

Urban Dual Credential Program

Requirements of Master Teachers

The California Commission on Teacher Credentialing (CTC) requires that Master Teachers (district employed supervisors):

- hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-22 teaching experience.
- have demonstrated exemplary teaching practices as determined by the employer and the preparation program.
- engage in a minimum of 10 hours of initial orientation, to include information on program curriculum, program expectations, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
- remain current in the knowledge and skills required for candidate supervision.
- For more information, please refer to the [CTC Education Specialist Standards](#) and the [CTC Multiple Subject and Single Subject Standards](#).

Please see the Student Teaching Handbook for additional information and resources.

Orientation

Each semester, CSULB Master Teachers are invited to 2 hours of orientation for the UDCP Program. The Program Orientation Meeting will provide an overview of the program curriculum, expectations, cognitive coaching, and role of supervision. During this meeting, teachers also engage in calibration training using the program's observation rubric.

Independent Modules for Professional Development

During the first semester of service as a Master Teacher, it is required that professional development hours are completed and documented. Master Teachers will be asked to document their hours through a platform called Intersegmental Project. Professional Development is across 3 broad areas: Coaching adult learners, instructional strategies for all learners, and inclusive education. Documentation for these professional development hours could be pulled from *trainings, continuing education, and orientation to professional role* (coach, mentor, TOSA, etc) that have already been completed. Again, it is not required that the 10 hours be completed during the first semester, but they must be documented. Any remaining hours needed can be completed through the complementary access to the Intersegmental Project modules.

Intersegmental Project

The self-paced modules consist of eight hours of professional development in coaching adult learners, inclusion, and instructional strategies. Participation in the Program Orientation Meeting will complete the remaining two hours, and Master Teachers will receive a certificate documenting their participation. A summary of completed PD will be shared with the Office of Clinical Practice.

Invitations to the course will be issued by our Office of Clinical Practice.

Curriculum Outline

1. **Coaching Adult Learners** (Four Hours)
 - a. What and Why of Coaching
 - b. Principles of Adult Learning Theory
 - c. Learning Focused Relationships
 - d. Providing Evidence vs. Opinion
 - e. Maximizing Time and Attention
 - f. Applying Verbal Tools to Invite Thinking
 - g. When you Can't Meet Face-to-Face
2. **Instructional Strategies for ALL Learners** (Two Hours)
 - a. An Introduction to Teacher Development
 - b. Elements of Effective Lesson Design
 - c. Content-Specific Pedagogy Using the New Frameworks
 - d. Managing the Instructional Environment
 - e. Classroom Technology Integration
3. **Inclusive Education** (Two Hours)
 - a. Introduction to Inclusive Education
 - b. Multi-Tiered System of Support (MTSS)
 - c. Universal Design for Learning (UDL)
 - d. Differentiated Instruction

Urban Dual Credential Program (UDCP)

Teaching for . . .

Lifelong Learning
Professional Growth
Social Responsibility

NCATE
The Standard of Excellence
in Teacher Preparation



COLLEGE OF *Education*

What we'll cover today

- Introductions
- Overview of Program
- Collaboration with GGUSD
- Role of Participating Teachers



UDCP...

- is clinically intense 2-year program at CSU Long Beach (over 1,000 hours of clinical practice!)
- was developed to provide an opportunity to earn both general education and special education credentials (producing highly marketable teachers)
- is unique and the first of its kind in the state.
- was co-developed by faculty with expertise in multicultural education, teaching English Learners, literacy, collaboration, and special education.
- focuses on 1) collaborative and inclusive models of teaching and learning, (2) research based practices, (3) culturally responsive teaching



Program Courses

Special Education Foundations: UDCP 400 and UDCP 414

Teaching and Learning Reading and Language Arts, K-8: UDCP 410 and UDCP 411

Teaching and Learning Mathematics, K-8: EDEL 462 and UDCP 415

Diversity and Equity: UDCP 402 and EDSP 454

Assessment of Students: EDSP 564

Managing the Teaching and Learning Environment: UDCP 401

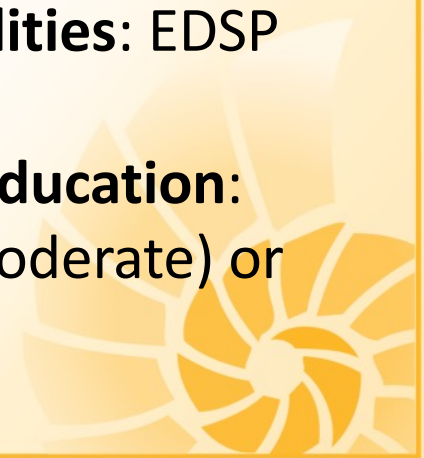
Teaching and Learning History-Social Science, K-8: EDEL 472

