

Student Teaching Handbook



California State University, Long Beach
Department of Teacher Education
Multiple Subject Credential Program

2025-2026



California
Commission on Teacher Credentialing

*To ensure that those who educate the children of
California are academically and professionally prepared*

Welcome Letter

Dear UTEACH Candidate,

Welcome to your student teaching journey! I am thrilled to join our learning community and excited to support you during this pivotal chapter in your path to becoming an educator.

This year will be one of tremendous growth, reflection, and transformation. As you step into classrooms and begin shaping your practice, you'll not only develop the essential skills of teaching, but also discover your unique voice and philosophy as an educator. Teaching is complex, demanding, and deeply human work, and you are now part of that legacy.

This handbook is designed to guide you through UTEACH's expectations, responsibilities, and opportunities. Please refer to it often as a resource throughout the year. From weekly planning to professional conduct, from observations to collaborative reflection, each element is here to help you thrive.

Remember: you are not alone. You are surrounded by a network of mentors, peers, UTEACH alumni, and faculty who are here to support you, challenge you, and celebrate your progress. Don't be afraid to ask questions, take risks, and embrace feedback as it's all part of the learning process.

We believe in your potential, and we are honored to walk alongside you as you prepare to make a lasting impact in students' lives. Here's to a powerful and purposeful year ahead!

With warmest regards and unwavering support,

Rita Suh, Ed.D.
UTEACH Coordinator

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College, Department, and UTEACH Statements

College Commitment Statement

Commitment Statement: CSULB's College of Education is committed to advancing equity and urban education by enacting racial and social justice. We illuminate sources of knowledge and truths through our intersectional scholarship, pedagogy, and practice. We collaborate with and are responsive to historically marginalized communities. We cultivate critical and innovative educators, counselors, leaders, and life-long learners to transform urban education, locally and globally.

Teacher Education Department Statement

The faculty of California State University, Long Beach, involved in teacher preparation believes that teaching is an art drawing from science, that art involves making the right choices, that science incorporates an evolving process, and that quality results when learning occurs in relation to specified goals and intended instructional objectives. The faculty also believes that the teacher candidate within this decision-making framework needs and will continue to need skills, knowledge, attitudes, and a broad yet thorough pedagogical theory in order to become a professionally competent practitioner.

The Department of Teacher Education has adopted the reflective practitioner model as a guide for the preparation of teachers. This model implies that teachers are thoughtful and reflective professionals who base instructional decisions on student background, experiences, and assessment or performance data, rather than on imitation and tradition. Therefore, during the semester of student teaching, Teacher Candidates need to move from a mode of imitation to that of inquiry and reflection in order to learn to make thoughtful decisions about the students whom they teach.

In addition, the model of reflective practitioner implies some specific behaviors and standards of performance that should be demonstrated as a condition for successful completion of student teaching. These behaviors and standards are reflected in the Formative Assessment and Summative Evaluations of student teaching. These forms also reflect expected student learning outcomes based on the Teaching Performance Expectations (TPEs) and The California Standards for the Teaching Profession.

Statement about Culturally Responsive and Sustaining Practices (CRSP)

CRSP is an approach to teaching and learning that respects, values and leverages ALL students' cultural identities, perspectives, and beliefs (sexual orientation, gender, ethnicity, age, SES, religion, disabilities, nationality). With this approach, TED believes that teachers are most effective in the classroom when they seek to sustain linguistic and cultural pluralism, promote critical thinking about content, and empower students to recognize and challenge societal inequities. Our beliefs are practiced through authentic and culturally relevant content/curriculum, student-centered instructional approaches, and classroom environments that foster joy, care, intellect, and success. We want our graduates to design classroom environments that reflect and honor their students' humanity and ways of being. We, in turn, respect and celebrate the cultures and identities of our teacher candidates who entrust us to support their growth in becoming teachers.

UTEACH Mission Statement

UTEACH, in partnership with LBUSD, is committed to cultivating and empowering future educators, especially educators of color, who transform classrooms into humanizing, inclusive spaces where all students thrive. Through a Justice, Equity, Diversity, and Inclusivity (JEDI)-centered approach, we bridge theory and practice in real time, fostering authentic, culturally sustaining teaching. By building a strong community among students, we support their success and ensure they become educators who challenge inequities and champion justice in their schools and communities.

The Residency Approach to Student Teaching

One unique feature of the UTEACH program is the intentional integration of student teaching with methods coursework. Rather than occurring in isolation, methods courses and classroom practice are carefully aligned so that Teacher Candidates can immediately apply pedagogical concepts and strategies in real-time classroom settings. This programmatic approach allows Teacher Candidates to make meaningful connections between theory and practice, deepening their understanding of effective instruction for diverse learners.

The UTEACH program aims to meet two basic purposes. One important purpose is for the Teacher Candidate to develop proficiency in planning for, coordinating, and teaching a classroom of diverse students. UTEACH Candidates will learn the academic foundation for these actions in their methods courses and apply the principles in their student teaching placement. It should not be expected that individuals entering UTEACH be fully prepared to assume responsibility for teaching. Rather, Teacher Candidates are preservice teachers and have not yet completed methods courses; therefore, the assistance of and instruction from Co-Teachers and University Mentors is integral to their success. Providing UTEACH Candidates with this

guidance requires them to be placed in exemplary classrooms under the supervision of highly skilled Co-Teachers and University Mentors. Teacher Candidates need a supportive, professional environment that serves as a model of excellence for them to best learn important skills that provide the foundation for their continued professional growth.

A second major purpose of student teaching in UTEACH is the invaluable support provided by the Co-Teacher, University Mentor, and course instructors in nurturing the development of the Teacher Candidate. Together, the University Mentor, Co-Teacher, and course instructors offer constructive feedback to the Teacher Candidate. Embracing a healthy growth mindset, the Teacher Candidate utilizes this feedback to continuously grow and flourish as an educator.

The following information on the Multiple Subject Credential Program requirements is included in order to inform Co-Teachers and administrators about the preparation of Teacher Candidates prior to their final student teaching experience. It is important to remember that the purpose for student teaching is to prepare preservice teachers.

Although they have had some clinical practice, it is during student teaching that they are able to take what they have learned in their coursework and "put it to the test" in the actual classroom. For some Teacher Candidates, this transfer of learning is relatively easy; for others, the dissonance between the university learning and the realities of teaching can be quite difficult. The mentor who understands the knowledge base that the Teacher Candidate brings to student teaching can best assist in making this transition.

For further information about California requirements for teacher education, you may wish to read, "Standards of Program Quality and Effectiveness for Multiple and Single Subject Credentials," from the California Commission on Teacher Credentialing. The summative and formative assessment forms are aligned with the Teaching Performance Expectations (TPEs), which provide a common language for educators to examine the broad scope and complexity of teaching. [You can read the TPEs here.](#) They should be utilized by the Teacher Candidate and Co-Teacher on a regular basis to facilitate the development of goals and to assess ongoing practice and progress.

Overview of UTEACH

Orientation:

All UTEACH Teacher Candidates are required to attend the MSCP and UTEACH Student Teaching Orientations, which is usually held the week prior to the start of the semester. Teacher Candidates in the Long Beach Teacher Residency (LBTR) program are also required to attend the LBTR Summer Orientation.

Student Teaching and Coursework:

The UTEACH student teaching experience consists of the following:

- Two 16-week sessions of EDEL 482D: Student Teaching in Diverse Classrooms (UTEACH). Teacher Candidates will enroll in EDEL 482D in the Fall semester and EDEL 482D in the Spring Semester. Assignments typically start in the first week of the semester.

- While student teaching, UTEACH Candidates simultaneously take methods courses, allowing them to integrate theory and practice in real time to deepen and amplify their learning. The UTEACH course schedule is as follows:
 - Fall Semester:
 - EDEL 462 - Teaching and Learning Math, K-8 (3 units)
 - SCED 475 - Teaching and Learning Science, K-8 (3 units)
 - EDEL 452 - Teaching and Learning Reading, K-8 (3 units)
 - EDEL 482D - Student Teaching in Diverse Classrooms (8 units)
 - EDEL 490 - Topics Elementary Education (2 units)
 - Spring Semester:
 - EDEL 442 - Teaching and Learning Language Arts, K-8 (3 units)
 - EDEL 472 - Teaching and Learning History-Social Science, K-8 (3 units)
 - EDEL 490 – Topics Elementary Education (2 units)
- UTEACH candidates are placed in a school within the Long Beach Unified School District. The assignment must be in a self-contained TK-8 classroom where the Co-Teacher teaches the full range of the curriculum including art, health, language arts, math, music, physical education, science, and social studies to the same group of students.
- The assignment must include a culturally and linguistically diverse experience in a classroom where at least 25% of the students are of an ethnic, linguistic, cultural, or socio-economic background.
- Spanish BILA credential students may have at least 8-weeks in a fully bilingual or dual immersion classroom. Spanish BILA credential students in the Long Beach Teacher Residency will student teach the full year in a Spanish dual immersion classroom.
- Instruction is provided by the Teacher Candidate across the full range of the curriculum including art, health, language arts, math, music, physical education, science, and social studies. Additionally, instruction is provided in a variety of formats including whole class, small group, and individual settings.
- Student Teaching Events:
 - MSCP and UTEACH Orientation to Student Teaching for Teacher Candidates
 - Meet & Greet: Teacher Candidates meet their University Mentors
 - University Mentors Workshop for University Mentors only
 - Co-Teacher Workshop (Co-Teachers only; University Mentors are optional)
- 3 Triad meetings per semester with the Teacher Candidate, Co-Teacher, and University Mentor:
 - Intro Triad Meeting (Mandatory and In-person)
 - Midterm Triad Meeting (Mandatory, Zoom or In-person)
 - Final Triad Meeting (Optional, any format)
- 6 focused observations per semester by the University Mentor:
 - Three observations are in-person

- Three observations are virtual using GoReact. For these, Teacher Candidates will video record their lessons and upload to GoReact where the University Mentor will provide time-stamped feedback.
- The Candidate must become proficient in using GoReact. Technical support is available.
 - [Tips for Recording videos](#)
 - [Support to upload video](#)
- Student Teaching and TPA Support Course: EDEL 490: Student Teaching Seminar
- Successful completion of CalTPA requirements
- Formative Assessments and Summative Evaluations completed by the Co-Teacher and University Mentor that align with the Teaching Performance Expectations (TPEs).

The Role of The Teacher Candidate

Student teaching offers an exciting opportunity for growth and development, playing a key role in both the certification process and future employment prospects. It is a rewarding and transformative experience that allows Teacher Candidates to apply their knowledge in real-world settings and build the confidence and skills essential for a successful teaching career. While it is a significant commitment that mirrors the responsibilities of a full-time teacher, it also brings immense personal and professional fulfillment. To make the most of this valuable experience, UTEACH Teacher Candidates are encouraged to prioritize their teaching responsibilities and minimize outside distractions or employment during the year. With dedication and focus, student teaching can be one of the most inspiring and impactful phases of a teacher's journey.

We understand that the program can be financially, physically, and emotionally demanding. CSULB proudly provides the following resources to support you:

- [Financial aid and scholarships](#)
- [Basic Needs](#)
 - Food, housing security, and financial wellness support
- [Long Beach Trauma Recovery Center](#)
 - In-person and remote mental health services for survivors of trauma and violence
- [Guardian Scholars Program](#)
 - Support for current and former foster youth

During the student teaching experience, the Teacher Candidate is both a university student and a teacher in the assigned classroom. As a student, the Teacher Candidate must adhere to the policies and meet the deadlines required by the Department of Teacher Education, the university, and the Commission on Teacher Credentialing.

Fulfilling the role of a teacher requires that the Teacher Candidate adhere to the policies and expectations of teachers at the school site which include: adhering to the daily schedule established by the school, assuming the responsibilities assigned to them by the school administration and the Co-Teacher, behaving in a professional and ethical manner, and

following the legal requirements of teachers as prescribed by the State of California and the school district.

Responsibilities of The Teacher Candidate

In the student teaching assignment, the Teacher Candidate is expected to demonstrate developing knowledge, skills, and professional integrity exemplified in each of the following student learning outcomes also known as the [California Standards for the Teaching Profession](#) (CSTP). Students will also develop proficiency at a beginning teacher level of the [Teaching Performance Expectations](#) (TPEs).

Teacher Candidates are responsible for proper Student Conduct. See [Teacher Candidate General Policies](#) for more information.

