candidate on the verge of doing?
ASSESSING FOR 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

Student: _____ 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 (ST did not yet have opportunity to demonstrate)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

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

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

TEACHER CANDIDATE GROWTH PLAN

Refer to the "On the Verge of" comments on previous pages.

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



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

Student: _____ 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 (ST did not yet have opportunity to demonstrate)
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Use this form in conjunction with the 5D+ Rubric for Instructional Growth

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

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

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

Student Teacher: _____ School: _____ Grade: _____

TO BE COMPLETED AT THE 16TH WEEK OF THE STUDENT TEACHING PLACEMENT

Cooperating Teacher and University Supervisor: Together please **RATE** the student teacher in each item.

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

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

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 G

UNIVERSITY SUPERVISOR'S RECORD OF FIELDWORK EVALUATIONS AND OBSERVATIONS

Multiple Subject Credential Program

Student Teacher:

Semester/Year:

University Supervisor:

Grade:

District:

School:

Principal:

Cooperating Teacher:

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

***Conference Type:**

OBS = Observation, not part of formal observation cycle

CNF = Conference, not part of formal observation cycle

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

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



Department of Teacher Education Fieldwork Improvement Plan

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.)



MSCP 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 student teacher'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 teacher 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 student teacher'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 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 student teacher will receive credit. <input type="checkbox"/> Ask the cooperating teacher how co-teaching is going and answer any questions/concerns. <input type="checkbox"/> Discuss student teacher's specific strengths and areas to target growth, based on the 5D+ rubric. <input type="checkbox"/> Identify 2-3 ways to support student teachers continued development in prioritized skills. <input type="checkbox"/> Meet as a triad to review Formative Assessment Week 5 and write the growth plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formative Assessment – Week 5 <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.
Week 7-8	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule formal observation #3. <input type="checkbox"/> Conduct preconference by reviewing student teacher'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 student 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"/> Follow up on the formative week 5 growth plan. 	<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"/> Obtain signatures on item 4 of the University Supervisor's Record of Fieldwork Evaluations and Observation form. <p style="background-color: #00ff00; padding: 2px;">Student Teachers: TPA Cycle I Due: Sunday, October 11, 2020</p>

<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 student teacher'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 teacher 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"/> Schedule cooperating teacher and university supervisor support meeting (30 minutes). <input type="checkbox"/> Review Formative Assessment Week 10 and collaboratively determine if student teacher receives credit. <input type="checkbox"/> Ask the cooperating teacher how co-teaching is going and answer any questions/concerns. <input type="checkbox"/> Discuss student teacher's specific strengths and areas to target growth, based on the 5D+ rubric. <input type="checkbox"/> Identify 2-3 ways to support student teacher's continued development in prioritized skills. <input type="checkbox"/> Meet as a triad to review Formative Assessment Week 10 and write the 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"/> Formative Assessment – Week 10 <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 student teacher'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 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"/> 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 student teacher'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;">Student Teachers: TPA Cycle II 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 student teacher and cooperating teacher. <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 student teacher and cooperating teacher within 24 hours.) <input type="checkbox"/> Obtain signatures on item 10 of the University Supervisor's Record of Fieldwork Evaluations and Observation form.



MULTIPLE SUBJECT CREDENTIAL PROGRAM: RECORD OF CLINICAL PRACTICE: 600 HOUR LOG

Name: _____ Student ID#: _____ Semester Completing Student Teaching: _____

EXPERIENCE: (For sections with more than one option please circle or highlight choice.)	TERM/DATE	HOURS	GRADE LEVEL	NAME OF SCHOOL (Where Field Work was Completed)	ACTIVITIES (Brief Description)
EDMS 4100 Foundations OR LIBS 3200 Foundations in Edu.		10			
EDMS 4110 Reading Methods		15			
EDMS 4121 Math Methods		15			
EDMS 4130 Science Methods		10			
EDMS 4140 History/Social Science Methods		10			
EDMS 4150 Methods of Multilingual OR LIBS 4800/ENGL 4800 OR EDUC 4400/EDUC 4430		10			
Student Teaching and Co-Teaching – 16 Weeks		480			
Miscellaneous Hours: (Verification Required) Extended Stu. Teaching, Substitute Teaching, CSU Stan LIBS Major, Other		50			
TOTAL HOURS:		600			

EXPERIENCE:	TERM/DATE	HOURS	GRADE LEVEL	NAME OF SCHOOL (Where Field Work was Completed)	ACTIVITIES (Brief Description)
For Concurrent Student ONLY – Extended Clinical Practice					
For Candidates Teaching at a Private School ONLY. Additional hours in a diverse school setting where the curriculum aligns with California’s adopted content standards sand frameworks and the school reflects the diversity of California’s Student population.					

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.**

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.



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

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

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

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(209) 667-3230

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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