Teaching and Learning Science, K-8: SCED 475

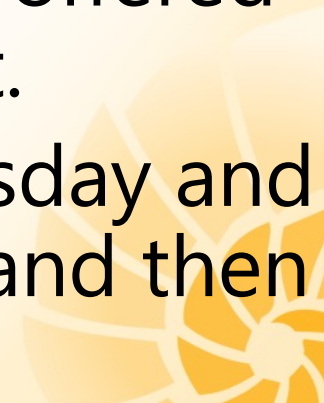
Artistic and Physical Education: UDCP 407

Methods for Students with Moderate/Severe Disabilities: EDSP 578

Student Teaching in General Education and Special Education:
UDCP 420 (Multiple Subjects) and UDCP 422 (Mild/Moderate) or
UDCP 423 (Moderate/Severe)



Clinical Component-YEAR 1

- The candidates will begin day 1 working in classrooms with you, their mentor teachers.
 - Candidates will observe, conduct lessons, and work with small groups, including providing interventions.
 - The core program courses will be offered at a school site here in the district.
 - Candidates are in classrooms Tuesday and Thursday mornings (8:30-10:30) and then take courses beginning at 11am.
- 

Clinical Component-YEAR 2


- Student Teaching: 4 half days, 1 full day, one semester in general education setting, one semester in special education setting
- Have courses Tues and Thurs afternoons
- Unique Experiences: Co-teaching, IEP meeting in role of general education and special education teacher, planning for inclusive programming, Tier 2 and Tier 3 interventions

Collaboration with GGUSD

- Sites with best practices-RTI, PBIS, SST, inclusive models, UDL, co-planning and co-teaching
- Developing new teachers within the district



Role of Participating Teachers-Year 1


- Attend short 30-45 min meeting in September to review program requirements, timeline, and candidate progress reporting
 - Allow candidates to observe teaching and work with students in your classrooms
 - Weekly contact with candidates (in person, via email or phone) to touch base regarding progress and planning for students
- 

Role of Participating Teachers-Year 1

- Provide informal coaching/feedback to candidates
- Provide candidates opportunities to practice skills and work with students
- Communicate with CSULB faculty regarding candidate progress: survey mid semester and end of the semester



Role of Participating Teachers-Year 2

- 10 hours of “master teacher training” as required by CTC
 - District provided PD
 - 2 hour master teacher orientation to become familiar with specific program features and observation/evaluation tool
 - Observe candidates weekly using UDCP observation protocol
 - Meet at minimum 3 times per semester (beginning, middle, end) with candidate and university supervisor to discuss candidate progress and complete formative/summative evaluation.
 - Set weekly planning time with student teacher
 - Coach and provide feedback to candidates
 - Allow candidate to complete 2 week take over at the end of the semester
- 

Master Teacher Orientation

Urban Dual Credential Program
California State University, Long Beach

THANK YOU!

- First of all... Thank you for agreeing to mentor the next generation of teachers!
- We recognize that having a student teacher is a significant commitment. We are grateful that you are taking the time to pass on your experience and love of teaching.

Agenda

- Timeline
- Weekly lesson plans and formal lesson plans
- Observation protocol, understanding items and video practice
- Student teacher evaluations
- Other Student Teacher Assignments

Ice Breaker

5 Things in Common

- The Challenge: Can we find 5 things that everyone in this room has in common?
 - “We’re all teachers” doesn’t count!

