



URBAN DUAL CREDENTIAL PROGRAM



Student Teaching 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 Liberal Studies
California State University, Long Beach



PREFACE

Welcome to UDCP student teaching! This handbook was prepared for the Student Teachers, Master Teachers, Principals, and University Supervisors who participate in the student teaching component of the Urban Dual 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 us making our student teaching experience successful. Thank you!!!

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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.

INTRODUCTION

The student teaching experience is perhaps the most important component of a teacher preparation program. During this time, UDCP candidates extend learning in their first-year clinical experience and 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 Urban Dual Credential Program, 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.

PROGRAM 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 Urban Dual Credential Program 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 two semesters 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 Lesson Observation Protocol, the Formative Assessment and the Summative Evaluation 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 and the Council for Exceptional Children Initial Level Special Educator Preparation Standards.

PURPOSES OF STUDENT TEACHING

Student teaching is intended to meet two basic purposes. One important purpose is for the UDCP teacher candidate 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 Urban Dual Credential Program requirements is included in order to inform Master Teachers and administrators about the preparation of UDCP candidates prior to their student teaching experience. It is important to remember that the purpose for student teaching is to prepare "beginning" teachers.

Although UDCP teacher candidates have had a year of fieldwork experiences, it is during student teaching that they take what they have learned in their coursework and early clinical experiences and "put it to the test". 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," Standards of Program Quality and Effectiveness for Special Education Credentials" from the California Commission on Teacher Credentialing. The California Standards for the Teaching Profession (CSTP) and CEC Standards, upon which the summative and formative assessment forms are based, are included in Section V of this Student Teaching Handbook. The CSTP and CEC Standards 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.

URBAN DUAL CREDENTIAL PROGRAM (UDCP)

The Urban Dual Credential program affords candidates the opportunity to earn both a Multiple Subject Credential and an Education Specialist Credential (MMSN or ESN) from the State of California. The Multiple Subject Credential authorizes the holder to teach pre-K through 8th grade in a regular, self-contained classroom. The Education Specialist Credential authorizes the holder to teach K-22 students with either MMSN or ESN disabilities. Student teaching is the culminating field experience for the Urban Dual Credential Program.

UDCP Program Coursework

Year 1		Year 2	
Fall	Spring	Fall	Spring
UDCP 400 Foundations of Inclusive Education (2)	EDSP 564 Assessment (3)	UDCP 420 (Gen Ed) or UDCP 422 (MMSN) or UDCP 423 (ESN) Student Teaching (6)	UDCP 420 (Gen Ed) or UDCP 422 (M/M) or UDCP 423 (M/S) Student Teaching (6)
UDCP 410 Literacy I (4)	UDCP 411 Literacy II (4)		
UDCP 402 Equity, Access, and Inclusive Education (3)	UDCP 401 Positive Behavior Support (3)	UDCP 415 Math II (2)	SCED 475 (3)
EDSP 454 (3)	EDEL 462 Math Methods (3)	EDSP 578 ESN Methods (3)	UDCP 407 Artistic & Physical Ed (2)
		EDEL 472 History/Social Science (3)	UDCP 414 Transition Planning (1)
Clinical 2 Practice	Clinical 2 Practice	CaTPA	CaTPA

Total units 12	Total units 13	Total units 14	Total units 12
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The student teaching experience consists of the following:

- Two 6-unit assignments in a school district that is partnering with the Urban Dual Credential Program. One assignment must be in a self-contained primary grade (K-6) and the other assignment must be in special education setting K-8.
- 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: A one-day student teaching boot camp to orient incoming student teachers to the roles, responsibilities and requirements of student teaching.
- Regular classroom observations by and conferences with the Master Teacher and the University Supervisor.
- Successful completion of CalTPA requirements