The UTEACH Support Team

ROLE OF THE CO-TEACHER

The role of the Co-Teacher in the UTEACH pathway is to provide the Teacher Candidate with a solid foundation for growth as a culturally responsive and reflective educator. Co-Teachers serve as role models of effective, equity-minded teaching, and professional integrity. Because UTEACH Candidates begin student teaching before completing their methods courses, the role of the Co-Teacher are encouraged to gradually release responsibility over time, providing structured modeling, scaffolding, and opportunities for reflection and application.

Co-Teachers are expected to foster an open, caring, and collaborative environment where Teacher Candidates feel safe to ask questions, take instructional risks, and reflect honestly on their developing practice. Constructive feedback should be ongoing, strengths-based, and grounded in the Teacher Performance Expectations (TPEs). This support is especially critical in UTEACH, where candidates are integrating theory from methods courses with real-time classroom practice. Through consistent guidance, Co-Teachers help UTEACH Candidates build confidence, develop critical teaching skills, and form their own educator identities.

ORIENTING AND SETTING EXPECTATIONS

Co-Teachers have the responsibility of orienting their Teacher Candidate to their school site. The following concepts should be included in this orientation:

1. Campus-wide and classroom-specific rules, procedures and routines, such as:
 - Daily and weekly schedule
 - Pull-out programs (e.g., ELD, RSP, Music, Speech Counselor, etc.)
 - Morning and dismissal routines
 - Telephone
 - Taking attendance
 - Seating chart
 - Procedures for passing and collecting papers, lunch money/tickets, pencils, etc.

- Classroom management systems
 - Parental/Guardian communication
2. School procedures for:
 - Fire, earthquake drills
 - Playground, school rules
 - Reporting of child injury, illness, or child abuse
 - Releasing students during school hours
 - Checking the weekly/daily bulletin
 - Requesting supplies
 - Using the library, library books, and instructional materials
 - Selecting/listing district approved booklists/support materials
 - Utilizing support services, i.e., counselor, specialists, facilitator, playground
 - Use of cellphones or photography in classrooms/school events
 - Cumulative records and tests
 - Attending and participating in Saturday or after-school workshops
 3. Introducing the Teacher Candidate to school faculty, staff, and administration
 4. Where the Teacher Candidate can store their materials and personal items
 5. Establishing a planning and conference schedule

RESPONSIBILITIES OF THE CO-TEACHER

6. Supervising and modeling daily activities of the Teacher Candidate such as:
 - a. Demonstrating and discussing lessons with the student regarding specific focus areas
 - b. Engaging in daily coaching conferences with frequent positive reinforcement on an essential element or technique
 - c. Regularly observing the Teacher Candidate
 - d. Giving suggestions for flexibility in planning
 - e. Accepting a differing teaching style or technique than your own
 - f. Requiring and examining lesson plans prior to the day of teaching and providing feedback and suggestions to the Teacher Candidate.
 - g. Requiring detailed lesson plans at the beginning and phasing-out to brief plans toward the end of student teaching
 - h. Engaging in frequent conferences with University Mentor regarding progress of the Teacher Candidate
 - i. Co-Teachers should be in the classroom in case of emergency when the Teacher Candidate has full responsibility for the classroom.
 - j. Helping Teacher Candidates cultivate relationships and practice communication skills with parents/guardians
7. Assisting the Teacher Candidate in developing lesson plans by:
 - Providing the Teacher Candidate access to teacher's guides, materials, and other

resources

- Providing district-designed lesson plan forms or selecting a lesson plan form from the student teaching handbook and discussing terminology
 - Examining lesson plans prior to their being used by the Teacher Candidate and making appropriate suggestions
 - Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning
8. Solving classroom situations which may arise during the student teaching experiences such as:
- Working with the Teacher Candidate to resolve the problem
 - Advising action that may prevent a problem that may develop if not checked
 - Maintaining a professional attitude in presence of the children despite a problem situation created by the Teacher Candidate
 - Informing the University Mentor of any problems that arise in a timely manner
 - Working collaboratively to resolve problem(s) with the University Mentor and the Teacher Candidate
9. Holding scheduled conferences with Teacher Candidates which include:
- Providing specific coaching feedback/suggestions following observations
 - Creating a supportive atmosphere
 - Facilitating the Teacher Candidate's self-reflection
 - Providing specific reinforcements
 - Prioritizing the Teacher Candidate's areas for professional growth (e.g., work on the one or two most crucial; helping the Teacher Candidate established goals, develop strategies for implementation, and determine assessment)
 - Collaborating on long- and short-term planning.
10. Evaluating the Teacher Candidate:
- Observing and conferencing regularly, reviewing Teacher Candidate's daily and unit plans, and assessing student work and progress with Teacher Candidate
 - Assisting the Teacher Candidate in identifying needs through coaching
 - Modeling continuous goal setting and assessments
 - Writing Formative Assessment (midpoint) and Summative (final) Evaluation forms each semester and sharing these with the Teacher Candidate
 - Utilizing observations, coaching, conferences, and other data to establish goals related to the Teaching Performance Expectations
 - Discussing the implications and use of the university evaluation forms in a conference with the University Mentor
 - Assigning a fair rating to each of the performance criteria on the evaluation forms
 - Maintaining confidentiality. A Teacher Candidate's performance should only be discussed with the UTEACH Coordinator and the University Mentor
 - Discussing the rating with the Teacher Candidate
 - Including a carefully written summary statement indicating the positive characteristics and achievements of the Teacher Candidate, unless there is negative information that

- must be included
 - Completing the evaluation process using the online platform
- 11. Ensuring that all required parent/guardian permissions are distributed and collected prior to any student video recording for GoReact observations or CalTPA submissions. Teacher Candidates may not record in the classroom until all necessary consent forms are returned and approved by the school site. It is the responsibility of the Co-Teacher to help facilitate this process in collaboration with the Teacher Candidate and school administrator.
- 12. Providing space and time for the Teacher Candidate to design and implement lessons for the California Math Proficiency Exam. Please note that the CalTPA has changed. Candidates must complete the CalMPA this semester. Candidates may be expected to work with whole or small groups of students, collect student samples, assess students, and video record students class engagement. Should you have questions about the CalTPA, please contact the university mentor and/or the UTEACH coordinator.
- 13. Working with the University Mentor and Principal (as needed) for joint supervision of the Teacher Candidate by:
 - Being available for conferences
 - Discussing progress of Teacher Candidate
 - Planning special experiences to meet special needs
 - Informing the University Mentor and Principal about problems and successes which have occurred or are anticipated to occur
 - Requesting a special visit by the University Mentor when need warrants immediate attention
- 14. Setting goals and expectations throughout the semester.

IMPORTANT CO-TEACHING INFORMATION

Hosting Teacher Candidates can be very challenging. In such circumstances, Co-Teachers may terminate their commitment at any time.

1. Co-Teachers are responsible for their TK-8 students and in cases in which hosting a struggling Teacher Candidates takes away from serving their students, Co-Teachers have the option to re-focus their priorities back to their students. Furthermore, the school administrator may, at any time, also exercise the prerogative of requesting that certain Teacher Candidates be relieved of student teaching responsibilities. When possible, the program will find another placement for the teacher candidate. If not, the candidate will result in a “No Credit” final grade for student teaching.
2. In rare cases, there may be a need to pull Teacher Candidates out of the Co-Teachers’ classrooms. Sometimes, this is due to personality differences and sometimes this is due to ineffective practices demonstrated by Co-Teachers. The following are some examples of poor Co-Teacher practices:
 - a. Not allowing Teacher Candidates to teach. Effective Co-Teachers allow Teacher Candidates opportunities to practice their teaching skills. Teachers who are too

controlling may not be fit to serve as Co-Teachers. Co-Teachers need to be comfortable with allowing Teacher-Candidates to gradually assume more teaching responsibilities. At times, it is understandable for Co-Teachers to step in and enhance Teacher Candidates' lessons; but they shouldn't take over Teacher Candidates' lessons unless the Teacher Candidates are failing to perform, in which case Co-Teachers need to contact University Mentors and, if necessary, the UTEACH Coordinator to create a professional growth plan for the struggling Teacher Candidate.

- b. Disrespecting and/or undermining Teacher Candidates in front of students. Effective Co-Teachers are constantly giving constructive feedback in an effort to support continuous improvement; however, they should set aside private time to do this. Co-Teachers should remember that Teacher Candidates are novices; they are growing into their roles. Furthermore, unlike Teacher Candidates in the one-semester pathway, UTEACH Teacher Candidates begin student teaching before completing their methods courses, which include 50 hours of small-group instruction. Teacher Candidates deserve to be treated kindly and respectfully. Reprimanding, correcting, or criticizing Teacher Candidates in front of the students undermines their authority and position in the classroom. In doing so, Co-Teachers are setting Teacher Candidates up for failure.
- c. Not giving Teacher Candidates honest and constructive feedback. Sometimes Co-Teachers are hesitant to give feedback for fear of offending Teacher Candidates or for fear of hurting their feelings, etc. Teacher Candidates are expected to embrace and apply feedback with a growth mindset.
- d. Not holding Teacher Candidates professionally accountable. Effective Co-Teachers are friendly mentors and coaches, not friends. By not holding Teacher Candidates accountable, Co-Teachers are at risk of promoting Teacher Candidates who are not meeting expectations. For example, Co-Teachers need to report instances of absences, tardies, unpreparedness, etc. to the University Mentor. Co-Teachers should not excuse Teacher Candidates from student teaching without the knowledge of the University Mentor.
- e. Being absent from the classroom. Effective Co-Teachers are available to provide modeling, monitoring, and support at all times. Co-Teachers who take significant personal, medical, or professional leave, or who assume extensive school or district-level responsibilities, should not serve as Co-Teachers.

Please note that Teacher Candidates will be pulled from classroom settings if they are physically or mentally unsafe for a variety of reasons, which may or may not be a result of the school site. This includes but is not limited to issues related to harassment, abuse, hostile workplace, trauma, allergies, medical conditions, etc.

ROLE OF THE UNIVERSITY MENTOR

The University Mentor is the person given responsibility by the university for coordinating the student teaching experience and for making recommendations relative to the success of the Teacher Candidate. The University Mentor establishes the necessary liaison between the university, school, and classroom by 1) scheduling weekly observations and conferences; 2) meeting with Teacher Candidate to provide constructive feedback, 3) mediating when problems

occur; and 4) appraising the Teacher Candidate through periodic assessment of development and progress.

The most important characteristics of a University Mentor are good human relations skills, knowledge of teaching methodology, knowledge of culturally and linguistically responsive pedagogy, knowledge of the Clinical Supervision process, and subject matter competency.

RESPONSIBILITIES OF THE UNIVERSITY MENTOR

1. Orienting Teacher Candidates and Co-Teachers to the student teaching program and their respective roles.
2. Orienting the Teacher Candidate about specific requirements including the following:
 - a. Standards and TPEs to be met
 - b. Appropriate attire for school and classroom
 - c. School hours (refer to the Attendance schedule on [pg. 17](#))
 - d. Lesson planning
 - e. Participation in parent meetings, parent conferences, Back-to-School Night, Open House, school and district workshops, and staff development. Teacher Candidates may attend SST and/or IEP meetings, if appropriate.
 - f. Professional integrity
3. Engaging in six observations per semester of the Teacher Candidate: 3 in-person and 3 virtually.
4. Conferencing with the Teacher Candidate:
 - a. Pre-observation Conference: The University Mentor will conference with the Teacher Candidate prior to the observation to discuss the lesson plan.
 - b. Post-observation Conference: Following the observation, the University Mentor will conference with the Teacher Candidate to reflect with and provide constructive feedback on the lesson.
 - c. Engaging in Triad Conferences: The University Mentor will engage in two mandatory Triad Conferences per semester with the Co-Teacher and the Teacher Candidate.
 - i. Mandatory Introduction Triad Conference at the beginning of the semester: The purpose of this Triad Conference is to review the expectations of the student teaching experience. This should be done in-person at the school site.
 - ii. Mandatory Midterm Triad Conference: The purpose of this conference is for the University Mentor, Co-Teacher, and Teacher Candidate to review the Teacher Candidate's accomplishments and to set goals for the remaining of the semester.
 - iii. Optional Final Triad Conference: The purpose of the conference is to review the Teacher Candidate's accomplishments. In the Fall semester, the conference also serves to discuss next steps for the Spring semester, and in the Spring semester, to plan for the transition beyond the credential program.
5. Being knowledgeable of developments in teaching/learning pedagogies and strategies so that the Co-Teacher is supported and complemented in directing appropriate Teacher Candidate activities.

