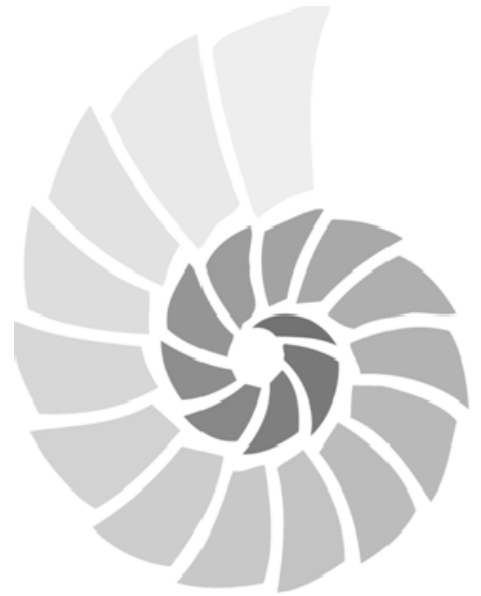


MULTIPLE
SUBJECT
CREDENTIAL
PROGRAM



Master Teacher/
University
Supervisor
Handbook



California
Commission on Teacher Credentialing

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

NCATE

The Standard of Excellence
in Teacher Preparation

College of Education

Department of Teacher Education
California State University, Long Beach



PREFACE

Welcome to CSULB's student teaching program! This handbook was prepared for the Master Teachers, Principals, and University Supervisors who participate in the student teaching component of the Multiple Subject Credential Program at California State University, Long Beach. We hope you find it useful. We appreciate the contributions of the Master Teachers as well as the district and school administrators who assist CSULB in administering the student teaching program. We thank you and applaud your efforts!

Multiple Subject Credential Program

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COLLEGE OF EDUCATION MISSION STATEMENT

Equity & Excellence in Education

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

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INTRODUCTION

The student teaching experience is perhaps the most important component of a teacher preparation program. During this time, the prospective teacher begins to apply theoretical knowledge to the realities of the classroom. In addition, the Student Teacher must demonstrate professional competence sufficient for the awarding of a teaching credential.

The development of high quality student teaching experiences requires cooperation and coordination between school district personnel, the Department of Teacher Education and the Student Teacher. It is the purpose of this handbook to facilitate cooperation and coordination by clarifying the roles and expectations of those involved in the student teaching experience.

DEPARTMENTAL PHILOSOPHY

The faculty of California State University, Long Beach, involved in teacher preparation believes that teaching is an art drawing from science; that the art involves making the right choices; that the 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 primarily on data and experience, rather than on imitation and tradition. Therefore, during the semester of student teaching, Student Teachers need to move from a mode of imitation to that of inquiry and reflection in order to learn to make thoughtful decisions about the children 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.

PURPOSES OF STUDENT TEACHING

The student teaching program is intended to meet two basic purposes. One important purpose is for the prospective teacher to learn how to plan for, coordinate, and teach a classroom of diverse students. Although it is the purpose of methods courses to provide the academic foundation for these actions, the actual application of principles of learning requires additional training. It should not be expected that individuals entering student teaching be fully prepared to assume responsibility for teaching. Rather, Student Teachers are considered to be "beginning teachers;" therefore, the assistance of and

instruction from Master Teachers and University Supervisors is integral to their success. Providing Student Teachers with this guidance requires they be placed in exemplary classrooms under the supervision of highly skilled Master Teachers and University Supervisors. Student Teachers need a supportive, professional environment that serves as a model of excellence in order for them to best learn important skills that provide the foundation for their continued professional growth.

A second major purpose of student teaching concerns the evaluative function of the Master Teacher and University Supervisor. Fulfilling this function can be difficult, as only those Student Teachers who demonstrate high skill, commitment, responsibility, and professional ethics should be allowed to become credentialed teachers. Therefore, Master Teachers and University Supervisors must have an understanding of the elements of good teaching along with strong supervisory, observational, and evaluation skills.

The following information on the Multiple Subject Credential Program requirements is included in order to inform Master Teachers and administrators about the preparation of Student Teachers prior to their final student teaching experience. It is important to remember that the purpose for student teaching is to prepare "beginning" teachers. Although they have had some fieldwork experiences, 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 Student Teachers, 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 supervisor who understands the knowledge base that the Student Teacher 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 Teaching Performance Expectations (TPEs), upon which the summative and formative assessment forms are based, are included in Section V of this Student Teaching Handbook. The TPEs provide a common language for educators to examine the broad scope and complexity of teaching. They should be utilized by the Student Teacher and Master Teacher on a regular basis to facilitate the development of goals and to assess ongoing practice and progress.

MULTIPLE SUBJECT CREDENTIAL PROGRAM (MSCP)

The State of California requires that a teacher must possess a Multiple Subject Credential in order to teach in the elementary public school system. This credential authorizes the holder to teach pre-K through 12th grade in a regular, self-contained classroom. Student teaching is the culminating field experience for the CSULB Multiple Subject Credential.

Student teaching consists of two eight-unit sections of EDEL 482: Student Teaching in Culturally and Linguistically Diverse Classrooms. Student Teaching Orientation is usually held the week prior to the beginning of the semester. Assignments typically begin the first week of the semester.

The student teaching experience consists of the following:

- Two 8-unit assignments in a school district within the CSULB service area. The assignment must be in a K-8 classroom where the Master Teacher teaches two or more subjects to the same group of students.
- The assignment must include a cross-cultural experience in a classroom where at least 25% of the students are of an ethnic, linguistic, cultural, or socio-economic background. BILA credential students must have at least 8 weeks in a full bilingual or dual immersion classroom.
- Twenty hours of observation in an alternate grade level (at least 2 grade levels different from the primary student teaching assignment). For BILA students, the alternate grade level should also be English-only.
- Instruction is provided by the Student Teacher 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 Orientation:
 - An Orientation to Student Teaching
 - Student Teacher Bootcamp
 - Supervisor Workshop
- Regular classroom observations by and conferences with the Master Teacher and the University Supervisor.
- Seminars with the University Supervisor (or per program specifications)
- Successful completion of CalTPA requirements
- Formative Assessments and Summative Evaluations completed by the Master Teacher and University Supervisor.

