CALIFORNIA STATE UNIVERSITY, LONG BEACH

SINGLE SUBJECT CREDENTIAL PROGRAM

STUDENT TEACHING HANDBOOK

A GUIDE FOR:

Student Teachers

Cooperating Teachers

Administrators

University Mentors

Credential Advisors

CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

Dr. Nina Wooldridge, Director
Single Subject Credential Program

GO BEACH
GO TEACH
GO LEAD

Vision & Commitment Statement

College Vision:

Leaders in Advancing Equity & Urban Education

Commitment Statement:

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

> Land Acknowledgement: CSULB is located on the sacred site of Puvungna. We acknowledge that we are on the land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here. We recognize the Tongva/Acjachemen Nations and their spiritual connection as the first stewards and the traditional caretakers of this land. We pay our respects to the Ancestors, Elders, and our relatives/relations past, present and emerging.

Equity, Diversity and Inclusion (EDI) to Honor Diverse Cultural Identities:
The College of Education at CSULB is committed to creating an environment that supports meaningful dialogue grounded in research, academic inquiry, equity, mutually respectful relations, social justice, and respect for all individuals. We strive to make education accessible to all students regardless of ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, immigration status, and sexual orientation. To learn more about equity, diversity, and inclusion resources available please visit the Office of Belonging and Inclusion and *CED EDI Shared Knowledge and Language* resource to support your growth and further development as we learn together in this course.

Single Subject Credential Program Mission Statement

*The mission of the Single Subject Credential Program at
California State University, Long Beach is to:*

o Prepare effective and successful teachers for the California public schools who (a) are reflective and deliberative practitioners, (b) have mastered the content of their discipline, and (c) are able to link content and pedagogy in service of diverse student populations.

o Integrate research, theory, and best educational practice in the preparation of teachers;

o Recruit and retain a culturally diverse student population;

o Provide professional and career advisement for students in the program; and

o Monitor and modify the quality of the program to address the changing needs of a diverse public-school community.

The Single Subject Credential Program at California State University, Long Beach has been approved by the California Commission on Teacher Credentialing. As required by the Commission, the program periodically reviews the roles and evidence of fulfillment thereof of all participants in the program.

The program themes emphasize current issues of importance to the field of education. These *themes* are addressed across our curriculum and are as follows:
- Culturally Responsiveness and Sustaining Practices (CRSP)
- Social & Emotional Learning (SEL) Competencies
- Digital Literacy and Technology Integration
- Evidence-Based Practices & Methods
- Advocating for Equity, Inclusion, Social Justice and Leadership
- Overall Well-Being & Wellness
  Please see the campus resources
  o [Beach Wellness](#) (Overall Well-Being)
  o [Basic Needs](#) and [Poverty, Food Insecurity, Homeless Resources](#)
  o Beach Crisis Response Line: Text BEACH to 741741 or call 562-985-4001
  o [Counseling and Psychological Services](#) (CAPS—Mental Health)
  o [Student Recreation and Wellness Center](#)
  o [Student Health Services](#)
  o [Not Alone @ The Beach](#) (Free & Confidential Support Services Regarding Sexual Assault)

FOREWORD

The importance of student teaching cannot be overemphasized. Many teacher candidates report that student teaching is the most valuable phase of their teacher preparation. Student teaching provides an opportunity for the application of subject matter knowledge and pedagogical knowledge to actual classroom situations. Student teaching is the arena in which the pre-service teacher brings theory and practice together in a sheltered learning environment under the mentorship of an experienced Cooperating Teacher and with the nurturing support of a University Mentor.

The purpose of this handbook is to provide direction for the student teaching semester to Student Teachers, Cooperating Teachers, site administrators, and University Mentors. Each member of the student teaching team contributes significantly to the student teaching experience; each has responsibilities to the other members of the team, to students, and to the teaching profession. The information, guidelines, and suggestions in this Handbook will facilitate a successful student teaching experience for each team member. To that end, Student Teachers, Cooperating Teachers, site administrators, and University Mentors should be familiar with all sections of the Handbook. The guidelines in this Handbook are "generic." Each of the ten subject matter programs may have additional requirements, assignments, or expectations for their Student Teachers that are not addressed here.