6. Supporting the Teacher Candidate in improving skills, wherever needs are evident (e.g., planning, management, personal conflicts, schedule conflicts, etc.).
7. Communicating program requirements and guidelines for evaluations to the Co-Teacher well in advance of calendar deadlines.
8. Entering observation scores weekly in the online platform. Preparing comprehensive Formative Assessments (midpoint) and Summative (final) Evaluations for each assignment and submitting them via the online platform according to program deadlines.
9. Being available to conference with the Teacher Candidate and Co-Teacher as the need arises.
10. In consultation with the UTEACH Coordinator, make recommendations about the course of action to be taken regarding withdrawal of a Teacher Candidate, the extension of a student teaching assignment, or other exceptions of established policy.
11. Assigning a final grade (Credit or No Credit) for student teaching. A grade of credit for student teaching must be equivalent to an “A” or “B” for successful completion of student teaching.

Please note that Teacher Candidates may not be placed with a relative or personal friend as Co-Teacher. Should this happen, the UTEACH Coordinator will terminate the assignment.

THE ROLE OF THE PRINCIPAL

The principal plays an important role in ensuring a successful student teaching experience. The principal serves as an intermediary for the school district and is the initial contact person for the University Mentor. The principal’s responsibility for Teacher Candidates include:

1. Recommending Co-Teachers who meet the qualifications
2. Permit observation and the use of videotaping in the classroom by the UTEACH Coordinator, Mentor Teacher, and/or University Supervisor (from CSULB)
3. Keeping the University Mentor informed of any problems that a Teacher Candidate might be experiencing.
4. Setting up a school culture in which Co-Teachers have time to work with Teacher Candidates.
5. Welcoming Teacher Candidates as professionals and helping them be seen as members of the school faculty.
6. Introducing Teacher Candidates to the philosophy/mission of the school and its policies, emergency procedures, mandated child abuse and harassment reporting protocol, etc.
7. Being sensitive to the potential of personality conflicts between a Teacher Candidate, Co-Teacher, and University Mentor and being willing to assume a leadership role in helping resolve any conflicts or unprofessional relationships.
8. Making periodic classroom visits to observe Teacher Candidates.
9. Helping Teacher Candidates become acclimated to the culture and customs of the school.
10. Informing Teacher Candidates of expectations regarding attendance at faculty meetings, non-class duties, etc.
11. Ensuring that Teacher Candidates are protected from being assigned duties outside their student teaching placement on Monday-Thursday. This includes not being pulled to substitute in other classrooms, perform clerical tasks (e.g., making copies), assist with yard duty, or provide inclusion minutes outside of the Co-Teacher’s classroom.

12. Providing positive reinforcement as well as constructive suggestions.
13. Working with University Mentors and Co-Teachers to assist them in the facilitation of the remediation of Teacher Candidates if the need arises. School site administrators can contact University Mentors with questions or concerns.

Student Teaching Placement Process and Evaluation Protocol

Placement of UTEACH Teacher Candidates is a joint responsibility between CSULB and LBUSD and the following protocol is utilized:

1. Applications for student teaching are due by March 15th and October 1st each year.
2. The UTEACH Coordinator reaches out to LBUSD's Placement Coordinator with the Co-Teacher requirements and selection criteria.
3. LBUSD's Placement Coordinators provide the UTEACH Coordinator with the names and email addresses of Co-Teachers who meet the selection criteria and are willing to host a Teacher Candidate.
4. Co-Teachers are contacted by the UTEACH Coordinator with information on the training requirements and calendar of training events.
5. Co-Teachers complete a verification of training requirements survey to indicate what additional professional development they have completed to meet the 10-hour training requirement. (Co-Teachers are only required to complete the training verification requirement one time, during the first semester of supervision.)
6. Co-Teachers that do not meet the 10-hour training requirement are contacted by the UTEACH Coordinator to assist with completion of further professional development.
7. The LBUSD Placement Coordinator and the UTEACH Coordinator may consider feedback about Co-Teachers provided by previous University Mentors and/or Teacher Candidates when making future placement decisions.

BEGINNING THE STUDENT TEACHING ASSIGNMENT

Once you receive your placement, you should email the Co-Teacher to introduce yourself. A sample email may look like the following:

Dear [Co-Teacher's Name],

My name is [Your Full Name], and I'm excited to introduce myself as your Teacher Candidate for the upcoming student teaching placement. I'm truly grateful to be placed in your class and look forward to observing your teaching practices, collaborating on lesson planning, and gradually stepping into more responsibilities as I grow in my role. I'm eager to contribute in any way I can to the learning environment you've created.

Please let me know if there's anything you'd like me to review or prepare before my placement begins on [include start date]. I plan on arriving to campus at [include a time that is at least 30 minutes before school starts here]. I'm looking forward to meeting you soon and starting this exciting journey together!

Warmly,
[Your Full Name]
[Your Email Address]
[Your Phone Number (optional)]

HOW TO THRIVE DURING THE SEMESTER

The following strategies will help you stay grounded, grow professionally, and make the most of this experience:

- **Meet Regularly with Your University Mentor (UM)**
Your UM is here to support and guide you. Schedule regular check-ins to ask questions, reflect on your progress, and discuss any concerns early on.
- **Collaborate Closely with Your Co-Teacher**
A strong partnership with your Co-Teacher is key. Meet daily (at least weekly) to plan, debrief lessons, and seek feedback. Be open, communicative, and responsive.
- **Use Feedback to Grow**
View feedback as a tool for development, not as criticism. Actively reflect on input from your UM, Co-Teacher, course instructor(s), and peers, and apply it to improve your teaching practice.
- **Record Lessons for GoReact**
Use GoReact recordings to self-reflect, receive targeted feedback, and demonstrate growth. Make time to review and respond to comments thoughtfully. Establish a routine of recording as many lessons as possible, even those not observed by the University Mentor.
- **Manage Your Time Effectively**
Student teaching is demanding. Stay organized by using calendars, setting priorities, and establishing routines that help balance coursework, teaching, and personal well-being.
- **Enroll and Engage in EDEL 490: Student Teaching Seminar Course**
This course provides structured support for students during student teaching to understand the format of and key concepts/competencies included in the California Teaching Performance Assessment (CalTPA). In addition to CalTPA support, this course will build upon your MSCP coursework, link theory and practice, and cover classroom community and environment (also known as classroom management), equity and inclusion for all students. Use it as a space to reflect, problem-solve, and connect theory to practice. Participate actively and bring real questions from your classroom.
- **Use Social Media Wisely**
Maintain a professional online presence. Do not post about students and their families/guardians, schools, or classroom events, even with good intentions. Adjust privacy settings and remember that your digital footprint matters.
- **Build a Support Network**
Take advantage of the strong community built into our UTEACH program. Your peers on

this journey with you and sharing experiences, resources, and encouragement can make a meaningful difference. Stay connected and support one another; you are never in this alone.

Overview of Teaching Performance Assessment

Teacher Candidates will complete the requirements of the California Teaching Performance Assessment (CalTPA) during student teaching. The CalTPA is intended to provide a formal assessment of Teacher Candidate ability and to ensure Teacher Candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the student teaching placement of a teacher preparation program so that the Teacher Candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. The CalTPA consists of two assessments: Math Performance Assessment (MPA) and Literacy Performance Assessment (LPA). Guidance about the TPA can be found in the Student Teaching Seminar and TPA support course (EDEL 490).

The following strategies can help you successfully complete and pass the CalTPA:

- **Know the Rubrics:** Carefully study the CalTPA rubrics and scoring guides. Align your evidence and written responses directly to what assessors are looking for.
- **Plan and Reflect Thoughtfully:** Submit detailed lesson plans and deep, honest reflections that show how you adapt to student needs and respond to outcomes.
- **Stay Organized and Manage Time:** Break tasks into manageable steps and stick to a timeline. Avoid last-minute submissions to ensure quality and reduce stress.

Daily Expectations & Procedures for Student Teaching

Attendance:

Daily attendance is required. Upon arrival at the school, please remember to sign in. You should follow a regular and consistent schedule:

FALL SEMESTER		
Teaching Day	Arrival	Departure
Monday-Wednesday	At least 30 minutes before the start of the school day	- 12:00 pm (for early start) - 1:00pm (for late start)
Thursday	At least 30 minutes before the start of the school day	End of the school day for faculty
SPRING SEMESTER		
Teaching Day	Arrival	Departure
Monday-Thursday	At least 30 minutes before the start of the school day	End of the school day for faculty

Absences:

UTEACH Teacher Candidates are expected to be present at their assigned school placement four (4) days per week. Consistent attendance is a vital aspect of professional responsibility and plays a significant role in maintaining a high-quality teaching and learning environment.

Teacher Candidates are permitted a maximum of eight (8) absences throughout the school year. Exceeding this limit may require you to make up missed hours or repeat the student teaching experience. Work with your University Mentor and UTEACH Coordinator to find an appropriate solution.

If you must be absent, you are required to notify your University Mentor, Co-Teacher, and the school office by 7:30 a.m. on the day of the absence. During your absence, your Co-Teacher will resume full classroom responsibilities. It is your responsibility to ensure that lesson plans, instructional materials, and other relevant resources are easily accessible to your Co-Teacher. If you are absent for more than two consecutive days, you must provide your University Mentor with a doctor's note documenting the reason for your extended absence.

Daily Schedule:

At the beginning of the assignment, complete a Co-Teacher schedule for yourself and your University Mentor. Keep your University Mentor informed of the lessons you will be teaching. If your schedule is going to change on a day when the University Mentor is scheduled to visit, please notify them prior to the visit. It is not necessary to turn in a weekly schedule; however, if your schedule should change please notify the University Mentor.

Video Recording Permissions

Teacher Candidates are required to video record lessons for virtual observations via GoReact and CalTPA submissions. Before any recordings can occur, signed permission forms from parents/guardians must be returned for all students who may appear on camera. Teacher Candidates should work closely with their University Mentor and Co-Teacher to ensure compliance with school and district policies regarding student privacy and media recording.

Do not record any classroom activity without prior written consent. Contact your University Mentor or UTEACH Coordinator if you encounter challenges with this process.

Visitations:

University Mentors will conduct three in-person observations at the school per semester, each focused on a specific area, such as morning routines, mathematics, foundational literacy, and a general literacy lesson, science, social studies, etc. (see the Pacing Guide for the recommended schedule).

Three visits will be conducted through GoReact per semester. Please consult your University Mentor to determine the appropriate type of lesson to record.

Candidates should keep their University Mentor informed of planned teaching days to help with scheduling. While most observations are scheduled in advance, the University Mentor may also conduct unannounced visits.

Lesson Plans:

All lessons for observations by the University Mentor must be planned, written, and prepared in advance. The rule is “No lesson plans, no teaching.” Discuss the lesson plan in advance with the

Co-Teacher and University Mentor. Plan a conference with the Co-Teacher and University Mentor at the conclusion of each lesson taught.

Conferences with Co-Teacher:

Plan a time before, during, or after school for communication with the Co-Teacher. It is your responsibility to communicate with your Co-Teacher daily. You will need to inform your Co-Teacher of all lessons you plan to teach. To ensure a quality meeting, consider making a list of questions you wish to discuss with the Co-Teacher.

Conferences with University Mentor:

There are three types of conferences where the University Mentor engages with the Teacher Candidate.

1. Pre-observation Conference: The University Mentor will conference with you prior to the observation to discuss your lesson plan. Share your written lesson plan in advance of the meeting to amplify meaningful feedback from the University Mentor.
2. Post-observation Conference: Following the observation, the University Mentor will conference with you to assist you in reflecting on your lesson and provide useful constructive feedback designed to support you in future lessons.
3. Triad Conferences: The University Mentor must have two mandatory triad conferences per semester with the Co-Teacher and the Teacher Candidate.
 - Mandatory Introduction Triad Conference at the beginning of the semester: The purpose of this triad conference is to review the expectations of the student teaching experience. This should be done in-person at the school site.
 - Mandatory Midterm Triad Conference: The purpose of this conference is for the University Mentor, Co-Teacher, and Teacher Candidate to review the Teacher Candidate's accomplishments and to set goals for the remainder of the semester.
 - Final Triad Conference (Optional): The purpose of the conference is to review the Teacher Candidate's accomplishments and discuss the next steps beyond the credential program.

Cell Phones:

Cell phones are to be turned off or on "quiet mode" when the Teacher Candidate is in the classroom. It is disruptive to have them go off during a lesson and could cause failure of the lesson. If for some reason you need to be able to have someone contact you immediately, give them the school's telephone number. Schools are well-prepared to relay emergency information in a timely and reliable manner.