THE ROLE OF THE STUDENT TEACHER

The degree of success experienced during student teaching not only influences the decision to recommend certification, but can have an important impact on the ability to obtain a teaching position. Student teaching is an extremely demanding and time-consuming experience that requires a total commitment on the part of the Student Teacher. Student Teachers are expected to keep the hours required of a regular teacher and must schedule additional planning and preparation time outside of school. Therefore, Student Teachers should attempt to eliminate or minimize distractions, coursework and employment during the semester.

During the student teaching experience, the Student Teacher is both a university student and a teacher in the assigned classroom. As a student, the Student Teacher must adhere to the policies and meet the deadlines required by the Department of Teacher Education, the university, and the Commission on Teacher Credentialing. Additionally, the Student Teacher will attend mandatory weekly seminars with the University Supervisor. These meetings are designed to help students address instructional problems as well as to provide and clarify important information about university and departmental expectations.

Fulfilling the role of a teacher requires that the Student Teacher adhere to the policies and expectations of teachers in that school. Student Teachers must follow the daily schedule established by the school, assume the responsibilities assigned to them by the school administration and the Master Teacher, behave in a professional and ethical manner, and follow the legal requirements of teachers as prescribed by the State of California and the school district.

Once the first assignment to a school, grade level, classroom, and Master Teacher has been assigned, the Student Teacher has embarked upon a semester long (15 week) professional educational experience.

RESPONSIBILITIES OF THE STUDENT TEACHER

In the student teaching assignment, the Student Teacher is expected to demonstrate developing knowledge, skills, and dispositions exemplified in each of the following student learning outcomes also known as the California Standards for the Teaching Profession. Students will also develop proficiency at a beginning teacher level of the Teaching Performance Expectations (TPE's).

Please see Appendix for the Student Teacher Observation Rubric.

THE STUDENT TEACHING SUPPORT TEAM

ROLE OF THE MASTER TEACHER

The role of the Master Teacher is to provide the Student Teacher with a solid foundation for professional growth. The Master Teacher serves as a role model of good teaching and professionalism. Master Teachers are expected to provide an open and caring environment where Student Teachers feel free to seek advice and reflect openly on their teaching experiences, and where constructive feedback is given and received.

QUALIFICATIONS OF MASTER TEACHERS

Minimal Requirements:

- Three years of successful classroom teaching experience at the elementary level.
- Recommendation of Master Teacher's school principal; approval of the CSULB Student Teaching MSCP Director.
- Willingness of Master Teacher to have a Student Teacher.
- Recognized outstanding teaching abilities.
- Implements a balanced, comprehensive reading program based on the English Language Arts Content Standards for California Public Schools, Kindergarten through grade twelve.
- Attend a Master Teacher Orientation
- Teaches a curriculum based on the California Academic Content Standards
- Displays effectiveness in collaborating and communicating with other teachers

Preferred:

- Achieved tenured status in the school district.
- Models effective instruction through implementation of the Teaching Performance Expectations.
- Handling difficult human relations and communications in a professional manner.
- Being flexible and patient.
- Possesses characteristics of an effective mentor for pre-service teachers and emphasize the reflective process (BTSA/Induction type training is helpful).
- Modeling a positive regard for the importance of education in our society.
- Has knowledge of the CSULB preparation program.
- Has experience in the following:
 - Organizing and facilitating cooperative learning processes.
 - Integrating reading/language arts instruction.
 - Teaching special needs students in the classroom.
 - Teaching second-language acquisition, including the use of SDAIE strategies and content-based ELD techniques, effectively implementing technology for a variety of instructional purposes.

RESPONSIBILITIES OF THE MASTER TEACHER

1. Assisting the Student Teacher in developing lesson plans by:
 - a. Providing the Student Teacher access to teacher's guides, materials, and other resources
 - b. Providing district designed lesson plan forms or selecting a lesson plan form from the student teaching handbook and discussing terminology
 - c. Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
 - d. Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning

2. Supervising and modeling daily activities of the Student Teacher 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 Student Teacher
 - 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 day of teaching and providing feedback and suggestions to the Student Teacher on the prepared instruction
 - 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 Supervisor regarding progress of the Student Teacher
 - i. Being available on the school site in case of emergency when Student Teacher has full responsibility for classroom

3. Solving classroom situations which may arise during the student teaching experiences such as:
 - a. Working with the Student Teacher to resolve the problem
 - b. Advising action that may prevent a problem that may develop if not checked
 - c. Maintaining a professional attitude in presence of the children despite a problem situation created by the Student Teacher
 - d. Informing the University Supervisor of any problems that arise in a timely manner
 - e. Working collaboratively to resolve problem(s) with the University Supervisor and the Student Teacher

4. Holding scheduled as well as informal conferences with Student Teacher which include:
 - a. Providing specific coaching feedback/suggestions following observations
 - b. Creating a supportive atmosphere
 - c. Facilitating the Student Teacher's self-reflection
 - d. Providing specific reinforcements
 - e. Prioritizing the Student Teacher's areas for professional growth (e.g., work on the one or two most crucial; helping the Student Teacher

established goals, develop strategies for implementation, and determine assessment)

f. Collaborating on long and short term planning.\

5. Evaluating the student:

- a. Observing and conferencing regularly, reviewing Student Teacher's daily and unit plans, and assessing student work and progress with Student Teacher
- b. Assisting the Student Teacher in identifying needs through coaching
- c. Modeling continuous goal setting and assessments
- d. Writing Formative Assessment (midpoint) and Summative (final) Evaluation forms and sharing these with the Student Teacher
- e. Utilizing observations, coaching, conferences, and other data to establish goals related to the Teaching Performance Expectations
- f. Discussing the implications and use of the university evaluation forms in a conference with the University Supervisor
- g. Assigning a fair rating to each of the performance criteria on the evaluation forms
- h. Maintaining confidentiality. A Student Teacher's performance should only be discussed with the MSCP Director and the University Supervisor
- i. Discussing the rating with the Student Teacher and obtaining his/her signature
- j. Including a carefully written summary statement indicating the positive characteristics and achievements of the Student Teacher, unless there is negative information that must be included
- k. Completing the evaluation process using the online platform

6. Working with the University Supervisor and Principal for joint supervision of the Student Teacher by:

- a. Being available for conferences
- b. Discussing progress of student teacher
- c. Planning special experiences to meet special needs
- d. Informing the University Supervisor and Principal about problems and successes which have occurred or are anticipated to occur
- e. Requesting a special visit by the University Supervisor when need warrants immediate attention