EVALUATIONS

- A Direct Observation Protocol is completed by the University Supervisor and the Master Teacher after observing the lesson. The Direct Observation Protocol is aligned with the Teacher Performance Expectations for multiple subjects and special education and is designed to provide formative feedback to the student teacher.
- Formative assessments (Midterm Evaluation) and summative evaluations (Final Evaluation) are completed by the Master Teacher and University Supervisor for each student teaching placement. The evaluations are aligned with the Teacher Performance Expectations for multiple subjects and special education. Student teachers also complete self-evaluations for the Final Evaluations. Student teachers are expected to have passing scores in all areas of the Final Evaluation by 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.
- In the final semester of student teaching, the student teacher completes an Individual Development Plan with the guidance of the University Supervisor and Master Teacher. The Individual Development Plan is discussed at the Final Evaluation meeting and signed by the student teacher, the University Supervisor and the Master Teacher.

CALTPA

Candidates will work throughout the semester to complete the requirements of the California Teaching Performance Assessment (CalTPA). The CalTPA is intended to provide a formal assessment of candidate ability and to ensure teaching candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. In Urban Dual Credential Program, candidates are guided in the CalTPA by the University Supervisors and Program Coordinator. Candidates are provided with the materials necessary (assessment guides, templates, media releases) and a pacing calendar to help candidates complete the requirements. Candidates are also provided with guidance during program workshops and meetings throughout the student teaching semester. It is ultimately the responsibility of the teacher candidate to complete all requirements of the CalTPA and submit each cycle to Pearson for evaluation.

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 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 and provide guidance on the CalTPA.

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 AND PROFESSIONALISM OF THE STUDENT TEACHER

In both student teaching assignments, 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).

Commitment to the Student

1. The student teacher shall not discriminate against or show favoritism to students, based on their sex, race, cultural background, religion, family or sexual orientation. No student should be denied benefits or the right to participate in programs, or should have an advantage over other students, because of their race or background. The student teaching experience can force many student teachers, for the first time, to face their hidden prejudices and biases towards others of different races and backgrounds. Student teachers should pay extra attention to their unconscious and conscious tendencies to discriminate against or give privileges to any students based on their sex, race, socio-economic status, academic ability, cultural background, religion, family or sexual orientation. Every student teacher (just like all teachers) will have this tendency to discriminate or show favoritism to certain students; however, it is the student teacher's responsibility to proactively counter this tendency.
2. The student teacher shall not reveal information about students or their families during his/her student teaching experience, unless there is a compelling purpose or is required by law. It is inevitable that the student teacher will be told or will discover confidential information about his/her students. The student teacher might learn of confidential information from his/her mentor teacher or from another teacher, or a student might reveal his/her personal information to the student teacher. Regardless of the manner in which the student teacher discovers personal or confidential information, he/she must not reveal the information to others. When writing research reports or case

projects, the student teacher may include information about his/her students as long as he/she does not reveal the actual names, and as long as those reviewing the research are unfamiliar with the students being discussed. Of course, each situation is different and proper judgment should be used.

*Exception: If the confidential information reveals that a student's health or safety is at risk, the student teacher must disclose the information to his/her clinical instructor or to another appropriate supervisor, in order to ensure the student receives proper care.

3. The student teacher shall not present false information or deliberately conceal credible information about a student's behavior or academic progress. For no reason should the student teacher falsify information about his/her students in order to protect him/herself from the consequences of ineffective teaching or faulty decisions. For example, if a concept has been taught by the student teacher and afterwards, the students test poorly on that concept, the student teacher must not attempt to conceal the evidence of his/her ineffective teaching by raising his/her students' grades. Rather, the concept should be taught again. Likewise, if the student teacher responds unprofessionally or inappropriately to a student, which then causes a disruption in the classroom, the student teacher should not conceal his/her inappropriate response and place all blame on the student, despite the negative consequences that might result. The student teacher's responsibility to represent each student in fairness and truth must not depend on the student teacher's ability to succeed professionally.