Professional Appearance:

The way you dress may affect the way students react to you in the classroom. Teacher Candidates are to dress professionally. Even when the school has a relaxed dress code, you still need to be professional. We recognize and respect that professional attire can look different across cultures, religious practices, and identities. No Teacher Candidate will be penalized for attire that aligns with your religious beliefs, cultural traditions, or gender expression. If concerns arise about your attire, they should be discussed respectfully and with consideration for individual rights and professional standards. If the Co-Teacher or University Mentor indicates you are dressed inappropriately, it will be discussed with suggestions for adjustments that align

with professional expectations while honoring individual expression. You may be pulled from a classroom for inappropriate attire.

Gradual Acquisition of Responsibility to Full-Time Teaching:

You will follow a gradual acquisition of responsibility schedule, which is outlined in the UTEACH Pacing Guide. Please plan to sit down with your Co-Teacher to discuss which subjects and responsibilities you will gradually take on over time. This schedule will be adjusted each semester to account for Fall and Spring break.

You are responsible for informing your University Mentor of your weekly schedule. They will arrange visits according to the schedule you will give them.

A Place for the University Mentor

It is the Teacher Candidate's responsibility to arrange a table and chair for the University Mentor during visits, in a location where they can clearly see and hear the instruction without causing disruption. This space should also include your lesson plans and notebook, readily available for review (your University Mentor should not have to search for these materials).

Professional Development (PD) Days

Professional Development (PD) days are considered regular teaching days for Teacher Candidates. If your school or district has scheduled a PD session, consult with your Co-Teacher or principal to determine whether you are permitted to attend. While some PD sessions are open to Teacher Candidates, others may be limited to district employees only.

If you are not attending the PD, you are expected to be present in the classroom and fulfill your usual teaching responsibilities. Your duties on PD days remain the same as on any other instructional day during the semester.

Reporting Child Abuse

State law requires that all suspected cases of child abuse be reported. If you suspect abuse involving a student, you must immediately speak with your Co-Teacher. Your Co-Teacher is responsible for reporting any classroom- or school-related incidents, including those involving suspected abuse. As a Teacher Candidate, you are expected to follow the guidance of your Co-Teacher and school administrators. **Do not report any incidents on your own** without first consulting your Co-Teacher and/or appropriate school personnel.

If the Co-Teacher or administrator asks you to write a report, do so. Be sure that both the Co-Teacher and the administrator sign any reports you write. Keep a copy of the report for your own file.

Policy on Substitute Teaching

UTEACH Teacher Candidates are encouraged to obtain a 30-day Substitute Credential in accordance with 5 CCR § 80025.2 and be cleared to work by LBUSD. Teacher Candidates may substitute during their student teaching assignment under the following conditions:

- Teacher Candidates must obtain approval from the University Mentor, Co-Teacher, and the School Principal in the form of an email. The School Principal is responsible for

ensuring that all CTC, district, and collective bargaining policy requirements regarding such employment are followed.

- UTEACH Teacher Candidates may only substitute for their assigned Co-Teacher on Monday through Thursday. On Fridays, they are permitted to substitute anywhere within the district.
- Substitutes will be compensated at the district's standard daily substitute teaching rate.
- Teacher Candidates may not exceed a total of five (5) days of subbing per semester. Any exceptions to these conditions must be approved in advance by the University Mentor and UTEACH Coordinator.

It is important to note that while substitute teaching provides valuable classroom experience, any days served in this capacity do not count toward the required student teaching hours. Should you have any questions or need further clarification, please feel free to contact the UTEACH Coordinator.

Individual Development Plan (IDP):

In the final semester of student teaching, the Teacher Candidate will complete an [Individual Development Plan](#) (IDP) with the guidance of their University Mentor and Co-Teacher. The IDP is discussed at the Final Evaluation meeting and signed by the Teacher Candidate, the University Mentor, and the Co-Teacher.

Remediation and Disqualification of Teacher Candidates During Student Teaching

In certain situations, a Teacher Candidate may need additional support to meet Teacher Performance Expectations or may be required to leave their student teaching placement. Below are some possible reasons for these occurrences:

Teacher Candidate Needs More Time. In some cases, a Teacher Candidate may struggle to meet TPEs. In such cases, the University Mentor will consult with the Co-Teacher and the UTEACH Coordinator to determine the next steps. When the University Mentor, in consultation with the Coordinator and the Co-Teacher, believes a continuance is a viable option for the Teacher Candidate, the University Mentor will complete the CED Student Success Action Plan. With the CED Student Success Action Plan, Teacher Candidates will be able to remedy any areas for growth with the support of the University Mentor and Co-Teacher. If the Teacher Candidate fails to meet their designated goals in a specific timeframe, they must withdraw from the program. The Teacher Candidate may petition to reapply to the program pending demonstrable growth as outlined in the Student Success Action Plan.

Co-Teacher Terminates Teacher Candidate's Placement. Teacher Candidates are guests of the school site at which they are student teaching. As such, Co-Teachers may terminate their commitment at any time without cause. Co-Teachers are responsible for their TK-8 students and in cases in which hosting Teacher Candidates takes away from serving students, Co-Teachers have the option to re-focus their priorities back on their students. The option of another placement is based on the recommendations of the UTEACH Coordinator, MSCP Coordinator, University Mentor, Co-Teacher, and/or CSULB's Teacher Education Department (TED) Chair.

Should the UTEACH Coordinator not recommend another placement or another placement is unavailable, the Teacher Candidate will earn “No Credit” as the final grade. The Teacher Candidate may be eligible to repeat student teaching in another semester.

School Site Administrator Terminates Teacher Candidate’s Placement. The school administrator may, at any time, also exercise the prerogative of requesting that a Teacher Candidate be relieved of student teaching responsibilities. The option of another placement is based on the recommendations of the UTEACH Coordinator, MSCP Coordinator, University Mentor, Co-Teacher, and/or CSULB’s TED Chair. Should the UTEACH Coordinator not recommend another placement or another placement is unavailable, the Teacher Candidate will earn “No Credit” as the final grade. The Teacher Candidate may be eligible to repeat student teaching in another semester.

If the Teacher Candidate must complete student teaching in another semester, the Teacher Candidate will need to petition the Admissions and Standards Committee and reapply to student teaching. Please note that the Admissions and Standards Committee meets monthly.

Interrupted Student Teaching. Student teaching may be interrupted for a variety of valid reasons. Reasons include medical/health, death, pregnancy/birth, etc. When this occurs, Teacher Candidates must contact their University Mentor and the UTEACH Coordinator who will work together to recommend an appropriate course of action to maintain both program integrity and the best interests of the individual. Teacher Candidates in this situation may need to seek a Leave of Absence (LOA) to attend to life issues. It is the responsibility of the Teacher Candidate to comply with the procedures and policies necessary to maintain eligibility in the program. The Admissions and Standards Committee and MSCP Coordinator must approve the Teacher Candidate’s return to the program.

Guidelines for Withdrawing from Student Teaching

Withdrawing from UTEACH prior to the start of the student teaching semester:

Teacher Candidates withdrawing from UTEACH prior to the start of the student teaching semester must fill out a *Withdrawal from Student Teaching* form, which is available from the Multiple Subject Credential Program in the Student Success and Advising Center (SSAC) office (EED-18). Students who are withdrawing from all classes must also fill out an Educational Leave of Absence form which is available in the SSAC office, at Brotman Hall, and on the CSULB website. It is the student’s responsibility to officially withdraw from classes with the University. This is a separate process and form, which is available in Enrollment Services.

Teacher Candidates may only withdraw from student teaching **one time**. If it is necessary to withdraw a second time, the student must go through the MSCP petition process to apply for a third time. Decisions to allow students to apply to student teach beyond the second time will be made on a case-by-case basis through the MSCP petition process.

Withdrawing from UTEACH after the start of the student teaching semester due to illness, financial or personal reasons:

If you are **withdrawing within the 1st two weeks of the semester** you must submit a *Withdrawal from Student Teaching* form and fill out an *Educational Leave of Absence* form. Both forms are available in the SSAC office. It is the student's responsibility to officially withdraw from classes with the University. This is a separate process and form, which is available in Enrollment Services. See the University's withdraw policy for more information.

Teacher Candidates withdrawing from UTEACH after the start of the student teaching semester due to illness, financial, or personal reasons may petition to re-enter student teaching in the future with the MSCP and UTEACH Coordinators' approval, **one time**. Teacher Candidates may be asked to demonstrate resolution of the situation so that it will not interfere with student teaching again. If it is necessary to withdraw a second time, the student must go through the MSCP petitioning process to reapply, and decisions will be made on a case-by-case basis by the MSCP Admissions and Standards committee.

Withdrawing from UTEACH after the start of the student teaching semester due to poor performance:

Teacher Candidates who withdraw from UTEACH due to poor performance may petition to re-enter UTEACH in the future with the approval of the MSCP Admissions and Standards Committee. Students will be required to meet with the MSCP Coordinator to discuss their action/remediation plan. Once the action/remediation plan is completed to the satisfaction of the UTEACH Coordinator, the student may petition to re-enter UTEACH through the Admissions and Standards petition process.

Teacher Candidates may choose to withdraw from the UTEACH program and pursue the self-paced, one-semester student teaching pathway instead. If so, they must first complete all remaining methods courses prior to beginning their student teaching placement.

Teacher Candidates must submit a *Withdrawal from Student Teaching* form which is available in the SSAC office. It is the student's responsibility to officially withdraw from University classes. This is a separate process, and the form is available at Enrollment Services. Students who fail to officially withdraw from EDEL 482 will receive a "NC" rather than "W" on their transcripts.

To reapply to student teach, students must submit an application by October 1st for the Fall semester or by March 15th for Spring student teaching.

Professional Integrity and University Policies

As a Teacher Candidate you are a guest at your assigned school. You are expected to support school policies and personnel and follow all rules and regulations. You are a professional and should act accordingly. Many things happen in the classroom that must be kept confidential – student files, discipline, grades, parent/guardian information, etc. Communication about classrooms must be kept at a professional level. You should dress, talk, and act as a professional as expected by the standards of the assigned school. You should understand that an outstanding Teacher Candidate does not just do well on assigned tasks, but displays outstanding characteristics in self-reliance, dedication, enthusiasm, and other indicators of outstanding promise.

Student Conduct Policy

All enrolled students at CSULB must adhere to [Regulation XIII: Standards for Student Conduct](#).

Teacher Candidates are enrolled students of CSULB, and as such, they must take it upon themselves to read and abide by the policies set forth by the university. The Student Conduct Code prohibits conduct that threatens or endangers the health or safety of any person within or related to the university community (which includes school district partners), including:

- o Physical abuse, threats, intimidation, or harassment.
- o Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- o Unauthorized recording, dissemination, or publication of academic presentations for commercial purposes. Teacher Candidates must obtain permission to record a class lecture or discussion. Without prior permission, Teacher Candidates can be reported for misconduct.

The Student Conduct Code prohibits the following:

- o The use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.
- o The use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university-related activity.

Violators will be reported for misconduct. Infractions of the Student Conduct Code can result in serious consequences, including but not limited to dismissal from the university.

Classroom Disposition (Student- Teacher Candidate Interaction):

You are a teacher in the classroom, not a peer or friend to the students. Always conduct yourself in a professional and respectful manner. Support your students by showing that you care about them and are willing to listen. Earning their respect is essential and recognizing their humanity fosters mutual respect. Clearly communicate your expectations for each lesson, and ensure they are appropriate and reasonable. Adapt your language and activities to meet students where they are, promoting engagement and understanding.

The expectations below will help you maintain professional boundaries and student trust:

1. Your role as a Teacher Candidate requires maintaining healthy and appropriate boundaries. This includes avoiding any behavior that could be misinterpreted or seen as unprofessional. Examples of inappropriate interactions include, but are not limited to:
 - a. Giving personal gifts without supervisor approval
 - b. Engaging in overly personal conversations
 - c. Physical contact that is not appropriate to the educational setting (e.g., intimate hugging, lap sitting, cuddling, unnecessary touching)
 - d. One-on-one meetings with students outside school hours without approval
 - e. Use of personal or disappearing messaging apps (e.g., Snapchat) to communicate with students

2. Limit communication with students to school-approved platforms and ensure it relates strictly to your teaching role. When communicating outside the classroom, avoid one-on-one contact about non-school-related topics.
3. Never be alone with a student in any room, including the classroom.
4. Per LBUSD Policy, Teacher Candidates must not:
 - a. Visit students at home
 - b. Invite students to personal events or gatherings
 - c. Transport students in a personal vehicle
 - d. Meet students outside of school hours or school functions

[See pgs. 59-62](#) for a full description of LBUSD's board policy.

Appeals and Reviews

If a Teacher Candidate does not satisfactorily complete the credential program and wishes to appeal this decision, the Teacher Candidate may petition by submitting a written appeal to the Admissions and Standards Committee for review: [MSCP Petition Form via DocuSign](#).