Timeline

- One of the documents emailed to you was the student teaching timeline
- The timeline provides a guide to what student teachers will be doing throughout the semester
- Lesson planning responsibilities gradually increase
 - First, students just observe and learn classroom routines. You are encouraged to share as much as possible about classroom management, teaching philosophy, tips, etc.
 - Next, lessons are planned by master teachers first. Student teachers teach 1-2 lessons a day
 - Then, student teachers plan lessons (with master teacher guidance). Teach 2-4 lessons a day

UDCP Student Teaching Timeline

Week	Dates	Activities
Week 1	1/22-1/25	Observe, get to know classroom/students, rules, curriculum, give daily schedule to supervisor, determine daily communication system with master teacher for updates, questions, etc. Initial meeting with master teacher and supervisor TPA: Read "Multiple Subject Cycle 1 Assessment Guide"
Week 2	1/28-2/1	Weekly lesson plans, weekly reflections (what works, what doesn't work; plan for improvement); teach at least 2 lessons a day (planned and created with or by the master teacher) TPA: Complete "Getting to Know Your Students"
Week 3	2/4-2/8 *2/8	Weekly lesson plans, weekly reflections, teach at least 2 lessons a day (planned and created with or by the master teacher)
Week 4	2/11-2/15 **2/11	Weekly lesson plans, weekly reflections, teach lessons in at least 2 content areas (planned on own with master teacher feedback) TPA: 2/14 Possible Submission Date
Week 5	2/18-2/22 **2/18	Weekly lesson plans, weekly reflections, teach lessons in at least 2 content areas (planned on own with master teacher feedback)
Week 6	2/25-3/1	Weekly lesson plans, weekly reflections, teach lessons in at least 2 content areas (planned on own with master teacher feedback)
Week 7	3/4-3/8	Weekly lesson plans, weekly reflections, teach lessons in at least 3 content areas (planned on own with master teacher feedback) TPA: 3/7 Possible Submission Date

Initial meeting

Week 8	3/11-3/15	Weekly lesson plans, weekly reflections, teach lessons in at least 3 content areas (planned on own with master teacher feedback) Midterm evaluation and meeting with master teacher and supervisor	Midterm evaluation
Week 9	3/18-3/22	Weekly lesson plans, weekly reflections, teach lessons in at least 3 content areas (planned on own with master teacher feedback) TPA: 3/21 Possible Submission Date	
	3/25-3/29	Spring Break for LLCSD (Plan for two-week takeover; Work on TPAs)	
	4/1-4/5	Spring Break for CSULB (Plan for two-week takeover; Work on TPAs) TPA: 4/4 Possible Submission Date	
Week 10	4/8-4/12	Takeover lesson plans, weekly reflections, teach all lessons and run classroom for full week	
Week 11	4/15-4/19 **4/19	Takeover lesson plans, weekly reflections, teach all lessons and run classroom for full week 4/18 Possible TPA Submission Date	Takeover: some flexibility with dates
Week 12	4/22-4/26 **4/22	Weekly lesson plans, weekly reflections, continue planning and teach lessons SBAC for grades 3-5	
Week 13	4/29-5/3	Weekly lesson plans, weekly reflections, continue planning and teach lessons SBAC for grades 3-5 TPA: 5/2 Possible Submission Date	
Week 14	5/6-5/10	Weekly lesson plans, weekly reflections, continue planning and teach lessons SBAC for grades 3-5 Final evaluation and meeting with master teacher and supervisor	Final evaluation
Week 15	5/13-5/17	Weekly lesson plans, weekly reflections, continue planning and teach lessons SBAC for grades 3-5 Final evaluation and meeting with master teacher and supervisor	

Weekly Lesson Plans

- Students will write weekly lesson plans
- These lesson plans should include ALL lessons they will teach during the week
- Student teachers will email lesson plans to you (and CC their supervisor) by Sunday
- You are welcome to give student teachers feedback

Weekly Lesson Plans

*Include all lessons you will teach during the day

*Submit to master teacher and university supervisor by Sunday night



Monday Date:						
Time	Subject	Content Objective	Standard	Teaching Strategies	Assessment	Modifications and Accommodations
8:30-9:50	ELA	SWBAT identify cause and effect in text and write cause and effect sentences.	RI.4.5	-Read aloud from "If You Give a Mouse a Cookie" -Think aloud and model cause and effect sentence frames -Finding cause and effect together -Writing cause and effect with partners -Exit ticket	-Exit Ticket -Using sentence frames for cause and effect	Johnny-printed sentence frames Jane-closer seating Sentence frames for ELs Strategic partners