Commitment to the Master Teacher

1. The student teacher shall follow the professional procedures and requirements set forth by his/her mentor teacher. The student teacher should respect his/her mentor teacher's role as supervisor and instructor and should respond to his/her authority accordingly. Just as a university student meets the requirements of his/her professor, so should the student teacher meet his/her mentor teacher's requirements. For example, if the mentor teacher requires the student teacher to arrive an hour before school starts, the student teacher should meet this requirement, even if he/she does not agree with this practice. This does not mean the student teacher should not express his/her preferences and opinions to his/her mentor teacher. This is advisable because it can create open communication between the student teacher and mentor teacher. However, when differences of opinion occur, the student teacher should follow the mentor teacher's preferences. It is important to note that if the mentor teacher requires the student teacher to perform unprofessionally or unethically, the student should decline to do so and should report the incident to a higher authority. If the student teacher feels uncertain or uncomfortable about their mentor teacher's requirements because of ethical or professional reasons, the student teacher should speak to his/her University Supervisor or to the University professor responsible for the student teacher experience.

2. The student teacher shall not consider the mentor teacher's classroom his/her own but shall serve as a visiting teacher. As a long-term, visiting teacher in a classroom, the student teacher is excluded from certain rights and privileges, which full-term teachers have. Before making key decisions such as how to decorate and organize the classroom, how to arrange and assign seats, what units or texts to teach, or what major projects to assign, the student teacher should first consult his/her mentor teacher. Unless the mentor teacher explicitly gives the student teacher freedom to independently make these types of decisions, the student teacher should first receive the mentor teacher's feedback and consent before taking action. The student teacher cannot proceed as a full-time teacher would, making these decisions independent from a supervisor's approval.

Commitment to the Profession

1. The student teacher shall treat the student teaching experience as a full-time professional job and responsibility. Even though the student teaching experience is considered coursework at the university and provides beginning teachers the opportunity to practice and test teaching skills, the responsibilities that come with the student teaching experience should not be taken lightly. In college or university courses, a student can choose to "slide by" with passing grades and no one but that student will be affected by this decision. However, if the student teacher chooses to "slide by" with passing performances during his/her student teaching experience, the student teacher neglects the

students receiving his/her instruction and distresses the mentor teacher who is responsible for seeing that all – the student teacher and students – have a positive, beneficial learning experience.

2. The student teacher shall not disclose information about his/her master teacher or other teachers unless it serves a compelling purpose or is required by law. It is possible that the student teacher will be told or will discover confidential information about his/her master teacher or other teachers during his/her student teaching experience. Whether the student teacher learns any confidential information from his/her mentor teacher or from another teacher, he/she must respect the individual's privacy and not reveal the information to others. If any information proves to be relevant for research reports or case projects based on the student teaching experience, the student teacher may include the information as long as he/she does not reveal the actual names and circumstances are described in general rather than specific terms. Of course, each situation is different and proper judgment should be used.

Professional Dress

The UDCP requires a specific standard professional dress during student teaching. In general, student teachers should have an appropriate, well-groomed appearance. Your appearance reflects professional commitment to teaching that is clearly communicated to the master teacher, classroom pupils, and other staff within the school. Please wear casual professional attire during student teaching. Casual professional means wearing nice, neat, clean clothing that is not ragged, wrinkled, ripped or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops). Within casual professional there is a range and student teachers should use their school site placement to gauge appropriate dress within this range.

Social Networking

- Post only what you want the world (including your mother, your mother-in-law, your students, your spouse, your kids, your Master Teacher or University Supervisor, your next door neighbor, everyone) to see.
- Clean up your social media profiles. You will be on the job market in a year...employers will look at these sites.
- Set your privacy settings so that "only friends" can view your information. Other settings allow unknown individuals to view your information and may compromise the privacy of you and your family.
- Do not post things that may bring shame or embarrassment to you, the program or the college.
- Do not post videos or images of students on any social media site during your student teaching assignments. (This includes posting a video of you teaching on a "private" YouTube channel. Nothing is private.)
- Honor your school's policy. If your school does not allow employees to use Facebook, Twitter, etc, follow the policy—your job may depend on it. If your school does not allow the use of social networking sites, be extremely careful to keep your professional and personal interactions separate. Do not friend colleagues or interact with students via these sites.
- Use approved sites or sites provided by your school or school district for social networking when possible. These are great venues for educational and collaboration purposes.
- Do not post messages criticizing or airing your frustrations about your placement, Master Teacher, University Supervisor, coworkers, students, administrators, faculty, staff, or even school policies.
- Post only those things you would be comfortable sharing in front of a classroom. Before you post it, imagine one of your students bringing it up in class. If that thought makes you uncomfortable, don't post it.
- If it can't be asked in an interview (religion, marital status, sexual orientation, etc...), don't post it on social networks.