Although the term "Student Teacher" is used throughout this Handbook to refer to program candidates completing their culminating Clinical Practice, the guidelines and requirements similarly apply to university interns using their contract position for "student teaching," and who are also employed by cooperating school districts. In addition to the common Application to Student Teaching that all candidates for advancement to student teaching must submit, intern candidates must adhere to specific guidelines and submit additional information (available on the Single Subject Credential Program website) ensuring the support of the school district they are employed in.

The Single Subject Credential Program greatly appreciates the partnership of area schools and Cooperating Teachers, who provide clinical settings for program students to complete their professional preparation.

Contributions to the creation and ongoing development of this Handbook have been made by Single Subject Credential Program faculty, members of the program Advisory Council, Cooperating Teachers, and the office staff.

Questions, comments, and requests for clarification should be directed to the subject area coordinator.

SINGLE SUBJECT CREDENTIAL PROGRAM DIRECTORY

Dean, College of Education
    Dr. Anna Ortiz

	OFFICE
Director, Single Subject Credential Program	EED-48
Dr. Nina Wooldridge	
CED Student Success & Advising Center (CED SSAC)	EED-32
Jessica Olague, Assistant Director	EED-64
Kit Van Wyk, Assistant Director	EED-25
Elodia Montano, Student Services Professional/Advisor	EED-63
Gabriela Robles, Student Services Professional/Advisor	EED-62
Career Development Center	BH-250

SSCP Subject Area Coordinators

SUBJECT AREA	SUBJECT AREA COORDINATOR	OFFICE	EMAIL
Art	Dr. Brian Trimble	FA2-201	brian.trimble@csulb.edu
Dance	Zakiya Atkinson	DC-F142	zakiya.atkinson@csulb.edu
English	Kasey Spencer	MHB-311	Kasey.spencer@csulb.edu
World Languages	Cynthia Leathers	AS-317	Cynthia.leathers@csulb.edu
Health Science	Vikki Bisorca	HHS2-119	Vikki.bisorca@csulb.edu
Mathematics	Dr. Brian Katz	FO3-120	Brian.katz@csulb.edu
Music	Dr. Brad Van Patten	UMC-C305	Brad.vanpatten@csulb.edu
Physical Education	Dr. Emyr Williams	HHS2-103	Emyr.williams@csulb.edu
Science	Dr. Terry Shanahan	HSCI-206	Terry.shanahan@csulb.edu
History/Social Science	Dr. Eileen Luhr	FO2-122	Eileen.luhr@csulb.edu

TABLE OF CONTENTS

Section 1

<u>Overview of Student Teaching</u>

The guidelines and requirements described in this handbook apply to all candidates who have advanced to student teaching: traditional student teachers and interns (modifications made as needed).

<u>Course Enrollment for Student Teaching</u>

1. Student teaching is offered through the courses EDSS 472A, B, and C (EDSS 572A, B, and C for interns) taken for credit or no-credit. Students must enroll in all three sections of the course. Each section carries 5 units of credit for a total of 15 units of student teaching. All sections must be successfully completed for the Student Teacher to receive full credit for his or her student teaching and be recommended for a credential.

    Student Teachers who voluntarily withdraw for health, financial, or personal reasons <u>prior to</u> the beginning of student teaching must reapply to student teaching for a future semester. For information on withdrawing from student teaching see page 12.

2. Student Teachers must also enroll in and attend EDSS 473, a subject specific Student Teaching Seminar. This course is taken as a co-requisite with student teaching (EDSS 472 A, B, C or EDSS 572 A, B, C) and is worth 3 units of credit.

    The seminar is traditionally graded (A, B, C, D, F) and students must receive a grade of C or better (maintaining a 3.0 GPA in program coursework) to be recommended for a credential. Therefore, during the student teaching semester students will be earning 18 units toward their credential. The seminar is designed to assist the Student Teacher to:

    a. Solve instructional problems that may arise in the classroom.

    b. Provide a support group comprised of Student Teachers and her/his/their peers.

    c. Encourage the development of a professional attitude that is reflective and centered on the Student Teacher's growth and development as a teacher.

    d. Introduce and support students in the submission of Instructional Cycle 1 and Cycle 2 of the CalTPA. Candidates will use their Student Teaching assignment as their placement for completing the TPA. Feedback (formal and informal) received on the Teacher Performance Expectations (TPEs) for areas 1 – 7 should be used to guide the candidate in completion of the TPA. Information about the TPA can be found at [CalTPA | California State University Long Beach (csulb.edu)](https://csulb.edu)

Credential Recommendation

The following must be fulfilled by the Student Teacher to be recommended for a teaching credential:

1. The student must maintain an overall 'B' average in all EDSS and EDSE courses, including the student teaching seminar.