BEGINNING THE STUDENT TEACHING ASSIGNMENT

Master Teachers have the responsibility of orienting their student teacher 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, Gym)
 - Opening and dismissal routines

- Telephone
 - Taking of attendance
 - Opening
 - Seating chart
 - Procedures for passing and collecting papers, lunch money/tickets, pencils;
 - Classroom management systems
2. School procedures for:
 - Fire, earthquake drills
 - Playground, school rules
 - Reporting of child injury or illness, child abuse;
 - Releasing pupils 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. Introduction of Student Teacher to school faculty, staff, and administration
 4. Where the Student Teacher can store their materials and personal items
 5. Establishment of a planning and conference schedule

ROLE OF THE UNIVERSITY SUPERVISOR

The University Supervisor is the person given responsibility by the university for coordinating the student teaching experience and for making recommendations relative to the success of the Student Teacher. The University Supervisor establishes the necessary liaison between the university, school, and classroom by: 1) scheduling weekly observations and conferences; 2) holding seminars; 3) mediating when problems occur; and 4) appraising the Student Teacher through periodic assessment of development and progress.

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

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

- 1) Assisting the Teacher Education Department and the MSCP Student Teaching

- Coordinator in making appropriate placements.
- 2) Orienting Student Teachers to the student teaching program, their role as Student Teachers and to the school district where they are assigned.
 - 3) Conducting periodic seminars devoted to issues related to The California Standards for the Teaching Profession and program information. Sample topics might include:
 - a. Instructional strategies.
 - b. Discussing the Student Teacher's successes, problems and concerns.
 - c. Credential requirements.
 - d. Keeping the lines of communication open between Student Teachers, Master Teachers, and the university.
 - e. Performance assessment of students.
 - f. Informing Student Teachers of information about the school district and/or the university with regard to placement in the second assignment (if needed).
 - g. Alerting the Student Teacher to university and district events.
 - h. Completion of TPA Cycles 1 & 2
 - i. Preparing an IIP Individualized Induction Plan to support transition into an Induction program.
 - 4) Visiting the Student Teacher in accordance with Department policy; conducting formal and informal observations and conferences.
 - 5) Being knowledgeable of developments in teaching/learning strategies so that the Master Teacher is supported and complemented in directive appropriate Student Teacher activities.
 - 6) Assisting the Student Teacher 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 Master 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 Student Teacher and Master Teacher as the need arises.
 - 10) In consultation with the MSCP Director, make recommendations about the course of action to be taken regarding withdrawal of a Student Teacher, 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 and forwarding it to the MSCP Director. A grade of credit for student teaching must be equivalent of an "A" or "B" for successful completion of student teaching.
 - 12) Orienting the Student Teacher about specific requirements including the following:
 - a. Standards to be met.
 - b. Appropriate dress for school and classroom.
 - c. School hours (arriving one half hour before school begins and leaving at the time permitted by school rules after classes are dismissed).
 - d. Lesson planning (detailed at first; more general later in the experience).

- e. Participation in parent meeting and parent conferences, back-to-school night, open house, school and district workshops and staff development.
- f. Professionalism.

Please Note that student teachers may not be placed with a relative or personal friend as master teacher. Should this happen, the University Supervisor must terminate the assignment.

THE ROLE OF THE PRINCIPAL

The Principal plays an important role in making the student teaching experience a successful one. The Principal serves as an intermediary for the school district and is the initial contact person for the University Supervisor.

The Principal's responsibility for student teachers include:

- 1) Recommending master teachers who meet the qualifications
- 2) Keeping the University Supervisor informed of any problems that a Student Teacher might be experiencing.
- 3) Being sensitive to the potential of personality conflicts between a Student Teacher, Master Teacher, and University Supervisor and being willing to assume a leadership role in helping resolve any conflict or unprofessional relationship.
- 4) Making periodic classroom visits to observe Student Teachers.
- 5) Keeping Student Teachers informed of any unwritten rules or customs in the school.
- 6) Informing Student Teacher of expectations regarding attendance at faculty meetings, PTA meetings, non-class duties, etc.
- 7) Providing positive reinforcement as well as constructive suggestions.

CLINICAL SUPERVISION OF STUDENT TEACHERS

The Department of Teacher Education recommends that Master Teachers and University Supervisors utilize the clinical supervision approach (Goldhammer, Anderson & Krajewski, 1980) during their supervision of Student Teachers. This involves five steps:

- 1) Pre-observation conference
- 2) Observation
- 3) Analysis of the observation
- 4) Conference
- 5) Post-observation conference.

These steps are meant as guides to successful supervision and are not meant to be lock step. The use of clinical supervision is based upon two assumptions: 1) that most teachers know what they are doing and why; and 2) that most teachers know the areas of difficulties in their classrooms but may need help from someone in a collaborative, non-evaluative manner in order to solve these problems.

Effective use of the clinical supervision process requires the Master Teacher or University Supervisor to: 1) use open-ended questions to identify instructional objectives, student behaviors, and the teaching strategy to be used; 2) observe in a classroom and accurately record what took place during the observation; 3) label and analyze the data from the lesson using specific elements of instruction as criteria; 4) select and write specific conference objectives; 5) plan an instructional conference that facilitates self-reflection and dialogue; and 6) elicit feedback on how effective the process has been and how the observer can help in the future.

CLINICAL SUPERVISION PROCESS

<u>Pre-Conference</u>	
Build rapport	
Discuss supervision process	
Establish focus of scheduled observation	
Using lesson plan, establish lesson objectives, student behaviors, teaching strategies, and assessment	
Set logistics-when, where, and how for lesson observation	
<u>Lesson Observation</u>	<u>Analysis/Strategy</u>
Observe lesson	Review data
Take full anecdotal record	Compare data to lesson objective and focus area
OR	Look for patterns of needs, success
Record data decided upon in the pre-conference	Plan conference
<u>Conference</u>	<u>Post Conference</u>
Establish rapport	Analyze the effectiveness of the conference
Discuss: focus area and observations	Elicit input from the Student Teacher
Probe for teacher comments, reflections, and concerns	Incorporate suggested changes and approaches
Discuss alternatives	
Instruct in area of need	
Establish next step(s) and/or next focus area	

CONFERENCING WITH STUDENT TEACHERS

The following information is offered to assist the Master Teacher and University Supervisor in conducting conferences with Student Teachers.