The review allows a second, independent recommendation about a Teacher Candidate status. Some possible recommendations and/or decisions that the Admissions and Standards Committee could render may include, but are not limited to: approval, denial, and requiring further documentation.

Should a student voluntarily leave the university, the process is automatically halted, and no further efforts will be undertaken by the University Mentor and the UTEACH Coordinator. Should the Teacher Candidate wish to return, they will need to petition the Standards and Admission Committee.

Conflict Resolution

Interpersonal problems sometimes occur as Teacher Candidates progress through the credential program. In resolving interpersonal problems, the Teacher Candidate should follow these steps:

Step 1: Always speak to the person with whom one is experiencing difficulty. For example, the Teacher Candidate may have a conflict with a University Course Instructor, University Mentor, or Co-Teacher. When a conflict arises, the Teacher Candidate should speak directly with the individual involved. If the concern is not resolved through that conversation, the Teacher Candidate should proceed to Step 2.

Step 2: The Teacher Candidate should then bring the matter to the attention of their University Mentor or UTEACH Coordinator for further guidance. If that is unsuccessful, the Teacher Candidate should proceed to Step 3.

Step 3: The Teacher Candidate should go to the Teacher Education Department Chair: Dr. Estella Chizhik.

Step 4: If the problem is not resolved at that level, and the Teacher Candidate wishes to take the

matter further, they should continue to report the issue to the College of Education's Associate Dean: Dr. Bre Evans-Santiago.

Student Organizations

One of the best opportunities to become an active part of the campus community is by meeting new people, gaining leadership experience, and furthering your educational or extracurricular interests by joining a student organization. CSULB has more than 300 recognized student organizations, representing 12 diverse categories. Find your community! [Browse all CSULB Student Organizations here.](#)

Professional Organizations

Literacy and English	• Association of Literacy Educators and Researchers • California Reading Association • International Literacy Association • California Association of Teachers of English • National Council for Teachers of English • National Writing Project
Math	• Association of Mathematics Teacher Educators • National Council of Teachers of Mathematics
Science	• Association of Science Teacher Education • National Science Teachers Association
Social Studies	• Association of Teachers of Social Studies • National Council for Geographic Education • National Council for the Social Studies
Technology	• Computer-Using Teachers • EduCause • International Association for K-12 Online Learning • International Society for Technology in Education
VAPA	• Arts Education Partnership • California Art Education Association • California Association for Music Education • National Art Education Association
Education	• American Education Research Association • Association for Supervision and Curriculum Development • National Middle School Association

Appendix

Alternate Grade Level or Non-Multilingual Observation Record

UTEACH (Required): A minimum of 20 hours must be spent observing in one alternate grade level or non-BILA classroom.

General Classroom Observations	
How many students are in this class?	
How would you describe the demographics of this class in terms of gender, race/ethnicity, primary language and English language proficiency?	
Describe the seating arrangement. Draw a simple map and label the student desks/tables, workstations, and adult desk/tables.	

What types of structures are in place for students to work collaboratively?	
Classroom Environment	
What are the rules and community agreements in this classroom? How are the rules and community agreements developed with students?	

Describe procedures you see for the following: • Line up • Pencils and other materials • Homework • Chromebooks/white boards/other • Restroom Use • Transition from rug to desks and vice versa • Entering the classroom in the morning • What to do when students finish work early • Other	

What routines do you see implemented? If observed, how were the procedural steps taught?	
How does the teacher interact with the students? What is their tone, body language, and word choice?	

How does the teacher validate and affirm culturally diverse behaviors, typically those that are marginalized?	
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Lesson Design and Implementation	
How does the teacher display and communicate (e.g. oral, written, or both) the objective/learning target for the lesson?	
What objective/learning target template is used?	
What is the average length of each lesson (in minutes)?	
(Describe the curriculum materials and instructional activities observed each of the following content areas:	
Math	

Language Arts (Reading, Writing, and Listening/Speaking)	
Identify which cultural identities are centered in the lesson and/or unit and how.	
Science	
Social Studies	
Physical Education	
Other	

How is technology meaningfully integrated and aligned in this grade level?	

What active participation strategies are implemented in this grade level? Which cultural behaviors and norms are centered in the identified strategies?	
How is formative assessment implemented in this classroom?	
How is summative assessment implemented in this classroom?	
How are students held responsible for their own learning in this classroom? What opportunities exist for students to self-assess their progress?	
How does the teacher differentiate instruction for students who:	

• are English Language Learners • have a disability • are considered advanced or GATE • perform below grade level • have some other unique characteristic	
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CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM

Teacher Candidate Observation Form and [Glossary](#)

Candidate Name: _____ University Mentor/Co-Teacher: _____

School: _____ Grade: _____ Semester: Fall. Spring. Date: _____

Purpose of Evaluation: ☒ Rotation Observation ☒ Midterm Assessment ☒ Final Assessment ☒ Extra Support

Some indicators (skills or behaviors) are highlighted in blue. These indicators can be observed later in the semester as developmentally appropriate to the teacher candidate.

RUBRIC GUIDELINES

Indicators	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient	(5) Not Observed
Teaching skills or behaviors,	The <i>not proficient</i> student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill.	The <i>developing</i> student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis.	The <i>proficient</i> student teacher is effective in applying the skill most of the time at a basic implementation level.	The advanced <i>proficient</i> student teacher is effective in applying the skill at a near mentor level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular culturally relevant pedagogical practices).	Some skills may not be displayed at the time of observation, or the University Mentor/Co-Teacher elects to focus on other skills.

THE PROFESSIONALISM SECTION IS COMPLETED AFTER MIDTERM AND FINAL EVALUATION ONLY

Professionalism				
Activity	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Scores in the shaded areas require immediate consultation with Program Coordinator				
Promptness Go React Symbol (PR)	TC does not arrive on-time, prepared, and/or dressed in alignment with school policies.	TC rarely arrives on-time, prepared, and/or dressed in alignment with school policies.	TC consistently arrives on-time, prepared, and appropriately dressed in alignment with school policies.	TC consistently arrives early, professionally dressed in alignment with school policies and takes initiative. (TPE 6.5)
Initiative Go React Symbol (I)	TC has not participated in goal setting meetings with the Co-Teacher <u>or</u> University Mentor.	TC meets with Co-Teacher and University Mentor together or separately. Teacher candidate does not accept constructive feedback well.	TC meets regularly with Co-Teacher and University Mentor together or separately. Teacher candidate accepts and implements feedback.	TC meets regularly with Co-Teacher and University Mentor together or separately. Teacher candidate accepts and implements feedback. Teacher candidate seeks constructive feedback (TPE 6.3)
Collaboration with Others Go React Symbol (CO)	TC does not communicate or collaborate with any stakeholders (Co-Teacher, other teachers at school, principal, peers).	TC seldom communicates with stakeholders.	TC communicates and collaborates consistently and effectively with a variety of stakeholders.	TC communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, and community members) to access support and resources (TPE 2.4, 5.6, 6.4, 7.10)
Ethical Conduct Go React Symbol (EC)	TC does not model ethical conduct of teaching professionals. Or TC does not use social media and digital media in a professional manner.	TC models ethical conduct of teaching professionals (TPE 6.5, 6.6). Teacher candidate uses social and digital media in a manner befitting of a teaching professional.		
Family Communication Go React Symbol (FC)	TC does not engage with families (e.g., parents, guardians, or caregivers).	TC engages with families only during site or classroom expected events.	TC uses only one method to engage with families beyond typical site and classroom events.	TC uses multiple opportunities (newsletter, phone call, or website) to engage with families (e.g., parents, guardians, or caregivers) beyond typical site and classroom events (Back to School Night, parent conferences, Open House). (TPE 1.2, 2.6, 5.3, 5.5, 6.4, 7.4, 7.10)

Professionalism (continued)				
Activity	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Joy Go React Symbol (J)	TC does not consider ways to amplify positive and authentic representations of their students, their communities, and/or themselves when preparing and reflecting on lessons, even after prompting.	TC needs support in thinking about ways to amplify positive and authentic representations of their students, their communities, and themselves when preparing and reflecting on lessons.	TC can amplify positive and authentic representations of their students, their communities, and themselves (e.g., using Visual and Performing Arts) when preparing and reflecting on lessons with limited support.	TC independently considers ways to amplify positive and authentic representations of their students, their communities, and themselves (e.g., using Visual and Performing Arts) when preparing and reflecting on lessons. (TPE 1.1, 1.7. 7.3)
Assessment Go React Symbol (A)	TC does not use diagnostic assessments to learn more about their students.	TC uses diagnostic assessments, but the assessment is not relevant to the lesson or the data is weakly used to inform future lessons.	TC uses diagnostic assessments and applies the data to design future lessons .	TC uses diagnostic assessments and applies the data to design lessons to meet specific students' interests, academic, and linguistic needs. (TPE 3.2, 5.1, 5.2, 5.7,7.4,

Teacher candidate's Strengths

Please list the teacher candidate's strengths here:

Teacher candidate's Areas of Growth

Please list one to two areas of growth. The teacher candidate will work on these for the next lesson.

FOR UNIVERSITY MENTORS: THE FOLLOWING MUST BE COMPLETED AFTER EACH OBSERVATION

Pre-Observation Feedback

LESSON DESIGN AND ASSESSMENT

Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Lesson Plan Go React Symbol (LP)	No written lesson plan is provided.	Written lesson plan lacks clarity, is not standards-based, and/or is missing several design elements.	The written lesson plan is mostly clear and standards-based, but may be missing minor design elements.	The written lesson plan is clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts). (TPE 1.4, 1.7, 3.1, 4.8, 7.4)
Objectives/ learning goals Go React Symbol (OG)	No lesson plan is submitted, or lesson plan does not include an objective.	Lesson plan has an objective that is either missing components or has major errors in alignment to grade level standards, student learning needs, or rigor.	Lesson plan includes an objective that aligns with content, level of cognition, an assessment. The objectives align to grade level standards and level of cognition matches the rigor of the assessment. Objective reflects students' assets, needs, prior academic knowledge, and funds of knowledge.	Lesson plan includes an objective that aligns with content, level of cognition, an assessment. The objectives align to grade level standards and level of cognition matches the rigor of the assessment. Objective reflects students' assets, needs, prior academic knowledge, and funds of knowledge. TC uses UDL to plan for introducing objectives to students (TPE 3.3, 4.1, 5.8, 7.4).
Understanding Content Go React Symbol (UC)	No written lesson plan is provided or is not appropriate for the grade level.	Lesson plan attempts to utilize grade level subject matter but may be missing important content and/or skills. Identified instructional strategies are not clearly aligned with the content.	Lesson plan demonstrates understanding of grade level subject matter, details appropriate content and skills, and utilizes appropriate subject specific instructional strategies.	Lesson plan demonstrates comprehensive understanding of grade level subject matter, content and skills and utilizes appropriate subject specific instructional strategies. Lesson shows the interconnectedness of academic content areas (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4, 7.1)

LESSON DESIGN AND ASSESSMENT

Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Task Analysis Go React Symbol (TA)	No lesson plan is submitted or submitted plan has no evidence of task analysis or alignment to the objective.	Lesson plan has limited evidence of thoughtful task analysis and/or is not aligned to the objective.	Lesson plan includes steps within the instructional sequence aligned with the lesson objective and appropriate task analysis.	Lesson plan includes a detailed, step by step approach to the instructional sequence aligned with the lesson objective and appropriate task analysis that acknowledges a pre-assessed connection to and leverages students' prior knowledge, background and experiences. (TPE 3.1, 3.2, 3.3, 4.4)
Materials Go React Symbol (M)	No materials were prepared for the lesson.	Limited preparation of materials. The materials do not reflect the culture or interests of the students, or the materials are inappropriate for the grade level, objectives, or standards.	Materials are appropriate for the lesson, grade level, standards and attempt to incorporate positive representations of students' cultures and interests.	Materials are appropriate for the lesson, grade, level, and standards. Materials reflect positive representations of students' culture and interests. TC uses materials gathered from beyond the provided curriculum (e.g., gathered from students, students' communities) (TPE 1.1., 3.2, 4.3, 7.3, 7.4)