2. A student may not receive a grade lower than a 'C' in the Student Teaching seminar (EDSS 473).

3. Students must successfully complete Instructional Cycles 1 and 2 of the CalTPA.

4. Cooperating Teachers and University Mentors must submit both the midterm and final student teaching evaluations on S4 @ The Beach. Once these are submitted on S4 @ The Beach they will be electronically transmitted to the Teacher Preparation Advising Center (TPAC). Students do not need to submit a hard copy.

5. Students must receive CR in EDSS 472A, EDSS 472B and EDSS 472C or EDSS 572A, EDSS 572B and EDSS 572C.

   - Students who receive a 'No-Credit' grade in one or two 5-unit sections of student teaching may petition to re-enter student teaching in the future with the support of the subject area coordinator. They will be asked to demonstrate successful remediation of observed weakness before re-entry is approved.

6. Students must file a Request for Recommendation with the College of Education Student Success & Advising Center (CED SSAC, EED-32) upon completion of student teaching and passage Instructional Cycles 1 and 2 of the CalTPA.

Student Teaching Assignment

Student teaching assignments are made through the cooperative efforts of the Subject Area Coordinator, SSCP Director, district administrator, school site administrator, and Cooperating Teacher. Student Teachers are not permitted to arrange their own student teaching assignments. Student Teachers are assigned to local schools that have agreements in place with the university as part of the teacher training process. Several factors are used in assigning Student Teachers to specific schools.

1. The assignment must be appropriate in terms of the subject.

2. Approved and credentialed Cooperating Teachers must be available. The cooperating teacher must hold a clear credential in the same authorization area in which the student teacher is seeking certification.

3. The location of the school must be within the CSULB service area (a 20-mile radius from CSULB

4. Each placement must provide the student teacher with the opportunity to demonstrate the ability to teach and promote learning with students from diverse social, cultural, and economic backgrounds.

5. Student Teachers are responsible for 20 weeks of student teaching. Student Teachers assume complete responsibility for three periods of student teaching. Student Teachers are also responsible for one additional period for observation and one additional period for preparation. Normally, to meet this five-class obligation, student teachers should expect to be on campus a minimum of 25 hours a week.

Support Team

The program provides Student Teachers with two or more highly qualified, well skilled, and experienced teacher educators in the form of a University Mentor and Cooperating Teacher(s).

The Cooperating Teacher(s): CSULB requires the following minimum qualifications for Cooperating Teachers:
   a.   hold a Clear Credential in the same subject area as the Student Teacher or equivalent,
   b.   be tenured in their district or have a minimum of three years successful teaching experience, and
   c.   have a strong interest in mentoring Student Teachers.
   d.   complete 10 hours of training to include on-site orientation that is provided by the University Mentor.

In addition, they should be recognized as outstanding teachers who are knowledgeable in their subject and skilled in pedagogy.

The Cooperating Teacher will be on campus and in the classroom daily with the Student Teacher but will provide opportunities for "solo" teaching as appropriate. In some instances, Student Teachers will work with more than one Cooperating Teacher.

The University Mentor: University Mentors are faculty members at CSULB. University Mentors have the following qualifications:
   a.   at least **three years** K-12 teaching experience (public or private).
   b.   hold or have previously held a Clear Single Subject Credential in the subject area they supervise, or equivalent.
   c.   contemporary professional experiences in school settings at the levels that they supervise.

University Mentors serve as a liaison between the placement school of the Student Teacher and the SSCP. The University Mentor will make at least ten campus visits with a minimum of six formal observations – three of which are to take place prior to the midterm with one in each of the three periods assigned to the student teacher.

Tips for a Successful Student Teaching Experience

- Each member of the triad (Student Teacher-Cooperating Teacher-University Mentor) should work to build and maintain a harmonious and professional team.

- Student Teachers should be forthright in discussing strengths and weaknesses, areas of confidence and areas of anxiety, expectations, and fears, with their respective teams. Keep in mind that the Cooperating Teacher and University Mentor will be of greater assistance if the Student Teacher is open, flexible, able to accept constructive feedback, and willing to take risks to extend her/his/their teaching repertoire.