I. Types of Conferences with the Student Teacher

The most common types of conferences are: A) informal meetings to exchange comments and suggestions of the University Supervisor and/or Master Teacher, and the Student Teacher that have not been planned in advance; and B) scheduled conferences.

A. The informal meeting is indispensable and should continue to be an integral part of any teacher education program. However, many aspects of the programs as well as specific problems confronting the Student Teacher cannot be covered adequately during brief, unscheduled meetings.

B. The scheduled conference is held at a designated place and time. This type of meeting provides an opportunity for cooperative planning and evaluation of instruction. A valuable approach that focuses on the results of instruction might include the following:

1. Preconference

- a. review lesson plan to discuss the objectives, content, procedures, and assessment.
- b. identify concerns and feelings.
- c. establish time of observation and post-conference.
- d. establish focus of observation.

2. Observation

Record notes relating to techniques utilized and Student Teacher-pupil interaction in relation to the objectives and focus area planned.

3. Post-Observation Conference

Recorded observation data is presented. The Student Teacher, assisted by Master Teacher or University Supervisor, analyzes the results of instruction.

II. Conducting a Conference

A. Establish a positive personal relationship with the Student Teacher to facilitate reflection and discussion.

B. Provide a means for the free exchange of ideas.

- C. Permit the Student Teacher to communicate perceptions of the lessons s/he has taught and reflection on the focus area. This represents a self-examination of the lesson and what elements of the lesson that the Student Teacher considered to be effective and ineffective.
- D. Assist the Student Teacher in utilizing multiple assessments to assess the effectiveness of instruction (e.g. student work, participation, comments, etc.).
- E. Provide specific feedback through suggestions and recommendation to the student teacher based upon data collected during observations.
- F. After teaching behavior is revealed, discuss alternative teaching behaviors that may produce different effects. When data of observed teaching behavior are brought to one's attention, in connection with other possible alternative behavior, it can help change behavior.
- G. Encourage the Student Teacher to identify strengths and weaknesses, and identify and clarify perceptions of problems.
- H. Encourage the Student Teacher to suggest solutions to his/her own problems.
- I. Determine the extent to which long-range objectives are being achieved.
- J. Ask the Student Teacher to reiterate what s/he has gained during the conference. Some prompting may be needed at first.
- K. Determine focus area for next observation.

STUDENT TEACHING PACING GUIDE

Using the Student Teacher Observation Tool and Rubric as a guide, Student Teachers should be able to complete the following activities at the “Developing” level in order to earn a grade of Credit for the 1st assignment of student teaching. (Average score of 2.5 or above by the end of Week 7.)

	Activities	√
Week 1	<ul style="list-style-type: none"> • Complete tour of the school campus • Become acquainted with school staff and resources • Learn all students’ names • Be able to explain, teach, reteach, and reinforce classroom routines, rules, and procedures • Setup planning/conference schedule with Master Teacher • Observe all aspects of the students’ daily schedule to include: opening, recess, lunch, transitions to other classrooms (computer lab, library, etc.) • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and using proximity to support student adherence to classroom rules, procedures, and routines • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA: Discuss TPA requirements with Master Teacher, including videotaping authorizations	
Week 2-3	<ul style="list-style-type: none"> • Take over opening exercises • Plan and teach a minimum of 3-5 whole group lessons in at least two different subject areas • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 1: Discuss ideas for TPA Cycle 1 with Master Teacher. Choose subject content and determine timeline for implementation	

Week 4-5	<ul style="list-style-type: none"> • Plan and teach a minimum of 5-8 whole group lessons in one subject area • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 1: Implement lessons and videotaping for Cycle 1.	
Week 6-7	<ul style="list-style-type: none"> • Plan and teach a minimum of two lessons per day in at least two subject areas • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor • Complete Formative Evaluation Conference with University Supervisor (Average score of 2.5 or above by the end of Week 7.) 	
	TPA Cycle 1: Implement lessons and videotaping for Cycle 1.	
Week 8-9	<ul style="list-style-type: none"> • Plan and teach a minimum of three lessons per day in at least three subject areas • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 2: Discuss TPA Cycle 2 with Master Teacher.	
Week 10-13	<ul style="list-style-type: none"> • Plan and teach a minimum of four lessons per day in at least four subject areas • Observe all lessons taught by Master Teacher • Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and/or small groups as requested by Master Teacher • Complete other duties as assigned by Master Teacher and/or University Supervisor 	
	TPA Cycle 2: Choose subject content and determine timeline for implementation	

Week 14-15	<ul style="list-style-type: none"> • Solo teaching weeks. Plan and teach all lessons for the week. • Complete other duties as assigned by Master Teacher and/or University Supervisor • Complete Summative Evaluation Conference with University Supervisor (Average score of 3.0 or above by the end of Week 15.) • Complete Individual Induction Plan 	
	TPA Cycle 2: Implement lessons and videotaping for Cycle 2.	

IDENTIFYING AND WORKING WITH AT-RISK STUDENT TEACHERS

While each student teacher is unique, there are some reliable characteristics of student teachers who are at risk of not completing student teaching satisfactorily.

These include:

1. Tries to teach with incomplete or nonexistent lesson plans.
2. Does not implement the suggestions of the Master Teacher or University Supervisor.
3. Has a negative attitude toward teaching, children, teachers, etc.
4. Is defensive when receiving constructive criticism.
5. Does not try to vary strategies.
6. Makes excuses about poor performance or complains about the workload, the children, etc.
7. Never volunteers or goes “over and above.”
8. Does not volunteer to help or take charge.
9. Does not ask for help.
10. Does not take time to meet with Master Teacher or University Supervisor.
11. Is sarcastic to the children or adults.
12. Is late or frequently absent.
13. Shows little awareness of classroom outlines or procedures.
14. Demonstrates inflexibility in attitudes and practices.

Guidelines for Working with “At-Risk” Student Teachers

These guidelines are for use with students who are “at-risk” of not passing student teaching.

It is important that work with the “at-risk” student be documented, including a record of observations of the student’s teaching performance, a record of conferencing and other conversation, and a record of remedial and other actions taken. It is highly recommended that observations be scripted or otherwise recorded on official NCR observation forms so that both the Supervisor and the student have copies. The MSCP Coordinator must be informed of the nature of the “at-risk” student’s situation at as early a date as possible, and be kept updated of the student’s progress.