*Adapted from: <http://www.aacteachers.org/index.php/blog/195-ten-tips-for-teachers-for-staying->

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:

- Has three years of successful classroom teaching experience and a clear credential.
- Has recommendation of Master Teacher's school principal; approval of the UDCP Program Coordinator.
- Is willing to have a Student Teacher.
- Is recognized for outstanding teaching abilities.
- Believes in inclusive education, that students with disabilities should be with peers without disabilities to the greatest extent possible
- Has experience teaching students with exceptionalities in general education and/or special education settings
- Uses effective strategies to support English Learners
- Uses Common Core State Standards and CA ELD standards to guide all instruction
- Attends a Master Teacher Orientation
- Displays effectiveness in collaborating and communicating with other teachers across general and special education

Preferred:

- Has achieved tenured status in the school district.
- Models effective instruction through implementation of the CSTP.
- Handles difficult human relations and communications in a professional manner.
- Is flexible and patient.
- Possesses characteristics of an effective mentor for pre-service teachers and emphasize the reflective process (BTSA/Induction type training is helpful).
- Models a positive regard for the importance of education for ALL students in our society.
- Has knowledge of the CSULB preparation program.

RESPONSIBILITIES OF THE MASTER TEACHER

Assisting the Student Teacher in developing lesson plans by:

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

Supervising and modeling daily activities of the Student Teacher such as:

- Demonstrating and discussing lessons with the student regarding specific focus areas
- Demonstrating and discussing classroom management and positive behavior supports, including individual behavior plans
- Demonstrating and discussing assessment of student learning, both informal and formal
- Demonstrating and discussing student IEP goals and objectives and progress toward those objectives.
- Engaging in daily coaching conferences with frequent positive reinforcement on essential elements, high impact practices or research-based teaching techniques.
- Regularly observing the Student Teacher
- Providing feedback verbally and in writing, including providing feedback via the Lesson Observation Protocol.
- Giving suggestions for flexibility in planning
- Accepting a differing teaching style or technique
- Requiring and examining lesson plans prior to day of teaching and providing feedback and suggestions to the Student Teacher on the prepared instruction

Solving classroom situations which may arise during the student teaching experiences such as:

- Working with the Student Teacher to resolve the problem
- Advising action that may prevent a problem that may develop if not checked
- Maintaining a professional attitude in presence of the children despite a problem situation created by the Student Teacher
- Informing the University Supervisor of any problems that arise in a timely manner
- Working collaboratively to resolve problem(s) with the University Supervisor and the Student Teacher

Holding scheduled as well as informal conferences with Student Teacher which include:

- Providing specific coaching feedback/suggestions following observations
- Creating a supportive atmosphere
- Facilitating the Student Teacher's self-reflection
- Providing specific reinforcements
- 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)

Evaluating the student:

- Observing and conferencing regularly, reviewing Student Teacher's daily and long-term plans, and assessing student work and progress with Student Teacher
- Assisting the Student Teacher in identifying needs through coaching
- Modeling continuous goal setting and assessments
- Completing Formative Assessment (midpoint) and Summative (final)
- Collaborating on long- and short-term planning.