Assessment Plans Go React Symbol (AP)	No lesson plan is submitted or submitted plan does not include any means for assessment.	Lesson plan attempts to include assessment, but the assessment tool will not allow for data gathering student progress or achievement or is not aligned to the lesson objective.	Lesson plan includes assessment(s) that will result in data gathered about student progress or achievement and is aligned to the lesson objective.	Lesson plan includes one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate proficiency in a variety of ways and in ways that are responsive to students' assets and needs. (TPE 3.4, 4.3, 5.1, 7.4, 7.8)
Checking for understanding Go React Symbol (CU)	No lesson plan is submitted or submitted plan has no attempt to include plans for active participation for engagement or check for understanding.	Lesson plan includes limited plans for engaging students and checking for understanding through the use of active participation.	Lesson plan includes plans for engaging students and checking for understanding through the use of active participation that are appropriate for the grade level, standard, and/or objective.	Includes various plans for engaging students and checking for understanding through the use of active participation <u>and</u> includes in-depth teacher and student modeling of content/ behavior. Students' cultural and linguistic backgrounds are considered when selecting strategies. (TPE 1.4, 1.8, 3.3, 4.7, 5.2, 7.7, 7.8)

LESSON DESIGN AND ASSESSMENT (cont.)				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Academic Vocabulary Go React Symbol (AV)	No academic vocabulary is identified or utilized incorrectly.	Academic vocabulary is identified but may have inaccuracies or in inappropriate for the lesson.	Academic vocabulary is clearly identified and supports students learning of the lesson. Strategies are implemented to support English Learners/Emergent Bilinguals (Students' home language and linguistic resources are utilized).	Appropriate academic vocabulary is identified and utilized correctly. TC plans shows opportunities for explicit teaching of the academic vocabulary. Students' home language and linguistic resources are utilized to plan for academic language development. (TPE 3.5, 7.3, 7.7,
Modeling Go React Symbol (MO)	No lesson plan is submitted or submitted plan has no attempt for TC to model content/behavior.	Lesson plan includes limited plans for TC to model of content/behavior but alignment to learning goals is inappropriate.	Lesson plan includes limited plans for TC to model of content/behavior. TC uses one strategy to model content/behavior.	TC uses multiple strategies to model content/behavior. Students' cultural and linguistic backgrounds are considered when selecting strategies. (TPE 1.4, 1.8, 3.3, 4.7, 7.3, 7.5)
Technology Go React Symbol (T)	No lesson plan is submitted or submitted plan does not include any aspects of technology.	Lesson plan incorporates a minimal effort towards available technology.	Lesson plan incorporates appropriate and available technology.	Lesson plan incorporates multiple aspects of appropriate and available technology (includes assistive technology). (TPE 3.7, 3.8, 4.4, 4.7, 4.8)
Learning Modalities Go React Symbol (LM)	No lesson plan is submitted or submitted plan has not attempt to differentiate instruction to engage students using various learning modalities.	Lesson plan attempts to differentiate instruction to engage students in ways that uses multiple learning modalities, but may be in appropriate for the grade level, learning objectives, or standards.	Lesson plan includes at least one differentiated instruction strategy to engage students using various learning modalities (e.g., quick write, drawing, partner talk, manipulatives).	Lesson plan includes multiple differentiated instructional strategies to engage students' using several learning modalities that are appropriate for the students. (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8, 7.2)
Bilingual/ Multilingual Learners (English Language Learners) Go React Symbol (EL)	No lesson plan is submitted or submitted plan has no attempt to differentiate instruction.	Lesson plan attempts differentiated instruction (materials and/or proving behavior) for Emergent Bilinguals/English Learners	Lesson plan includes specific strategies for differentiated instruction (materials and/or proving behavior) for Emergent Bilinguals/English Learners	Lesson plan includes differentiated instruction (materials and/or proving behavior) for Emergent Bilinguals/English Learners (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8, 7.2, 7.3, 7.10, 7.11)

LESSON DESIGN AND ASSESSMENT (cont.)				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Authentic Experiences (Intellect) Go React Symbol (EX)	No lesson plan is submitted or submitted plan does not attempt to build on students' intellect. The lesson does not provide authentic opportunities to exercise the skills and knowledge gained from the lesson.	The lesson plan provides opportunities for students to connect what was learned in real-world/authentic experiences, but those opportunities are inappropriate given the objective, grade level, or standards.	The lesson plan provides an opportunity for students to connect what was learned through real-world/authentic experiences that are appropriate for the objective, grade level, and standard.	The lesson plan provides an opportunity for students to connect what was learned through real-world authentic experiences and to connect that learning to their local community context. (TPE 1.5, 4.6, 4.7, 7.3)
Criticality Go React Symbol (C)	No attempts to foster criticality are identified for the lesson.	Lesson plan connects learning goals to equity, fairness, and/or social justice. Attempts to foster criticality may be inappropriate for the grade-level and lesson objective.	Lesson plan includes a connection to equity fairness and social justice. Attempts to foster criticality are directly connected and appropriate to the grade level and lesson objective.	Lesson plan explicitly provides opportunities for students to engage in instructional activities that promote equity, fairness, and social justice. Activities allow students to engage in social action that is relevant to their communities. Attempts to foster criticality are explicitly connected to the grade level, lesson objective, and students' experiences. (TPE 1.1, 1.3, 1.5, 4.3, 6.2)

Written Feedback

In this section, provide the teacher candidate with some qualitative feedback. Focus on strengths and areas of improvement. Attention should focus on all indicators associated with the pre-observation tasks.

Teacher candidate's Strengths

Please list the teacher candidate's strengths here:

Teacher candidate's Areas of Growth

Please list one to two areas of growth. The teacher candidate will work on these for the next lesson.

Lesson Observation

(In-person or video)

LESSON IMPLEMENTATION AND ASSESSMENT				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Learning Target/ Objective Go React Symbol (LT)	TC does not explicitly state the learning objective in lesson delivery.	TC states the learning objective but the delivery is unclear or confusing.	TC clearly states the learning objective to students during lesson delivery.	TC clearly states the learning objective to students multiple times during the lesson and promotes students' engagement with the objectives. (TPE 3.1, 3.2, 4.4)
Accessible Materials Go React Symbol (M)	No materials were prepared or accessed for the lesson.	Limited preparation of materials led to materials delay in accessing materials.	Materials are prepared and efficiently accessed and implemented throughout the lesson. Materials reflect students' cultural and community resources.	Materials are prepared and easily accessed for the lesson. TC effectively engages students in accessing and distributing materials as needed. (Materials reflect students' cultural and community resources. TPE 1.4, 3.5, 4.3, 7.3, 7.4)
Direct Instruction/ Modeling Go React Symbol (DI) Go React Symbol (MO)	Off-topic conversation, illogical order of delivery of content, <u>and</u> lack of modeling causes the lesson to be ineffective.	Off-topic conversation, illogical order of delivery of content, <u>or</u> lack of modeling impedes with student understanding of the content or task.	Instruction remains mostly aligned to the objective/learning target throughout the entire lesson and includes teacher modeling of content and/or behavior. TC uses Universal Design for Learning (UDL) guidelines to plan for direct instruction.	Instruction remains aligned to the objective/learning target throughout the entire lesson <u>and</u> includes in-depth teacher <u>and</u> student modeling of content and/or behavior as appropriate to the lesson design structure. TC uses UDL guidelines . Effectively to plan for direct instruction (e.g., consideration of fonts, displays, pacing) (TPE 3.3., 4.4, 4.7)

LESSON IMPLEMENTATION AND ASSESSMENT				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Formative and Assessment/Check for Understanding Go React Symbol (FA) Go React Symbol (CU)	TC does not use formative assessment strategies (multiple learning modalities) during the lesson to monitor and adjust instruction.	TC attempts to use formative assessment strategies (multiple learning modalities) to monitor student learning. Assessment strategies do not reflect the learning goals, objectives, or standards and/or the TC does not use the results of those assessments to adjust instruction.	TC uses formative assessment strategies (multiple learning modalities) to monitor student learning. Assessment strategies reflects the learning goals, objectives, or standards. The TC uses the results of the assessments to adjust instruction.	TC uses formative assessment strategies (multiple learning modalities) to monitor students' learning and the data is used immediately to effectively make adjustments to the instruction. Adjustments include graduated levels of support for practice and performance. (TPE 1.8, 4.4, 5.1, 5.2, 7.2, 7.3, 7.10)
Wait time Go React Symbol (WT)	No wait time is offered during student questioning.	TC attempts to utilize wait time are evident but teacher may resort to rushing student responses, reacting to first responders, or answering own questions.	TC uses appropriate wait time during questioning.	TC consistently uses appropriate wait time during questioning and utilizes strategies to ensure that students have time to think and respond. (TPE: 1.5, 1.6)
Student Motivation Go React Symbol (SM)	No student motivation strategies were utilized to gain students' interest in the lesson.	TC attempts one or more strategies to foster student motivation for the lesson but attempts may be unsuccessful, Strategies align with UDL guidelines ..	TC implements one or two appropriate and successful strategies to foster student motivation. These strategies align with UDL guidelines and culturally responsive practices such as criticality, intellect, joy, and students' identities (e.g., cultural linguistic behaviors, funds of knowledge).	TC implements multiple successful strategies to foster student motivation. These strategies align with UDL guidelines and culturally responsive practices such as criticality, intellect, joy, and students' identities (e.g., cultural linguistic behaviors, funds of knowledge) (TPE 1.3, 2.3, 2.5, 2.6, 7.3, 7.4)

LESSON IMPLEMENTATION AND ASSESSMENT				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Feedback Go React Symbol (F)	No feedback is provided to individual or groups of students during the lesson.	TC attempts to provide feedback to students' active participation but the feedback is short and not informative to the student.	TC provides feedback to students' active participation to either individual or groups of students. The feedback includes positive and supportive information about students' current performance.	TC provides feedback to students' active participation to either individual or groups of students. The feedback includes positive and supportive information about students' current performance and recommendations to improve future performance. (TPE 5.5)
Use of Technology Go React Symbol (T)	No implementation of available and appropriate technology.	TC attempts to have students use technology during the lesson but did not provide enough support, or the technology is inadequate/ inappropriate for the lesson.	TC provides time for students to use technology during the lesson either independently or in small groups. Provides adequate support for students to use the technology autonomously.	TC provides time for students to use technology (including assistive technologies as appropriate) during the lesson either independently or in small groups. TC provides explanations about and support for proper digital literacy. (TPE 3.7, 3.8, 4.4, 4.7, 4.8, 5.4, 7.8)
Students' Self-Assessment Go React Symbol (SA)	TC does not use strategies to involve students in self-assessment.	TC attempts to encourage students engage in an self-assessment	TC uses a strategy to involve students in self-assessment.	TC involves students in a self-assessment during the lesson. TC provides students with clear procedures and criteria that align with the objective/learning target. (TPE 4.4, 4.5, 4.7 5.3)
Peer to Peer Collaboration Go React Symbol (PC)	TC does not facilitate collaborative group work or peer-to-peer activities.	TC facilitates collaborative group work or peer-to-peer activity but the activity is not appropriate for the grade level, objective, or standard.	TC facilitates collaborative group work or peer-to-peer activity, and the collaboration is appropriate for the lesson and requires minimal support from the teacher candidate or Co-Teacher.	TC facilitates collaborative group work or peer-to-peer activity. TC provides clear instructions so the peer-to-peer collaboration requires minimal support from the teacher candidate or Co-Teacher. (TPE 4.3, 4.4, 4.7, 7.3,7.8)
Pacing Go React Symbol (P)	TC does not seem to be aware of the pacing of the lesson, does not adjust the lesson, and focuses on	TC is aware of the pacing of the lesson and attempts to use a variety of learning modalities to keep students	TC is aware of the pacing of the lesson and shows care for students' learning by adjusting the learning modalities. TC	TC effectively monitors the pacing of the lesson, adjusts the lesson to meet individual, group, or whole class