The student teacher will be made aware of his/her “at-risk” performance as early as possible in an assignment. The formative assessment should reflect an “at-risk” assessment. Every effort will be made by the Supervisor to assist the student’s remediation. The student should be notified that performance must be acceptable no later than two weeks prior to the conclusion of the assignment. Students whose performance is unacceptable with only two weeks remaining in the assignment will be counseled to withdraw from student teaching in order to receive a “W” rather than a “NC” on the grade sheet. Regardless of the final grade (“W” or “NC”), the student will not receive credit for the assignment. However, since a “W” looks better on the student’s transcript,

the student should be advised to withdraw. Students who withdraw or receive no credit must petition the Admissions and Standards committee to re-enter student teaching.

When a student has withdrawn from an assignment or received no credit because of inadequate performance, the Supervisor will write a letter or memo to the MSCP Coordinator (with copies to the student and master teacher) explaining why the student is withdrawing or receiving no credit. This letter/memo should provide the context, cite specific instances of unacceptable student teaching, and making clear, concise, specific, and achievable recommendations for remedial work before re-entry to formal student teaching. The Supervisor will make a recommendation that the student be or not be re-admitted to student teaching in the future. If the Supervisor recommends that the student be allowed to re-enter student teaching upon successful petition, he/she must give specific recommendations for which types of experiences the student should complete before petitioning that are directly linked to the student's unacceptable performance in the classroom.

The MSCP Coordinator will officially recognize the withdrawal and set conditions for re-entry by letter to the student. This letter will be based on the Supervisor's letter/memo, particularly the recommendations made for re-admission to student teaching. Some, if not all, of these recommendations will become requirements for re-entry. In this letter the MSCP Coordinator will also specify ways in which the student will need to document successful completion of the requirements.

Models of Supervisor letters/memos are on file in the MSCP Office. Working with "at-risk" student teachers is one of the Supervisor's and Master Teacher's heaviest responsibilities. The Supervisor's task with students who withdraw for unacceptable teaching performance is first of all to determine whether they have the potential to become a teacher. If they do not, then they need assistance exploring other career possibilities. If they have the potential to teach, then they need assistance developing their teaching capacity. Student teachers develop at different paces, and it will be the case each term that a few will require more time to learn to teach than two eight week assignments allow. This type of student may need to withdraw in order to extend the preparation period. The specifying of remediable work is crucial in this type of case. The student will need clear guidelines for continued work outside the framework of student teaching, and will need to demonstrate to the Admissions and Standards Committee that he or she has successfully completed the specified remediation that is based on the Supervisor's recommendations.

NOTE: When a student withdraws for medical, personal, or financial reasons, the Supervisor must write a letter/memo supporting the student's action and suggesting conditions upon which the student should be allowed to re-enter student teaching. The letter/memo should contain an assessment of the student's performance to date.

POLICY FOR TEACHER CANDIDATE REASSIGNMENT/DISMISSAL

Occasionally a Teacher Candidate may need to be reassigned or removed from student teaching due to difficulties such as: personality conflicts, conflicting expectations,

excessive absences, inadequate performance, breach of professional ethics and insurmountable classroom discipline problems are some of the typical problems.

Prior to reassignment or dismissal, the University Supervisor will follow these procedures:

1. A joint conference will be held with the Teacher Candidate, Master Teacher, and University Supervisor. The MSCP Coordinator and the site principal will be notified.
2. A written summary of the conference will be prepared by the University Supervisor. This report will state the areas of needed improvement and recommendations for remediation. The Teacher Candidate and University Supervisor must sign and date the report. Copies of all evaluations, weekly plans, logs or any pertinent paperwork are attached to the report. Copies will be given to all concerned parties.
3. The Master Teacher will document the Teacher Candidate's progress, conferring daily. The University Supervisor will conduct a formal observation and evaluation. A conference to review progress will be conducted at least once weekly, which may necessitate the Teacher Candidate coming back to school for meetings outside of student teaching hours.
4. If satisfactory improvement has not been demonstrated by the Teacher Candidate, a second joint conference will be conducted between the Teacher Candidate, Master Teacher, University Supervisor and the MSCP Coordinator. The site principal will be informed of this conference. A written summary of this conference will be prepared by the University Supervisor. A report of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the Teacher Candidate must adhere to this timeline or be removed from the classroom. Removal from the classroom will result in a grade of no-credit (NC). The Teacher Candidate and University Supervisor must sign and date this report and copies will be given to all concerned parties.

These policies and procedures are to be followed, unless there is a situation which requires more immediate action. In the event of an emergency such as a health concern of the student teacher or master teacher, a death in a family, or a Principal's intervention, the supervisor will contact the Principal and the MSCP Coordinator for a waiver of the policy for a candidate's reassignment/dismissal.

GUIDELINES FOR WITHDRAWING FROM STUDENT TEACHING

Withdrawing from Student Teaching prior to the start of the student teaching semester:

Students withdrawing from Student Teaching 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 Teacher Preparation Advising Center (TPAC) office (ED 1 – 67). Students who are withdrawing from all classes must also fill out an Educational Leave of Absence form which is available in the TPAC office, at Brotman Hall, and on the CSULB website. An intern may not withdraw from student teaching or apply for an educational leave of absence while employed at a school district as an intern. 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.

Students may only withdraw from student teaching **one time**. If it is necessary to withdraw a second time then 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 Student Teaching after the start of the student teaching semester due to illness, financial or personal reasons:

If you are **withdrawing within the 1st 2 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 TPAC 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.

Students withdrawing from student teaching 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 Director's approval, **one time**. Students 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 then 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 petition committee.

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

Students who withdraw from student teaching due to poor performance may

petition to re-enter student teaching in the future with the approval of the MSCP Admissions and Standards Committee. Students will be required to meet with the MSCP Director to discuss their action/remediation plan. Once the action/remediation plan is completed to the satisfaction of the MSCP Director, the student may petition to re-enter student teaching through the Admissions and Standards petition process.

Students must submit a *Withdrawal from Student Teaching* form which is available in the TPAC office. It is the student's responsibility to officially withdraw from classes from the University. 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 November 1 for the Spring semester or by April 1 for Summer/Fall student teaching.

STUDENT TEACHER GENERAL POLICIES

As a student teacher you are a guest in 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 – classroom files, discipline, learning, parents, etc. Communication about classrooms must be kept at a professional level. You should dress, talk, and act as a professional and as expected by the standards of the assigned school. You should understand that the outstanding student teacher does not just do well on assigned tasks, but displays outstanding characteristics in self-reliance, desire, enthusiasm, and other indicators of outstanding promise.