- Student Teachers should arrive at their placement sites well before the start of the school day and stay until well after it ends each day in order to experience the school's culture. For the same reason, Student Teachers should attend and volunteer to supervise school events, as appropriate.

- Student Teachers are expected to attend all meetings of the student teaching seminar course (EDSS 473)

- Student Teachers should dress and behave professionally.

- Student Teachers should learn and use all students' names as early in the semester as possible.

- Student Teachers should be courteous to all school staff.

What to Expect from Student Teaching

- ❖ In consultation with the Cooperating Teachers and University Mentors, and appropriate to specific district policies concerning student teaching practices (for example co-teaching and gradual release of responsibility models), the Student Teacher assumes classroom responsibilities at a pace consistent with her/his/their developmental readiness.
  A sample gradual release of responsibility method outlined below:
    - o Weeks 1-2 candidates are co-planning and observing their cooperating teacher(s)
    - o Weeks 3-4 candidates are co-planning and co-delivering lessons with their cooperating teacher(s)
    - o Weeks 5-6 candidates are co-planning and delivering lessons on their own
    - o Weeks 7-18 or 20 candidates are planning lessons and submitting them for review and feedback so that they can revise them accordingly before they deliver lessons independently

- ❖ The other two periods of the Student Teacher's day are for preparation, observation, and consultation. During this time Student Teachers engage in a variety of activities, which include teaching informally or assisting the Cooperating Teacher, observing other classes (including classes outside the Student Teacher's subject area), preparing lesson plans and materials, reading, assessing, and correcting student work, assisting with school activities, and conferencing with the Cooperating Teacher and the University Mentor.

- ❖ Student Teachers should note that the university calendar may not coincide with the district calendar. Student Teachers are required to follow the calendar at her/his/their teaching site and

are expected to finish the entire term. CSULB's university calendar may not coincide with the district calendar, i.e., student teaching begins and ends when the placement school begins and ends its term without regard for CSULB's vacation periods. Student Teachers must complete a full 20 weeks of student teaching.

❖ School personnel should be aware that Student Teachers still have responsibilities to the university. Allowances should be given to the Student Teacher to fulfil such obligations.

❖ Unauthorized withdrawal from student teaching assignments may result in a grade of no-credit (NC) for EDSS 472 and F for EDSS 473 (see SSCP Policy 11).

❖ Depending on the school district, the CSULB semester may end approximately four weeks prior to the student teaching semester. Due to this schedule, it may be necessary to assign a Student Teacher an INC in all or part of student teaching to allow the University Mentor additional time to assess if the Student Teacher has successfully completed student teaching.

Section 2

<u>Responsibilities of the Student Teacher</u>

Student teaching is the most important experience in your professional preparation. University and school personnel work as a support team to assist in your success. Your team is there to ensure that you:

- Learn and understand your role as a teacher.
- Develop your potential as a teacher.

Keep in mind that during your student teaching experience, you are both a university student and a teacher in your assigned school.

- You are a student in terms of your relationship to CSULB, your Cooperating Teacher and your University Mentor.

- You are a teacher to your students, their parents, your principal, and other school personnel.
  As a Student Teacher you represent CSULB and the SSCP in your respective placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university. Student Teachers who act in an unprofessional manner may be withdrawn from the assignment and receive a grade of no-credit (NC) for one or more of the student teaching courses (EDSS 472A, B, C or EDSS 572A, B, C). When a candidate is removed, they will not receive another placement during that semester.

- ➤ All Student Teachers must adhere to California's legal requirements for teachers, as well as the policies, rules and regulations of the university and the placement school.

<u>Student Teacher Evaluations</u>

1. Both the mid-term and final evaluations are done on S4 @ The Beach. You should familiarize yourself with the evaluation (see Appendix G) prior to the start of the semester so that you understand the assessment criteria.

   - The performance areas and indicators on the evaluation form are closely linked to the *California Teaching Performance Expectations #1-7.* These standards are used to develop pre-service programs (such as this one), form the foundation for beginning teacher induction programs throughout California, and are the measure of good beginning and veteran teachers.
   - Mid-term evaluations must be submitted via S4 @ The Beach by **November 1st** for **fall student teaching and April 1st for spring student teaching**. Final Evaluations must be submitted via S4 @ The Beach by **January 10th for fall student teaching and by June 10th for spring student teaching.**

The evaluation of your student teaching will be done from the perspective of you as a beginning teacher. You will not be expected to perform these standards at the level of an experienced classroom teacher.