Tuesday Date:						
Time	Subject	Content Objective	Standard	Teaching Strategies	Assessment	Modifications and Accommodations

Formal Lesson Plans

- Student teachers write a formal lesson plan for their supervisor's observation.
- Must be submitted 24 hours in advance, minimum.
- You are welcome to give feedback on lesson plan as well.
- Lesson plan template is the Madeline Hunter Lesson Plan

UDCP Fall 2018
Lesson Plan Template for Formal Observations

<u>Grade Level:</u>	<u>Standard(s)</u>
<u>Lesson Subject:</u>	<u>Date to be Taught:</u>
<u>Objectives:</u> (State observable and measurable objectives for the lesson.)	
<u>Anticipatory Set:</u> (List specific statements or activities you will use to focus and engage students.)	
<u>Input:</u> (What information is essential for the student to know before beginning and how will this skill be communicated to students? Can include vocabulary, skills, concepts.)	

Brain Break: One Word

- Think of one word that describes your own student teaching experience.
 - If you did not do student teaching, think of one word to describe your first year of teaching.
- Go around and share your one word.

Observation Protocol

- Both the master teacher and university supervisor will complete an observation form each week for the student teacher.
- Master teacher and university supervisor may observe the same lesson or different ones.
 - The important thing is that student teachers get feedback from both master teacher and supervisor weekly.
- The Observation Rubric can be a helpful guide



**California State University, Long Beach
College of Education**

Observation Form

Urban Dual Credential Program
UDCP 420/UDCP 422/UDCP 423

Student:	Lesson Topic: Date:	Setting:
Master Teacher:	Supervisor:	School:

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice Teachers, 2=Developing skills to meet expectations for a novice teacher, 1=not meeting expectations

*This observation form has been divided into sections by date. The primary focus of observations will vary by date:

Weeks 1-5:

- Lesson Planning
- Professionalism
- Classroom Management and Positive Behavior Supports

Weeks 6-10:

- General Lesson Delivery
- Teaching Methods

Weeks 11-15:

- Student Engagement
- Assessing Lesson Outcomes and Reflection
- Differentiation, adaptation, and individualization

Weeks 1-5

+

LESSON PLANNING	1	2	3	4
Shares lesson with master teacher and supervisor prior to teaching				
Written lesson plan is clear, complete, and standards-based (TPE 3.1)				
Lesson plan includes an appropriate objectives content, language, IEP, student friendly (TPE 4.1; 4.3)				
Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)				
Lesson plan includes an appropriate task analysis (TPE 2.1)				
Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3)				
Lesson plan uses UDL and includes a plan differentiated instruction for English Learners, students at-risk and students with disabilities (TPE 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8)				
Lesson plan includes opportunities for students to think critically and work collaboratively (TPE 1.5, 4.6)				
Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)				
Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)				

PROFESSIONALISM	1	2	3	4
Arrives on-time, prepared, and appropriately dressed (TPE 6.8)				
Meets with master teacher and university supervisor to set goals for next lesson (TPE 6.2)				
Communicates with master teacher and supervisor in an open, constructive manner				
Models ethical conduct of teaching professionals (TPE 6.5), including use of technology and digital media				

CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS	1	2	3	4
Demonstrates rapport with and respect for students (TPE 2.1, 2.2, 2.3)				
Promotes mutual respect among students (TPE 2.1, 2.2, 2.3)				
Communicates high expectations to students (TPE 2.1, 2.3, 2.5, 2.6)				
Uses management strategies to anticipate and address potential behaviors before they occur (TPE 2.1, 2.6)				
Provides specific, positive feedback for appropriate behaviors (TPE 2.1, 2.3, 2.5, 2.6)				
Addresses disruptions calmly/effectively (TPE 2.2)				
Intervenes before inappropriate behavior escalates (TPE 2.1)				
Teaches, reteaches, and/or reinforces rules, procedures, and routines (TPE 2.1, 2.2)				
Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.6)				
Uses behavior specific praise statements and uses praise statements (TPE 2.1, 2.3, 2.5, 2.6)				
Uses behavior specific corrective feedback (TPE 2.1, 2.3, 2.5, 2.6)				
Provides explicit directions for task completion (TPE 2.1, 2.3, 2.5, 2.6)				
Uses if/then statements when appropriate (TPE 2.1, 2.3, 2.5, 2.6)				
Provides student choice in tasks/assignments (TPE 2.1, 2.3, 2.5, 2.6)				

Weeks 6-10

- Read independently the observation protocol for weeks 6-10.
- When you finish reading, find a partner.
- Take turns explaining the expectations for student teachers.
- Jot down questions or comments.