1. Scheduled times:

Arrival – the same time as the faculty of the school

Departure – the end of the faculty school day

ITEP: at lunch time

2. Attendance:

Daily attendance is required. Be Punctual! Sign in on arrival at the school.

Absences – notify the master teacher, the school and the university supervisor.

Excessive (more than 2 days) absences may mean you will have to repeat the student teaching experience.

3. Seminars:

Some districts require you to attend seminars prior to entering the classroom.

You will be notified prior to the beginning of the semester if this applies to your assigned district.

You are required to attend seminars given by the university supervisor. The supervisor will notify you of the time and place of the seminars. The seminars last a minimum of one hour.

4. Absences:

Excessive absences may require you to repeat the assignment. If you are ill and must be absent, contact the school by 7:30am to let your master teacher know.

Contact your university supervisor by email or phone. Provide your supervisor with a note from the doctor if you are absent for more than two consecutive days. You may be expected to make up absences. During your absence, the master teacher will reassume control of the classroom. Be sure to leave your lesson plans, instructional materials, and other resources readily available to the master teacher.

5. Daily Schedule:

At the beginning of the assignment, complete the master schedule for yourself and your university supervisor. Keep your university supervisor informed of the lessons you will be teaching. The university supervisor should visit your classroom while you are different subjects. If your schedule is going to change on a day when the university supervisor is scheduled to visit, please notify him/her prior to the visit. It is not necessary to turn in a weekly schedule, however, if your schedule should

change please notify the supervisor.

6. Visitations:

The university supervisors will visit you regularly throughout the period of student teaching. The total number of visits made will depend on the progress being made by you. As a general rule, weekly visits will be made during the period of student teaching or every other week if you are an intern or ITEP student. The student teacher is advised to keep the university supervisor informed regarding the days in which teaching will occur. This will enable the university supervisor to schedule visits at such times that the student will be observed conducting a lesson. Visits may be announced or unannounced.

7. Lesson Plans:

All lessons will be planned, written and prepared in advance. The rule is “No lesson plans, no teaching”. Discuss the lesson plan in advance with the master teacher. Plan a conference with the master teacher at the conclusion of each lesson taught.

8. Conferences with Master Teacher:

Plan a time before or after school for communication with the master teacher. It is your responsibility to set the day and time. You will need to discuss daily all lesson plans with the master teacher. Consider making a list of questions you wish to discuss with the master teacher.

9. Conferences with University Supervisor:

The university supervisor will meet with you following each visit – either in person or via a phone conference. You will also attend seminars prepared by the university supervisor. The time and place will be given to you by the university supervisor.

10. Classroom Manner:

You are a teacher in the classroom – not a peer. Conduct yourself in a professional manner in relationship to the students. Support the students—let them know that you like them and are willing to listen to them, but demand their respect. Let your students know your expectations for each lesson. Recognize what is reasonable to expect from students, adjusting language and activities to the students.

11. Cell Phones:

Cell phones are to be turned off or on “quiet mode” when the student teacher 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 telephone number of the school. The schools are good in relaying emergency messages to you.

12. Dress Code:

The way you dress may affect the way students react to you in the classroom. Student teachers are to dress professionally. Even when the school has a relaxed dress code, you still need to be professional. If the master teacher or supervisor indicates you are dressed inappropriately, it will be noted on the observation reports. You may be pulled from a classroom for inappropriate dress.

We have received complaints that females wear dresses that are too form fitting or too short. Remember it is difficult to get fully involved in the classroom activities when you have to be concerned about how far you bend over. Shorts or jeans are not to be worn to school (unless you are having a sport day) by either females or males.

Some supervisors will not allow their student teachers to wear jeans on Fridays, even if Fridays are considered “jeans” day at the school. You need to check with your supervisor in regard to the dress code. The director will support the supervisor’s decision.

13. Phase-In to Full Time Responsibility:

You will have a phase-in schedule. The phase-in schedule is in the Student Teaching Handbook. You will need to sit down with your master teacher and discuss what you will be taking over each subject. We will adjust the schedule for spring semester due to the spring break.

You will need to let your supervisor know about your schedule. S/he will arrange their visits according to the schedule you will give them

A Place for the Supervisor

It is the responsibility of the student teacher to arrange for a table and a chair for the university supervisor use during the visitation. It is suggested that you find a place where the supervisor can hear and see what you are doing. It is also suggested that the place does not distract from the instruction. This place should include your lesson plans and your notebook. The supervisor should not have to look for these documents.

Inservice Days

Inservice days are teaching days. If the district has an inservice day, check with the master teacher or principle to determine if you can attend the inservice. Some districts welcome you, while others feel it is only for employees.

If you do not attend an inservice day, you will be expected to be in the classroom. Your duties are the same as every day during the semester.

Reporting Child Abuse

The state requires that all child abuse is to be reported. If you suspect child abuse in your classroom, talk to your teacher. The teacher is responsible for this and you should follow the guidelines you are given. You never take it upon yourself to report an incident without speaking to administrators.

If the teacher or administrator asks you to write a report, do so. Be sure that both the

teacher and the administrator sign any reports that you write. Keep a copy of the report for your own file.

Policy on Substitute Teaching During Student Teaching

Student teachers are encouraged to apply for substitute teaching positions in the school district where they have been placed.

Student teachers may serve as substitute teachers only if each of the following conditions are met:

- a) the student teacher possesses a recorded Emergency Substitute Teaching Permit;
- b) the student teacher is substituting in the classroom s/he is assigned;
- c) the student teacher is paid by the school district at the standard rate for substitutes in that district;
- d) the Master Teacher, school principal, and the University Supervisor have given prior approval;
- e) the student teacher serves as a substitute for no more than ten (10) days in each assignment, with approval from the University Supervisor.

Student teachers may be asked to substitute on an emergency basis for a different classroom than where they have been assigned on a limited basis. This request must be approved by the Master Teacher and should not exceed two (2) days per assignment.

Should you have any questions or need further clarification, please feel free to contact Dr. Isbell at 562.985.5614 or lisa.isbell@csulb.edu



**CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM**

Candidate Name: _____ University Supervisor/Master Teacher: _____ Date: _____

Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
The identified skill was <i>not appropriate</i> for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience.	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 mastery 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).