2. Though you will be evaluated as a novice teacher based on your teaching performance, both your Cooperating Teacher and your University Mentor will consider your potential as a prospective teacher. You will be expected to perform at a level of competence that will allow the program to confidently recommend you for your initial teaching credential.

3. A self-assessment tool is provided in Appendix B. You should refer to this regularly as a way of assessing your growth and development over the course of the semester. A weekly reflection plan and journal response linked to TPE #1-7 is expected for candidates to monitor progress on the self-assessment as well as set goals.

4. Summative evaluations demonstrating teacher competencies for TPEs #1-7 with scores ranging from Exceptional Beginning Practice to Developing Beginning Practice will is due at the Mid-term and Final Evaluations. These evaluations must be submitted via S4 @ The Beach by both your University Mentor and Cooperating Teacher(s). You will conference with your University Mentor and Cooperating Teachers to review and discuss the evaluations.

5. The midterm evaluation is for formative purposes reflecting on the implementation of Teaching Performance Expectations #1-7 noting areas of strength and opportunities for improvement. During this time candidates collaborate with Cooperating Teacher(s) and University Mentors to set goals that are specific, measurable, attainable, relevant, and timely in alignment with the TPE #1-7. It does not leave the College of Education Student Success & Advising Center (CED SSAC).

6. At the midterm, the university mentor in consultation with your cooperating teachers will generate an Action Plan focused on TPE #1-7 that will specify the next steps needed to demonstrate improvement or continued growth by the end of your semester at the school site. This will also be uploaded to S4 @ The Beach.

7. The final evaluation is summative and remains in the CED SSAC and is normally requested in all employment applications for teaching positions. In addition, the University Mentor in consultation with your Cooperating Teachers will generate an Induction Plan reflecting on TPE #1-7 that will provide recommendations for professional development and growth in your clear credential program. An induction plan is required by the California Commission on Teacher Credentialing (CTC) for all preliminary credentialed teachers.

8. You are responsible for printing a copy from S4 @ The Beach for use when applying for teaching positions and for your teacher induction program during your first two years of teaching.

Responsibilities as a University Student

Below is a list of responsibilities you must fulfil in order to complete student teaching successfully:

A. Follow the policies of the university and your subject area department.

B. Attend scheduled meetings on campus, including the Student Teaching Seminar (EDSS 473) and Student Teacher Professional Day.

C. Read the EDSS 473 syllabus and the Student Teaching Handbook carefully and adhere to all requirements and policies.

D. Meet all deadlines including submission of your mid-term and final evaluation, action, and induction plans,

E. Respond to email and phone messages from your University Mentor, Cooperating Teachers, and CSULB Faculty and Staff.

F. Send the link to your midterm and final evaluations to your cooperating teacher(s) in S4 @ the Beach at least 4 weeks prior to the deadline.

G. Ensure that your University Mentor and Cooperating Teacher(s) submit your **midterm** evaluations on S4 @ The Beach by **November 1 for fall semester** student teaching and **April 1 for spring semester** student teaching.

H. Ensure that your University Mentor and Cooperating Teacher(s) submit your **final** evaluations on S4 @ The Beach by **January 10 for fall semester** student teaching and **June 10 for spring semester** student teaching.

I. Make and keep appropriate conference appointments with your University Mentor.

J. Inform the CED SSAC and University Enrollment Services of changes in your name, address, e-mail, or telephone number.

K. Follow the school's procedures in the case of an accident or injury and report the information to the CED SSAC (See Appendix K).

L. Report immediately to the CED (562-985-1105) in the event of a strike of certificated employees in the school district. Do not appear at your assigned school. Student teachers are to abide by all collective bargaining agreements.

Orientation to the School and Classroom

Initial orientation occurs when you meet with your Cooperating Teacher to observe his or her classes. You will discuss which classes you will take responsibility for and devise a schedule for assuming responsibility for classes.

Once your placement is confirmed, contact your Cooperating Teacher and arrange to do the following:

- Observe and assist; become familiar with practices, procedures, classroom routines, management/discipline policies, goals, objectives, and expectations.

- With your Cooperating Teacher's assistance, study the scope and sequence of courses to be taught so that you can make a long-range plan for the semester's instruction.

- Obtain copies of district and/or departmental curriculum standards, as well as your personal copies of texts and teacher materials.

