

| **School Site Requirements - Second Semester of the Field Experience** |
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| * The student teacher comes to the school site 5 days each week and 3 periods per day.   + The student teacher takes on a primary instruction role for *2 periods per day*.   + The student teacher continues to serve as a teaching assistant for *1 period per day*. * The student teacher will also earn 8 Flex hours per week (co-planning and co-assessing, teacher meetings (parent and student meetings), Grade level, department and faculty meetings, and professional development, and focused observations) * The student teacher will be at the school placement site throughout the semester unless he/she is approved for a STSP/Intern teaching position at another school site. |

| **The Role of the Student Teacher During Primary Instruction (2 Periods)** |
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| During Primary Instruction, the Student Teacher’s Responsibilities include,  but are not limited to, the Following:   | * Planning lessons with the cooperating teacher. * Preparing materials for lessons. * Teaching lessons. * Maintaining and monitoring records (e.g. attendance, grades…). | * Grading assignments for the two primary periods. * Adapting instruction to support English learners and students with special needs. * Communicating with parents and school personnel. * Implementing classroom policies and procedures. | | --- | --- | |

| **Student Teaching Supervision and Forms - Second Semester of the Field Experience** |
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| The University Field Supervision Process   * A university *field* supervisor will complete scheduled lesson observations during the semester. * The student teacher submits a lesson plan to the university field supervisor *in advance* of each lesson observation. * The university field supervisor completes a midterm and a final evaluation form during the semester.   Lesson Observation Forms – Cooperating Teacher   * The cooperating teacher completes *two lesson observation feedback forms* during the semester.   + The cooperating teacher should complete the form with the student teacher. * A link to an online lesson observation feedback form will be sent by the student teacher’s cohort instructor at the university   + The *submission dates* for lesson observation feedback observation feedback forms are:     - **Friday, October 14, 2022**     - **Friday, November 11, 2022**   Subject Specific Pedagogy Assessment Form – Cooperating Teacher & Student Teacher   * The cooperating teacher and the student teacher *complete a subject-specific pedagogy assessment form* towards the end of the semester.   + The subject-specific pedagogy assessment form is based on the specific pedagogical skills that are identified in the California Teaching Performance Expectations for credential candidates.   + The specific due date for this form will be provided to the credential candidate in the university cohort class. |



| **Teacher Performance Assessments (TPAs) - Permission Forms and Notes** |
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| * Teacher Performance Assessments   + Instructional Cycle 1: Learning About Students and Planning Instruction   + Instructional Cycle 2: Assessment Driven Instruction * Permission Slips   + Check with the school or district to verify that appropriate permissions are on file from the parents/guardians/families of students and from adults who appear in any video recording.   + If the appropriate permissions are not on file with your school or district, you may use/adapt the sample consent forms provided for your reference on the California Educator Credentialing Assessments website:     - http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\_FRAG/CalTPA\_AssessmentMaterials.html   + The TPAs fulfill a state requirement for teacher credential candidates.   Notes:   * The TPAs fulfill a state requirement for teacher credential candidates. |

**Frequently Asked Questions about the Second Semester of Student Teaching**

1. In which two classes will the student teacher become the primary instructor?
2. When does the student teacher become the primary instructor in the two classes?
3. What should the student teacher do to prepare for the primary instructor role?
4. What kind of lesson plans should the student teacher submit to the cooperating teacher?
5. What is the university field supervision process?
6. When should the TPA permission slips be given out?
7. Who does the student teacher go to if issues arise during the student teaching experience?