PROFESSIONALISM				
(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient	
Scores in the shaded areas require immediate consultation with Multiple Subject Credential Program Director				
1 Does not arrive on-time, prepared, and/or appropriately dressed.	Rarely arrives on-time, prepared, and/or appropriately dressed.	Generally arrives on-time, prepared, and appropriately dressed.	Always arrives on-time, prepared, and appropriately dressed. (TPE 6.5)	
2 Reflection on performance has not been observed.	Conducts limited reflection on performance with prompts from peers or mentors.	Conducts reflection on performance that is evidence-based, either alone or in collaboration with peers and mentors.	Conducts regular reflection on performance that is evidence-based in collaboration with peers and mentors. (TPE 5.6, 6.1, 6.3)	
3 No goal setting meetings have occurred with Master Teacher or University Supervisor.	Meets with Master Teacher and University Supervisor when prompted but conversation may or may not be goal-oriented.	Meets regularly with Master Teacher and University Supervisor to set goals.	Meets regularly with Master Teacher and University Supervisor to set goals. (TPE 6.3)	
4 Does not communicate or collaborate with any stakeholders.	Communicates with a limited number of stakeholders.	Communicates and collaborates effectively with a limited number of stakeholders.	Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, and community members) and accesses resources for support. (TPE 2.4, 5.6, 6.4)	
5 Does not model ethical conduct of teaching professionals, including use of technology and digital media.			Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media.	
6 Does not engage with parents.	Engages with parents only during site or classroom expected events (Back to School Night, parent conferences, Open House).	Parent engagement reaches beyond the expected site and classroom events (Back to School Night, parent conferences, Open House) with a limited number of group emails or class newsletter.	Seeks out multiple opportunities to engage with parents 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)	

LESSON DESIGN AND ASSESSMENT

Not Appropriate for the Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
7	No written lesson plan is provided or is not appropriate for the grade level. No academic vocabulary is identified or utilized incorrectly.	Lesson plan attempts to utilize grade level subject matter, but may be missing important content and/or skills. Academic vocabulary is not specifically identified or may have inaccuracies and/or the instructional strategies may not be clearly aligned with the content.	Lesson plan demonstrates understanding of grade level subject matter, details appropriate content and skills, and identifies some academic vocabulary and/or 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. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4)
8	No written lesson plan is provided.	Written lesson plan lacks clarity, is not standards-based, and/or is missing several design elements.	Written lesson plan is mostly clear and standards-based, but may be missing minor design elements.	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)
9	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 or rigor.	Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) which may have minor errors in alignment to grade level standards or rigor.	Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) that is appropriately aligned to grade level standards and level of cognition matches the rigor of the proving behavior. (TPE 3.3, 4.1, 5.8)
10	No lesson plan is submitted or submitted plan does not include any means for assessment.	Lesson plan includes an attempt to include assessment but the assessment tool will not allow for data gathering about student progress or achievement.	Lesson plan includes assessment (that will result in data gathered about student progress or achievement) but may not be easily identified in the plan as a means for formative and/or summative assessment.	Lesson plan includes one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways. (TPE 3.4, 5.1)
11	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 respect for students' prior knowledge, background and experiences. (TPE 3.1, 3.2, 3.3, 4.4)

LESSON DESIGN AND ASSESSMENT (continued)

Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
12	No lesson plan is submitted or submitted plan has no attempt to include plans for: (1) active participation for engagement or check for understanding and (2) modeling of content/behavior.	Includes limited plans for engaging students and checking for understanding through the use of active participation <u>or</u> includes limited plans for modeling of content/behavior.	Includes plans for engaging students and checking for understanding through the use of active participation <u>and</u> includes plans for-modeling of content/behavior.	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. (TPE 1.4, 1.8, 3.3, 4.7)
13	No lesson plan is submitted or submitted plan has no attempt to differentiate instruction is included in the plan.	Lesson plan attempts differentiated instruction (materials and/or proving behavior) for English Learners <u>or</u> at least one other identified subgroup but the strategy utilized is inappropriate for the specific student need.	Lesson plan includes specific strategies for differentiated instruction (materials and/or proving behavior) for English Learners <u>or</u> at least one other identified subgroup appropriate to the individual student's needs.	Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup appropriate to the individual student's needs. (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
14	No lesson plan is submitted or submitted plan does not include any opportunities for students to actively think critically.	Lesson plan has vague connections to critical thinking for students.	Lesson plan explicitly includes at least one opportunity for students to actively think critically.	Lesson plan explicitly includes multiple opportunities for students to think critically and offers variations on how students may express their thoughts. (TPE 1.5, 4.6, 4.7)
15	No lesson plan is submitted or submitted plan does not include any opportunities for students to work collaboratively.	Lesson plan may include opportunities for quick pair/share activities resulting in random selection methods for calling on students but collaboration is not the outcome of the activity.	Lesson plan includes opportunities for students to work collaboratively.	Lesson plan includes opportunities for students to work collaboratively and appropriate time is allocated for student collaboration to meet the desired expectation. (TPE 1.5, 4.7)
16	No lesson plan is submitted or submitted lesson plan has no objective identified.	Lesson objectives and instructional strategies are attempted but not aligned with appropriate grade level content standards, don't utilize district-identified practices, and have not been identified through the use of data.	Lesson objectives and instructional strategies are based on general student learning needs as determined solely through standards' documents, district unit/lesson guides, and/or textbook guidelines.	Lesson objectives and instructional strategies are based on specific student learning needs determined by content standards, data analysis, and district-identified practices. (TPE 1.1, 3.2, 4.2, 4.4)
17	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)