Weeks 11-15

- Read independently the observation protocol for weeks 11-15.
- For each section, take note of which expectation stood out to you as being very important or challenging, underline or highlight.
- Share with the room what you highlighted and why.

Scoring

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice Teachers, 2=Developing skills to meet expectations for a novice teacher, 1=not meeting expectations

- If a student teacher is consistently below a 3 in any area, please talk to the university supervisor. The university supervisor will create a plan to help the student teacher.
- Talk to the supervisor immediately if there are urgent concerns. Supervisors are happy to meet with you one-on-one.

Practice

- We will watch a student teacher teaching a lesson
- As you watch, complete the observation form, scoring the student teacher
- We'll share our scores to help each other calibrate

Optional: 3-minute break



Evaluations

- Midterm Evaluation: Week 8
- Final Evaluation: Week 14 or 15
 - Student teachers will be responsible for scheduling both with you and their university supervisor
 - University supervisor may also contact you ahead of time with instructions for completing the forms

EVALUATION OF TEACHER CANDIDATE

URBAN DUAL CREDENTIAL PROGRAM

For MID-SEMESTER evaluations master teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their master teacher and university supervisor at MID-SEMESTER and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the master teacher and university supervisor with evidence to support their assessments.

The evaluations are organized according to the California Standards for the Teaching Profession, which also align with Council for Exceptional Children (CEC) standards.



CSTPs <i>California Standards for the Teaching Profession</i>	CEC <i>Council for Exceptional Children</i>
1. Engaging and Supporting All Students 2. Creating and Maintaining Effective Environments	1. Learner Development and Individual Learning Differences 2. Learning Environments
3. Understanding and Organizing Subject Matter Application of Content	3. Curricular Content Knowledge
4. Assessing Student Learning	4. Assessment
5. Planning Instruction and Designing Learning Experiences Strategies	5. Instructional Planning and Strategies
6. Learning Developing as a Professional Educator	6. Professional Learning and Practice 7. Collaboration

MID-SEMESTER
Field Experience Evaluation Form
Urban Dual Credential Program

Teacher Candidate	
Mentor Teacher	
University Supervisor	
School Site	

Course	Semester
UDCP 420 (general education)	
UDCP 422 (mild/moderate)	
UDCP 423 (moderate/severe)	

Strengths	
1.	
2.	
3.	

Areas for Development	
1.	
2.	

Clinical Practice Evaluation Form

URBAN DUAL CREDENTIAL PROGRAM
CSU Long Beach

Teacher Candidate	
Master Teacher	
University Supervisor	
School Site	

Course	Semester Completed
UDCP 420 (multiple subject)	
UDCP 422 (mild/moderate)	
UDCP 423 (moderate/severe)	

Person completing this form:

_____ Teacher Candidate _____ Mentor Teacher _____ Field Supervisor

1	2	3	4
<i>(not a passing score)</i> Teacher candidate is not meeting expectations of the education profession.	<i>(not a passing score)</i> Teacher candidate is developing expectations of the profession as a novice educator, but has not yet met them	<i>(passing score)</i> Teacher candidate has expectations of the profession as a novice educator	<i>(passing score)</i> Teacher candidate is exceeding expectations as a professional educator.

Teacher candidates are expected to score 3 or 4 for all standards.

Teacher Candidates are not expected to have passing scores in all areas until the end of their second semester. While both multiple subject and special education standards need to be met by the end of the second semester, candidates can meet standards for either multiple subject or special education in either placement or both.

CSTP 1-Engaging and Supporting All Students: Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

CEC Standard 1-Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Areas of Strength:

Areas for Further Development:

CSTP 2-Creating and Maintaining Effective Environments: Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

CEC Standard 2-Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Areas of Strength:

Areas for Further Development:

Other Assignments

- Student teachers will need to complete certain assignments during their placement
 1. TPAs (will include filming a lesson)
 2. Co-planning and co-teaching a lesson with another student teacher
 3. Attending Back to School Night, a PTA or SSC meeting, and a parent teacher conference
 4. Doing small-group math interventions

Other Assignments

- Special Education specific assignments:

1. Observing an IEP meeting
2. Assessing a student for an IEP
3. Developing IEP goals
4. Conducting an IEP meeting

Questions?