Evaluation with Supervisor and Student Teacher:

- Utilizing observations, coaching, conferences, and other data to establish goals related to the Evaluation Standards (CSTPs and/or CEC Standards)
- Maintaining confidentiality. A Student Teacher's performance should only be discussed with the Student, Principal and the University Supervisor

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

- Being available for conferences
- Discussing progress of student teacher
- Planning unique experiences to meet specific needs
- Informing the University Supervisor and Principal about problems and successes which have occurred or are anticipated to occur
- 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:

- 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
- 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
- Introduction of Student Teacher to school faculty, staff, and administration
- Where the Student Teacher can store their materials and personal items
- 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) mediating when problems occur; and 4) coaching and evaluating the Student Teacher through observations and 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

- Assisting the UDCP Program Coordinator in making appropriate placements.
- Orienting Student Teachers to the student teaching program, their role as Student Teachers and to the school district where they are assigned.
- Preparing an IDP Individualized Development Plan with the student teacher to support transition into an Induction program.
- Visiting the Student Teacher in accordance with Program policy; conducting formal and informal observations and conferences at a minimum of eight per semester.
- Providing verbal and written feedback after observations, including via the Lesson Observation Protocol.
- Being knowledgeable of developments in teaching/learning strategies so that the Master Teacher is supported and complemented in directive appropriate Student Teacher activities.
- Assisting the Student Teacher in improving skills, wherever needs are evident (e.g., planning, management, personal conflicts, schedule conflicts, etc.).
- Communicating program requirements and guidelines for evaluations to the Master Teacher well in advance of calendar deadlines.
- Preparing comprehensive Formative Assessments (midpoint) and Summative (final) Evaluations
- Being available to conference with the Student Teacher and Master Teacher as the need arises.
- In consultation with the UDCP Coordinator, 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.
- Assigning a final grade (Credit or No Credit) for student teaching. A grade of credit for student teaching must be equivalent of an “A” or “B” for successful completion of student teaching.
- Orienting the Student Teacher about specific requirements including the following: Standards to be met, Lesson planning, Professionalism.

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:

- Recommending master teachers who meet the qualifications
- Keeping the University Supervisor informed of any problems that a Student Teacher might be experiencing.
- 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.
- Making periodic classroom visits to observe Student Teachers.
- Keeping Student Teachers informed of any unwritten rules or customs in the school.
- Informing Student Teacher of expectations regarding attendance at faculty meetings, PTA meetings, non-class duties, etc.
- Providing positive reinforcement as well as constructive suggestions.

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.

Scheduled times:

Arrival – the same time as the faculty of the school

Departure – varies by day of the week

Attendance: Daily attendance is required. Be Punctual! Sign in on arrival at the school. Absences – notify the master teacher, the school, the university supervisor, and the program coordinator. Excessive (more than 2 days) absences may mean you will have need to make up student teaching days or repeat the student teaching experience. If you are ill and must be absent, contact your master teacher by 7:30am. During your absence, the master teacher will reassume control of the classroom. Be sure to leave or email your lesson plans, instructional materials, and other resources readily available to the master teacher.

Daily Schedule: At the beginning of the assignment, provide a master schedule to 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 teaching 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.

Visitations: The university supervisors will visit you regularly throughout the period of student teaching. The total number of visits made will depend on your progress in meeting evaluation criteria for student teaching. As a general rule, eight observations will be made during the period of student teaching per semester. 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.

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. Share formal lesson plans with your university supervisor before observations.

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.

Conferences with University Supervisor: The university supervisor will meet with you following each visit – either in person or via a phone/virtual conference. During this conference, your discussion you will reflect on what went well and what needs further development.

Video Recording: You are required to video record lessons as part of the CalTPA. Instructions for video recording will be provided by the university supervisor. You are encouraged to videotape your teaching frequently and use those videos as a tool for reflection.

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.

Phase-In to Full Time Responsibility: You will have a phase-in schedule. You will need to sit down with your master teacher and discuss when you will be taking over each subject. We will adjust the schedule each semester for fall (Thanksgiving) and spring breaks. 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.

In-service Days: Inservice days are teaching days. If the district has an in-service day, check with the master teacher or principal to determine if you can attend the in-service. Some districts welcome you, while others feel it is only for employees. If you do not attend an in-service day and the students have school, you will be expected to be in the classroom.

Reporting Child Abuse: The state requires all child abuse 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.