LESSON IMPLEMENTATION AND ASSESSMENT

Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
18	No materials were prepared for the lesson.	Limited preparation of materials is evident and the success of the lesson may be inhibited by the lack of materials or use of materials.	Materials are mostly prepared and success of the lesson is not inhibited due to materials or use of materials.	Materials (including various student resources) are prepared, utilized effectively, and provide options for student action and expression. (TPE 3.2, 4.3, 4.4, 4.8)
19	Objective/Learning Target is absent in lesson delivery.	Objective/Learning Target is not clearly communicated to students.	Objective/Learning Target is clearly communicated to all students.	Objective/Learning Target is clearly communicated to all students and students interact with the objective/learning target throughout the lesson. (TPE 3.1, 3.2, 4.4)
20	Lesson is not taught to specified standards or with major inaccuracies in teacher's understanding of the content.	Lesson is taught with specified standards but may be misaligned to the appropriate level of rigor, <u>and</u> have minor inaccuracies in teacher's understanding of content	Lesson is taught in alignment with specified standards but may be misaligned to the appropriate level of rigor <u>or</u> have minor inaccuracies in teacher's understanding of content.	Lesson is taught in alignment with specified standards and teacher's understanding of content is accurate in all areas of lesson delivery. (TPE 3.1, 4.3)
21	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 either teacher or student modeling of content and/or behavior.	Instruction remains aligned to the objective/learning target throughout the entire lesson and includes in-depth teacher and student modeling of content and/or behavior as appropriate to the lesson design structure. (TPE 4.4, 4.7)
22	Attempts to appropriately pace all aspects of instruction within the lesson are not evident.	Appropriate pacing is attempted but speed may inhibit the teacher's ability to include all aspects of the planned instructional strategies and/or inhibit student attention/engagement.	Appropriate pacing is used during most of the lesson which results in an adequate amount of student engagement and most instructional goals being met during the time allocated for the lesson.	Appropriate pacing is used throughout the lesson resulting optimum student engagement and in meeting all instructional goals during the allocated time. (TPE 1.5, 4.3, 4.4, 4.7)
23	No questioning or active participation strategies are used during the lesson.	Questioning is attempted and/or minimal active participation strategies are used during the lesson.	Questions that promote critical thinking are included in the lesson and effective active participation (<u>overt/covert</u> and <u>engagement/data-gathering</u>) strategies are successfully utilized.	A variety of critical thinking questioning strategies and multiple, effective active participation (<u>overt/covert</u> and <u>engagement/data-gathering</u>) are used throughout the lesson. (TPE 4.3, 4.4, 4.7)

LESSON IMPLEMENTATION AND ASSESSMENT

Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
24	No formative assessment strategies are utilized during the lesson to monitor and adjust instruction.	Formative assessment strategies are attempted to monitor student learning. The teacher may or may not effectively use that information to make adjustments to instruction.	Formative assessment strategies are successfully implemented to monitor student learning. Some or all of the data gathered is eventually used to make adjustments to the instruction.	Formative assessment strategies are successfully utilized to monitor student 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)
25	No strategies are utilized to involve students in self-assessment.	Limited or vague strategies are utilized to involve students in self-assessment.	Some strategies are utilized to involve students are involve in self-assessment practices.	Involves students in self-assessment and is evident by students showing clear procedures for monitoring success criteria toward the objective/learning target. (TPE 4.4, 4.5, 4.7 5.3)
26	No wait time is offered during student questioning.	Attempts to utilize wait time is evident but teacher may resort to rushing student responses or answering own questions.	Mostly uses appropriate wait time during questioning.	Always uses appropriate wait time during questioning. (1.5, 1.6)
27	No implementation of available and appropriate technology.	Attempts to implement appropriate and available technology.	Explores and experiments with utilizing appropriate and available technology.	Effectively implements appropriate and available technology (including assistive technologies as appropriate) to enhance the learning experience. (TPE 3.7, 3.8, 4.4, 4.7, 4.8, 5.4)
28	Does not connect content to real-life contexts or personal interests to help students connect with content.	Attempts to connect content to real-life contexts or personal interests but efforts are either confusing to students or lack clear connections to the content.	Connections to real-life contexts and personal interests are evident and appropriate but may only involve a limited number of students or opportunities for cross-curricular connections are missed.	Connections to real-life contexts and personal interests is evident and appropriate for all students and opportunities for cross-curricular connections is articulated and understood by students. (TPE 1.1, 1.3, 4.3, 4.4)
29	Holding a positive disposition throughout instruction is difficult to maintain. The teacher does not work to mitigate any negative impact on teaching and learning of students.	Positive dispositions of caring, support, acceptance, and fairness to all students are evident. However, more frequent errors in bias related behaviors (often due to gender or academic achievement) are evident during instruction.	Generally exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and is mostly equitable in the learning environment with minor oversight in areas related to differentiation and culturally relevant pedagogy.	Consistently exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and excels in purposely provided experiences (i.e. differentiation, culturally relevant pedagogy) for an equitable learning environment in all areas including gender, race, culture, religion, and academic achievement (TPE 6.2)

CLASSROOM MANAGEMENT AND ENVIRONMENT

Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
30	No rules, procedures, or routines are evident.	Rules, procedures, and routines are either stated or posted but no evidence of teaching, re-teaching, or reinforcing these behaviors is observed.	Rules, procedures, and routines are either stated or posted, re-teaching and reinforcing these behaviors is observed but may be limited or inconsistent.	Teaches, reteaches, <u>and</u> reinforces rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced. (TPE 2.1, 2.2, 2.6)
31	No reinforcement techniques were utilized during the lesson.	Limited usage of reinforcement techniques by the teacher throughout the lesson interferes with student learning.	Applies some appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences).	Always applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences). (TPE 2.3, 2.5)
32	No proactive and positive classroom management techniques.	Limited implementation of proactive and positive classroom management techniques.	Regularly implements proactive and positive classroom management techniques.	Always Implements proactive and positive classroom management techniques that thoughtfully minimizes threats and distractions and facilitates coping skills and strategies. (TPE 2.1, 2.3, 2.5, 2.6,)
33	No student motivation strategies were utilized.	Attempts one or more strategies to enhance student motivation but attempts may be unsuccessful (i.e. level of concern, knowledge of results, success, or interest).	Implements one or more appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest).	Implements multiple, appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest). (TPE 1.3, 2.3, 2.5, 2.6)
34	Discipline tactics are often punitive and disposition towards students is sarcastic and/or negative much of the time. There may also be an obvious bias towards one or more subgroups and teacher is unaware of how his/her values and biases affect teaching and learning.	Attempts to keep a positive disposition but is easily rattled by students who exhibit unwanted behaviors which effects the tone in the classroom. Teacher is minimally aware that values and biases may positively and negatively affect teaching and learning	Generally keeps a positive disposition of caring, support, acceptance, and fairness to all students through interaction with students and developing management strategies. Biases towards students related to gender, race, culture, religion, and academic achievement are not a basis for discipline or praise.	Design of and implementation of management strategies show consistent and overt evidence of caring, support, acceptance, and fairness to all students. Biases towards students related to gender, race, culture, religion, and academic achievement are not a basis for discipline or praise. (TPE 6.2)