	completing the lesson at the expense of students' engagement/learning. TC either rushes through the lesson or does not complete the lesson because of inappropriate pacing (e.g., spending too much time on an activity).	engaged. TC uses a variety of activities (learning modalities) but those activities do not support students' learning. TC either rushes through the lesson or does not complete the lesson because of inappropriate pacing (e.g., spending too much time on an activity).	focuses on the activity that supports students learning. The TC efforts to adjust pacing address the whole group. TC meets instructional goals or adjust learning goals.	learning goals. TC uses a variety of activities and learning goals to meet the needs of individuals, groups or the whole-class(TPE 1.5, 4.3, 4.4, 4.7).
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CLASSROOM COMMUNITY AND ENVIRONMENT				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient
Rapport GoReact Symbol (RA)	TC does not display a positive and professional teaching behavior. TC does not build rapport and respect with individual students. Temperament is unprofessional.	TC demonstrates a positive and professional disposition with students. TC knows most students by name. TC builds rapport and respectful with all students in the class.	TC demonstrates a positive, respectful and professional disposition with each student. TC knows all students by name.	TC demonstrates a positive and professional disposition with all students. TC knows all students by name and uses students' personal attributes and funds of knowledge during the lesson. (TPE 2.1, 2.2, 2.3,2.5)
<u>Culturally Sustaining</u> GoReact Symbol (CS)	Does not demonstrate the ability to culturally sustain students' ways of knowing cultural practices, or personal interests. Teacher may demonstrate bias towards an individual or subgroup.	TC demonstrates the ability to sustain students' ways of knowing, cultural practices, and interests but with errors about the content or cultural practices.	TC demonstrates the ability to sustain students' ways of knowing, cultural practices, and interests in ways that affirms those communities.	TC demonstrates the ability to sustain students' ways of knowing, cultural practices, and personal interests. Teacher explains how these ways of knowing benefit the learners and in ways that affirm the community contexts of the students.(TPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.3.7.4)
Positive Learning Environment GoReact Symbol (LE)	TC does not clearly communicate expectations for a positive learning environment for the lesson. TC does not create a safe learning environment (e.g., routines, transitions, procedures, norms and students' supports).	TC attempts to set a positive learning environment (e.g., routines, procedures, norms, and supports) for the lesson but TC does not provide opportunities for students to practice or acknowledge these behaviors.	TC clearly communicates expectations for a positive learning environment (e.g., routines, procedures, norms, and supports). TC reteaches, <u>and</u> reinforces culturally relevant and developmentally appropriate rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced.	TC clearly communicates expectations for a positive learning environment. TC reteaches, <u>and</u> reinforces culturally relevant and developmentally appropriate rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced.TC provides opportunities for students to modify, acknowledge and practice these expectations during the lesson (e.g., reteaches, models). (TPE 2.1, 2.2, 2.6,6.2, 7.4)
CLASSROOM COMMUNITY AND ENVIRONMENT				
Indicators	(1): Needs Attention	(2): Developing	(3): Proficient	(4): Advanced Proficient

Community Building GoReact Symbol (CB)	TC does not provide the class (groups of students) with guidelines for respectful behaviors (e.g., guidelines for emotional and physical safety, belongingness and fairness) with each other. TC does not address behaviors that disrupt community spirit.	TC weakly provides the class with guidelines for respectful behaviors. TC attempts to build respect between peers. TC does not consistently address behaviors that disrupt community spirit.	TC sets clear guidelines for respectful behaviors. TC promptly addresses behaviors that disrupt community spirit. TC encourages students to foster caring, support, acceptance, and fairness with their peers.	TC clearly sets guidelines for respectful behaviors. TC promptly addresses behaviors that disrupt community spirit in a respectful way. TC fosters caring, support, acceptance, and fairness to among all students. TC seeks students' input to promote and restore a safe and productive learning environment for all. (TPE 2.1, 2.2, 2.4, 6.2, 7.4)
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Written Feedback

In this section, provide the teacher candidate with some qualitative feedback. Focus on strengths and areas of improvement. Attention should focus on all indicators associated with in-person or Video observations.

Teacher candidate's Strengths

Please list the teacher candidate's strengths below.

Teacher candidate's Areas of Growth

Please list one to two areas of growth below. The teacher candidate will work on these for the next lesson.

Teacher Candidate Evaluation Rubric
Glossary

Academic Language	Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in. Frequently contrasted with “non-Standardized English” or “home language”, academic language includes a variety of formal language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways. http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Glossary.pdf https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley
Academic Vocabulary	General <i>academic vocabulary</i> is used to refer to words that appear in texts across several disciplines or <i>academic domains</i>. For example, Townsend (2009) <i>defined general academic vocabulary</i> as words “which are used across content areas, have abstract <i>definitions</i>, and are a challenge to master” http://onlinelibrary.wiley.com/doi/10.1598/JAAL.54.1.1/pdf
Assessment	With this indicator, the candidate should use diagnostic assessments to plan future lessons that meet their students’ learning needs. Developing; TC uses a diagnostic assessments but it does not match the goals of the lesson. Proficient: TC uses diagnostic assessments to design lessons that meet one of the following (students’ academic needs, linguistic needs, or interests). Advanced is when diagnostic assessments are used to meet two or more (academic needs, linguistic needs, and interests).
Authentic Experiences	The purpose of teaching is to encourage students to learn. Pretty obvious. But we want them to learn things so that they can use that information to impact their lives and the communities. Therefore, teachers are encouraged to situate learning in authentic contexts. There are several theories that promote this pedagogical approach. Here is a good article from Edutopia. 1. Situated Learning. 2. Culturally Relevant Practices. In short, teachers should design lessons and activities that are meaningful and useful to students. Avoid lessons that have little relevance beyond the classroom.
Classroom Community and Environment	The purpose of this section is to highlight three important aspects of creating a positive learning environment: 1. Fostering a caring environment for students, 2. Creating a physically and emotionally safe learning environment, and 3. Fostering a positive environment for the class as a whole. Teachers need to show respect to each and every student in the class. They need to design a classroom where students work, move, learn and play in a safe environment. Teachers also need to create an

	environment where students treat each other with care and respect. All of this must be practiced with culturally sustaining ways. In this rubric, we have four indicators. Because all of these indicators address the climate of the classroom, there are considerable overlap among them. The distinction between the indicators can be understood in the following ways: Rapport: Interactions between the teacher and each student. Cultural Sustainability: Addressing equity, inclusion, and fairness among students regardless of ethnicity, sex, gender identity, linguistic ability, and cognitive ability. Positive Learning Environment: Focus within and movement in the classroom space. Community Building: Focus on teachers encouraging students to engage in respectful and positive relationships with each other. Here are some tools to help you learn more: Using Restorative Communication as a Classroom Management Tool. An Alternative to Punitive Discipline That Really Holds Students Accountable. Weekly Circles: A video. First Day Actions for a Culturally Sustaining Classroom Environment
Classroom Community versus Classroom Management	The Teacher Education Department at CSULB is committed to promoting culturally responsive and sustaining practices. CRSP urges us to be student-centered and to engage in teaching in ways where students become independent learners. To that end, we promote strategies that encourage students to be co-constructors of knowledge and behaviors in the class. Teachers do not manage students. Instead, teachers design environments where students contribute to the learning environment and community. We want teacher candidates to design positive and safe learning communities within the classroom. Classroom Community is not a practice or a set of strategies. Rather, it is a way of thinking; a way of viewing ourselves as teachers and our interactions with students. We are community builders! Books and articles that inform our thinking. Delpit, Lisa (2021), Teaching When the World Is on Fire: Authentic Classroom Advice, from Climate Justice to Black Lives Matter Gay, G. (2020). <i>Culturally responsive teaching: Theory, research, and practice</i> (3rd ed.). Teachers College Press. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(3), 465–491. Ladson-Billings, G. (2021). Culturally relevant pedagogy: Asking a different question. Teachers College Press. Martinez Perez, L. (2020). <i>Teaching with the heart in mind</i>. Brisca Publishing. Moll, L.C. (2015). Tapping into the ‘hidden’ home and community resources of students. <i>Kappa Delta Pi Record</i>, 51(3), 114-117. Muhammad, G. (2020). <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i>. Scholastic Inc. Muhammad, G. (2023). <i>Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction</i>. Scholastic Inc. Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard Educational Review</i>, 84(1), 85–100. Paris, D. (2012). <i>Culturally sustaining pedagogy: A needed change in stance, terminology, and practice</i>. <i>Educational Researcher</i>, 41(3), 93–97. Smith, Deonna (2023), Rooted in Joy: Creating a Classroom Culture of Equity, Belonging, and Care

	Here is a good resource: https://youtu.be/T9ynlPs_NTM?si=LuBVf-kHjCbUXiu8
Criticality	CRITICALITY is using critical thinking to “evaluate and dismantle systems of oppression (including but not limited to racism, sexism, classism, ageism, xenophobia, ableism, homophobia, and others) (pg. 75).” TC should work toward criticality in a series of lessons. While criticality cannot be achieved in every lesson, we encourage teacher candidates to explore that possibility. Therefore, Developing is when a TC attempts to foster criticality in a lesson or series of lessons, but attempts are inappropriate to the goals of the lesson. Proficient is when TC makes a connection between a lesson (or series of lessons) to a social justice issue and those connections are appropriate and accurate given the subject matter. Advanced, TC goes above mere mentioning the connection to a social justice to designing activities that allow students to engage in social action that are relevant to their communities. For example, students are encouraged to write letter, develop Public Service Announcements, or participate in a community service program. This is not an exhaustive list. Others may be considered and discussed in a meeting with a professor, Co-Teacher, or University Mentor.
Culturally Relevant Practices	Gloria Ladson Billings famously highlights the need for teachers to make teaching relevant to the students in their class. The activities and the purpose for learning need to be authentic. Students need to use these activities beyond the classroom. For this to happen, teachers must be mindful of the communities and cultures from which students come. For teachers to engage in culturally relevant practices well, teachers must be deliberate and intentional about designing culturally relevant lessons. One strategy that is a must in a culturally relevant classroom are tools that allow teachers to learn about their students. Here are some resources to support your thinking: https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf https://youtu.be/V2fe09m0FLs?si=MZ187dERCsDtIcYh https://www.nationalequityproject.org/culturally-responsive-teaching
Culturally Sustaining Practices	While culturally relevant practices focus on building on students’ communities and cultures to make lessons meaningful and relevant, cultural sustaining focuses on accepting students and their communities for who they are. Instead of asking students to leave their culture and communities at the school door only to adopt socially acceptable school behavior, culturally sustaining practices embraces the cultures and communities into the classroom. Cultural behaviors such as “spontaneity,” “humility,” or “competition” are embraced in the classroom learning environment. Here are some resources to support your thinking and planning: https://ies.ed.gov/ncee/rel/regions/pacific/pdf/REL_CulturallySustainingPedagogy_508.pdf https://www.idra.org/resource-center/what-the-term-culturally-sustaining-practices-means-for-education-in-todays-classrooms/
Diagnostic Assessment	Teachers use Diagnostic Assessments to collect information/data that can be used to inform future instruction. The teacher may develop an assessment or use a pre-established assessment to ask, “what do my students already know?” or “what skills do they already possess?” For reading, DIBELS is an example of a diagnostic assessment. Resources: Diagnostic Assessment: Examples & Overview Understanding the different type of assessments.
Feedback	Giving feedback after an assessment (formal, informal, or summative) is a skill that should be developed by all teachers. Feedback is the information teachers give to students that informs the learner about past performance in away that sets expectations about future performance. Resources

	https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger https://www.edweek.org/teaching-learning/heres-how-to-give-feedback-that-students-will-actually-use/2023/04
Formative Assessment	Formative assessment is commonly referred to as assessment for learning, in which the focus is on monitoring student response to and progress with instruction. Formative assessment provides immediate feedback to both the teacher and student regarding the learning process during the learning process. When planning your formative assessment, be sure to have the assessments reflect different learning modalities. Resources: https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment/ Understanding Formative Assessment: Insights from Learning Theory and Measurement Theory
Home Language/ Non-Standardized English	The language students master before entering school that is not Standardized English but is as rule-governed and patterned in their linguistic structure as Standardized English. These languages include African American English, Chicano English, Hawaiian Pidgin, Southern English, etc. It is important to note that the linguistic features of non-Standardized English are not errors, slang, illogical, or unintelligible.
Joy	According to Dr. Muhammad, Joy involves “advancing happiness by elevating beauty in humanity, as well as truthful narratives and representations of students” (pg. 77). JOY is also about ways in which our TCs amplify their own passion by embedding their own interests and talents into lessons. Therefore, with this indicator, the candidate should strive to amplify positive representations of their students or themselves through truthful narratives, beauty, art, and talent. In Developing, the TC needs considerable support from MT and US. In proficient, the TC creates lessons that reflect JOY with little support from MT or TC. Advanced, the TC amplifies JOY in lessons independently for themselves and their students.
Learning Modalities	Learners encode information using a variety of modalities. That is, learners may encode new information by writing, listening, drawing, moving, or speaking. Some learners may benefit from collaborating with other learners while others may prefer to learn by themselves. Teachers should use a variety of modalities to reach the diverse learning needs of their class. Be careful though, do not mistake Modalities with Learning Styles. Here is a resource that challenges the notion of learning styles from Edmetum.
Modeling	Learners benefit when a teacher demonstrates how to do a task or an activity. When preparing a lesson, we encourage teacher candidates to prepare for effective “modeling” or demonstration of the task. That is, teacher candidates should be able to talk about and show the steps to complete a task in ways that students can understand. Resources: https://www.edutopia.org/blog/modeling-essential-for-learning-karen-lea
Pacing	Pacing is an interesting concept in education. Like any good show, pacing is part of the entertainment. We enjoy shows that move the story along but not too quickly and not too slowly. Similarly, when teaching, the teacher must be aware of the pacing of the lesson. Too fast and