Thank You



California State University Long Beach
Urban Dual Credential Program (UDCP)

Urban Dual Credential Program (UDCP)

- Developed to provide candidates an opportunity to earn both general education and special education credentials.
- Addresses the following guiding principles:
 - (1) collaborative and inclusive models of teaching and learning
 - (2) research-based practices
 - (3) culturally responsive teaching
 - (4) clinical model for fieldwork

Fall 2018 Program Courses

- Foundations of Inclusive Education: UDCP 400
- Teaching and Learning Reading and Language Arts, K-8: UDCP 410
- Equity, Access, and Inclusive Education: UDCP 402

Clinical Component Fall 2018 (Tuesday September 4-Thursday December 13)

- Candidates are in classrooms Tuesdays and Thursdays 8:30-10:30am (Faculty will be popping in and out to observe on Tuesdays)
 - Candidates are there to learn from and help mentor teachers
 - Candidates will also work in classrooms to complete required coursework assignments
- What candidates may do: assist with small groups, assist individual students, observe, teach lessons in whole or small groups, assist with lessons and planning, provide additional support to students during learning activities, monitor and encourage behavior, provide behavior support
- What candidates may not do: copies or preparation of lesson materials (unless for a lesson they are teaching or assisting with), recess duty, be alone with students (always need to have credentialed teacher present) grade or enter grades, non-instructionally related errands

Classroom Schedules

- When are you teaching literacy?
- Other content areas? Science? Social Studies?

Contact Information

Lidiana Portales Blair (lidiana.portalesblair@csulb.edu)

Cara Richards-Tutor (cara.richards-tutor@csulb.edu)



California State University Long Beach
Urban Dual Credential Program (UDCP)

UDCP Clinical 2 Timeline
UDCP 410, Fall 2018
Tuesday/Thursday 8:30-10:30am

Week	Dates	Activities
Week 1	9/4 & 9/6	Meet mentor teacher, get to know classroom/students, rules, curriculum, send classroom schedule to UDCP 410 instructors
Week 2	9/11 & 9/13	Observe mentor teacher, continue to get to know classroom/students, rules, curriculum, support mentor teacher by working with individual or small groups of students Determine communication system with mentor teacher for updates, questions, etc.
Week 3	9/18 & 9/20	Observe mentor teacher, support mentor teacher by working with individual or small groups of students; Discuss possible themes for <i>Unit of Literacy Across Content Areas</i> with mentor teacher (note you will teach lessons from this unit week 8 and week 12)
Week 4	9/25 & 9/27	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher
Week 5	10/2 & 10/4	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Plan specific content, standards and objectives of <i>Comprehension Lesson with Informational Text</i> with mentor teacher
Week 6	10/9 & 10/11	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Share draft of <i>Comprehension Lesson with Informational Text</i> with mentor teacher
Week 7	10/16 & 10/18	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Share the revision of the <i>Comprehension Lesson with Informational Text</i> with mentor teacher
Week 8	10/23 & 10/25	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Teach <i>Comprehension Lesson with Informational Text</i> ; Debrief with mentor teacher to get feedback on lesson and lesson delivery
Week 9	10/30 & 11/1	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Plan specific content, standards and objectives of <i>Writing Lesson</i> with mentor teacher
Week 10	11/6 & 11/8	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Share draft of <i>Comprehension Lesson with Informational Text</i> with mentor teacher
Week 11	11/15*	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Share the revision of the <i>Writing Lesson</i> with mentor teacher
Fall Break	11/20 & 11/22	No Classes or School. Work on all assignments!!!
Week 12	11/27 & 11/29	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher; Teach <i>Writing Lesson</i>
Week 13	12/4 & 12/6	Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher
Week 14	12/11 & 12/13	Last week in classrooms for semester; Observe mentor teacher, work with individual and/or small groups of students (assess and/or teach) with direction from mentor teacher

*11/13 CSULB classes cancelled