	students may not have enough time to meaningfully learn. Too slow and students may get bored or distracted. And while it is hard to know how to pace a lesson before teaching it, teacher candidates must learn to notice when the lesson moves too quickly (students don't understand) or too slowly (students get bored) and then to adjust appropriately. Effective pacing involves teachers paying attention to their students' needs, using a variety of learning modalities to maintain students' attention, and striving to ensure the learning goals have been met. Here are some resources about pacing: https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning https://resources.finalsite.net/images/v1525455825/davisk12utus/y4p1feoy3hp4mgtwzyri/Pacing-LeaderNotes-final.pdf
Peer to Peer Collaboration	While some teachers perceive collaborative group work as a means to motivate and engage students, educational research underscores that this approach yields cognitive and social benefits for learners. Drawing from Lev Vygotsky's social constructivist theories, we recognize that higher-order learning emerges when learners actively co-construct meaning with their peers. Consequently, we advocate for teacher candidates to intentionally create opportunities for student collaboration, thereby enhancing content comprehension. A wealth of scholarly articles provides insights into effective strategies for facilitating peer-to-peer collaboration. Here are just a few: https://www.edutopia.org/article/setting-effective-group-work/ https://www.thinkific.com/blog/cooperative-learning-strategies/ https://www.ascd.org/blogs/getting-the-think-pair-share-technique-right https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share.pdf
Self-Assessment	Teachers should develop and encourage students to reflect on their own learning. By encouraging students to reflect on their own learning, teachers are promoting independent learners. Moreover, teachers promote deeper understanding by giving students the opportunity to stop-think- and reflect on their own understanding. Candidates should make space in the lesson for students to self- assess. Resources: https://www.theeducationhub.org.nz/wp-content/uploads/2018/03/How-to-successfully-introduce-self-assessment-in-your-classroom.pdf https://www.responsiveclassroom.org/teaching-self-assessment/ https://www.edutopia.org/practice/mastering-self-assessment-deepening-independent-learning-through-arts
Student Motivation	Teachers should be creating learning environments that foster student engagement and motivation. That is, the lesson fosters students' interest and willingness to engage in the lesson and activities. When thinking about ways to motivate students, think about the following: Culturally Relevant Practices Authentic Learning Experiences And UDL guidelines. In short, think about whether the lesson is interesting and whether students have the skills to engage.
Task Analysis	"The process of breaking down a complex task into its smaller steps or components. Tasks with many steps or components may be divided into phases for teaching purposes." (Alberto & Troutman, 2003) Task Analysis

Universal Design for Learning (UDL)	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one- size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. The three principles of UDL are: (1) Provide Multiple Means of Representation, (2) Provide Multiple Means of Action and Expression, and (3) Provide Multiple Means of Engagement http://www.udlcenter.org/aboutudl/whatisudl https://udlguidelines.cast.org
Wait Time	When implementing an informal/ formative assessment, teachers should provide time for students to think. Therefore, they should wait before calling on students. Moreover, teachers should avoid calling on the first hand raised. They should be encouraging students to think about the problem. This practice promotes more student engagement from a variety of learners. Resources: https://www.edutopia.org/article/extending-silence/ https://www.facultyfocus.com/articles/effective-teaching-strategies/student-learning-in-3-seconds/

Individual Development Plan

CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Individual Development Plan (IDP)



Purpose: The IDP is designed to support and guide the teacher candidate's continued growth as a teacher once hired by a school district (i.e., induction). The California Commission on Teacher Credentialing awards credentials based on the completion of programs that meet the Standards for Educator Preparation and Educator Competence. **Teacher Performance Expectation (TPE)** Standard 6 requires the development of an "Individual Development Plan" (IDP) before exiting the preliminary credential program.

Reflection and Evaluation: To complete this form, the teacher candidate will reflect on their entire student teaching experience by using the rotation observation and evaluation forms completed by the University Mentor and Cooperating Teacher, as well as their educational perspective to identify strengths and growth areas for their first years of teaching experience. For each strength and growth area, the teacher candidate must relate it to one or more of the Teaching Performance Expectations (TPEs) listed below and connect them to your reflection and evaluation.

Collaboration: Once IDP has been fully completed, the teacher candidate must share this form with the Mentor Teacher and University Supervisor for feedback and guidance. With their consultation, the teacher candidate should have identified specific goals related to the California Standards for the Teaching Profession (CSTP) as top priorities for support during the initial phase of their Induction (the first years of being an elementary school teacher).

Timing and Signatures: This plan should be completed during the final two (2) weeks of student teaching and only signed if the candidate is expected to receive credit for the course. Otherwise, this plan should be completed after the successful completion of the credential program. It is the responsibility of the teacher candidate to retrieve signatures for this document and retain the original for the employing school district's induction program director/coordinator. Submit the completed document here: [IDP Submission](#)

Retention of Document: The teacher candidate must retain the original document for the employing school district's induction program director/coordinator. The Multiple Subjects Credential Program will archive a copy.

California Teaching Performance Expectations (TPEs)

- Standard 1: Engaging and Supporting Students in Learning
- Standard 2: Creating Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning and Designing Learning Experiences for All Students
- Standard 5: Assessing Student Learning
- Standard 6: Developing as a Professional Educator

CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Individual Development Plan (IDP)



Credential Candidate Name _____ Semester/Year of Student Teaching _____

Program Pathway UTEACH ☐ ITEP ☐ Post-Bacc ☐ BILA ☐ Intern ☐

At the time of completion of the Individual Development Plan, what additional credential requirements have you completed (highlight all that apply)?

- ☐ Passed TPA 2.0 Cycle 1
- ☐ Submitted and Awaiting Scores for TPA 2.0 Cycle 1
- ☐ Passed TPA 2.0 Cycle 2
- ☐ Submitted and Awaiting Scores for TPA 2.0 Cycle 2
- ☐ Passed Reading Instruction Competency Exam (RICA)
- ☐ Taken and Awaiting Scores for RICA
- ☐ Other: _____

Identify your top two strengths according to the California Teaching Performance Expectations and describe evidence to support your claim. Connect to one or more of the TPEs.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Individual Development Plan (IDP)



Identify your top two areas for growth, according to the California Teaching Performance Expectations and write a corresponding, very specific, measurable professional growth goal for each of the selected standards. **Connect to one or more of the TPEs.**

Identify three professional areas of interest. Think about potential topics for further exploration or study related to the field of education. **Connect to one or more of the TPEs.**

CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Individual Development Plan (IDP)



University Mentor and Cooperating Teacher Signatures

Once completed, please print a copy (or share an electronic copy) with your University Mentor and Cooperating Teacher). Once they have consulted with you on the document, they should sign below.

I acknowledge the following:

- The Teacher Candidate has consulted with me on the development of this document.
- I approve the goals and growth areas identified by the Teacher Candidate.

University Mentor (aka University Supervisor) Signature_____

Date_____

Cooperating Teacher (aka Mentor Teacher) Signature_____

Date_____

Teacher Candidate Signature

I acknowledge the following:

- I understand that it is my responsibility to maintain the original document, complete with signatures, and provide it to an employer upon entry into an Induction Program.
- I have consulted with my support team (University Mentor and Cooperating Teacher) on developing the Individual Development Plan.
- I understand that the IDP is a portable document that is archived by the Multiple Subject Credential Program at CSU, Long Beach.

Teacher Candidate Signature_____

Date_____

Further questions related to the Individual Development Plan can be directed to:

Rhonda Haramis, Ed.D
Multiple Subject Credential Program Coordinator
Rhonda.Haramis@csulb.edu
562.985.5614



Book	Policy Manual
Section	Article 5 - Students
Title	Student-Employee Interaction
Code	5149
Status	Active
Adopted	July 15, 2019

Student-Employee Interaction

Article I, Section 28(c) of the California Constitution requires that all students are provided a safe and secure learning environment.

The District requires all of its employees to act in a manner that reflects professional, moral, and ethical practices within established boundaries. The Board prohibits interactions that compromise student safety at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies, or otherwise participates in district complaint processes. Violations of this policy may include disciplinary action up to and including termination.

Additionally, this policy endeavors to:

- Protect employees from engaging in student-employee interactions which may result in false allegations;
- Maintain the integrity of the teaching profession and of public education; and
- Maintain public trust and confidence in the safety of our schools.

Therefore, it is the policy of the District that all employees:

1. Communicate and interact with students through appropriate methods and in a manner that respects the student's right to a safe and secure environment per the California Constitution.
2. Conduct themselves at all times in a manner that adheres to District governing policies.
 - BP 4119.11 Sexual Harassment
 - BP 4119.21 Code of Ethics
 - BP 5137 Positive School Climate

- BP 5145.13 Non Discrimination/Harassment
 - BP 5145.7 Sexual Harassment-Students
3. Maintain appropriate boundaries with students that are consistent with their role, duties, responsibilities, and within accepted norms of behavior for educators.
 4. Recognize their individual responsibilities to take immediate action and immediately report to a direct supervisor or the Title IX Coordinator in Human Resources when they witness, overhear, recognize, or otherwise become aware of prohibited or unauthorized student-employee interactions.
 5. Recognize their individual responsibilities as mandated reporters apply to school, home, and other environments where a student may be exposed to emotional, physical, and sexual abuse including neglect.

Legal References:

CALIFORNIA CONSTITUTION

Article 1, Section 28(c)

CALIFORNIA CODE OF REGULATIONS TITLE 5

SECTION 4621

SECTION 4622

SECTION 4900

SECTION 4950

EDUCATION CODE

200-262.4 Prohibition of discrimination

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

Adopted:

July 15, 2019



Book	Administrative Regulations Manual
Section	Article 5 - Students
Title	Student-Employee Interaction
Code	AR 5149
Status	Active
Adopted	July 15, 2019

Consistent with Article I, Section 28(c) of the California Constitution and Student-Employee Interaction Board Policy, all district employees shall:

1. Communicate and interact with students in a manner that respects students' right to a safe and secure environment as required by the California Constitution.
2. Maintain appropriate boundaries with students that are consistent with their role, duties, responsibilities, within accepted norms of behavior for educators, and in a manner that a reasonable person would not interpret as inappropriate. For example, a preschool teacher holding and calming a crying child would be seen as reasonable behavior.

Examples of boundary violations include, but are not limited to, the following:

- Signaling or seeking out a specific student in ways that may create unprofessional emotional attachment either from the adult or from the child
- Dating or becoming romantically or sexually involved with a student
- Kissing
- Showing inappropriate videos, photographs, images or other content to a student
- Photographing or video recording students outside of educational purposes
- Grabbing, touching, tickling, or rubbing a student
- Cuddling with a student*
- Inappropriate and/or intimate hugging
- Allowing a student to sit on the employee's lap*
- Telling sexual jokes, commenting about students' bodies, or communicating in a personal nature with students not related to the employee's professional

responsibilities

- Giving personal gifts to a student unless a supervisor is notified in writing
- Consuming alcohol or drugs with, or offering, giving, or otherwise making alcohol or drugs available to a student
- Using student bathrooms when staff restrooms are available for use
- Sharing sleeping quarters while traveling with students
- Entering student sleeping quarters without another adult present
- Communication with students using platforms designed to erase immediately such as Snapchat
- Any one-on-one electronic messaging with students involving personal or non-pedagogical matters**

** An exception may be deemed for preschool teachers and support staff.*

*** If you believe that your non-District relationship with an LBUSD student justifies a modification of this rule, please discuss this with your site or District Title IX officer.*

3. Understand that they may only be alone with a single student on school premises during the normal school day when:
 - The employee has informed his/her supervisor or administrators in advance
 - It is a requirement of the employee's position, role, duties, or responsibilities
4. Employees must notify in writing their administrator, and the student's parent/guardian in advance to**:
 - Meeting with students outside of the normal school day
 - Visiting a student at home
 - Invite student(s) to social events or activities off school premises
 - Transporting a student alone in the employee's personal vehicle Conducting instruction outside of the normal school day or outside of school premises
 - Overnight travel with students
5. As with in-person communications, employees must avoid appearances of impropriety and refrain from unauthorized and inappropriate communications, by any means with students.

Factors that may be considered in determining whether communication is inappropriate include, but are not limited to the following:

- Using personal social media sites, or other forms of electronic devices, to communicate with students, in particular for one-on-one contact
- The subject, content, purpose, authorization, timing, and frequency of communications