- Become familiar with the Cooperating Teacher's attendance keeping and grade recording procedures.

- Acquaint yourself with school organization, library services, daily schedules, and functions of the counseling, guidance, and attendance offices.

- Acquaint yourself with the procedures to be followed in case of medical emergency or disaster drills.

- Acquaint yourself with district, school and departmental policies regarding attendance, tardiness, truancy, make-up work, behavioral expectations, etc.

It is the Student Teacher's responsibility to ask for an orientation with the Cooperating Teacher if one has not been given by the first week of the student teaching semester.

Professionalism

Always be mindful that you are a guest of the school and in the classroom of the Cooperating Teacher. You should comply with school standards for professional dress and behavior. Be punctual, professional, and respectful of the learning community of the school. Remember also that you represent the university, and that your presence will affect the working relationship between the school and the university and possibly how the school receives future student teachers. A student teacher may be pulled from a placement and/or receive NC if her/his/their behavior and/or disposition is deemed unprofessional by the university or school site.

Professionalism in written and spoken communication is essential for the Candidate. Appropriate language and content are always expected. This extends to adherence to the school site expectations for social media content, email, cell phone usage and phone exchanges, and social interactions with other school professionals. Candidates are expected toensure cell phones are not a disruption during teaching hours and should not be visible unless being utilized for a teaching application.

Please refer to Appendix J for the definition, policy and your rights concerning Sexual Harassment.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Observation, Preparation, Conferencing

Two periods of each day are set aside for preparation, observation, and conferencing. Use of this time will vary from student to student depending on the individual needs, school responsibilities, availability of classrooms for observations, and availability of Cooperating Teacher(s) and the University Mentor.

While much of this time will be spent preparing lesson plans, materials, and correcting and assessing student work, you should also systematically plan observations of teachers in your subject as well as in other subjects.

Please note that …

- This is a rare opportunity in your teaching career in which you will have the time and freedom to observe different teachers in action.

- A great deal can be learned about teaching by getting around the school and observing your colleagues.

- This will allow you to see your students in other settings and helps you form a more complete understanding of them.

You should ask for the assistance of your Cooperating Teacher and the site administrator in arranging to:

- Observe teaching and learning in a wide variety of classroom situations in your discipline as well as in other disciplines. Always ask permission from the teacher/staff person to be observed prior to the observation.

- Observe and become acquainted with the work of the guidance/counseling staff and the career guidance center, if available.

- Meet and become familiar with the work of resource personnel who work with special needs students.

- Learn how student organizations, student government, various interest clubs, athletic events, and class organization's function.

- Attend faculty meetings, Open House, Back to School Night, PTA meetings, school site improvement council meetings, and other school-sponsored events.

Student Teaching Observation and Participation Log

You are required to maintain an Observation and Participation Log, which must be submitted to the instructor of your EDSS 473 seminar prior to your final evaluation. The purpose of the log is to demonstrate that you have made a variety of contacts, experiences, and observations throughout the school. Such observations are subject to the availability of the school site. The Observation and Participation Log is included in Appendix D.

CALTPA to Demonstrate the California TPEs 1 – 7

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) in all areas 1-7. 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 the Single Subject Credential Program, candidates are guided in the CalTPA by the University Mentors and Seminar. 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. Information on the CalTPA can be found at [CalTPA | California State University Long Beach (csulb.edu)](csulb.edu)

Guidelines

Acquaint yourself with the list of 'Minimum Expectations During Student Teaching' in Appendix A. These represent the minimum experiences you must fulfill during student teaching. In addition:

- Consider your student teaching assignment as your job, and devote the necessary time, energy, attention, and preparation to be successful. Your students' learning is your primary responsibility.

- Approach your assignment with enthusiasm and regard it as an opportunity to gain knowledge, to relate theory to practice, and to improve your skill in using teaching methods and materials effectively in helping students to learn.

- Confer with your Cooperating Teacher(s) to determine the topics, time frames, and content for which you are responsible.

- Prepare for instruction well before class time in order to review lesson plans, make necessary adjustments, arrange the room for your teaching purposes, and have materials and equipment ready when class begins.

- Fill out all reports neatly, legibly, promptly, and accurately.

- Initiate dialogue with parents through conferences and phone calls.

Plan ahead so that all deadlines are met, and all work is professional and complete.

Attendance and Absences

- 100% attendance is expected.

- The *CSULB Attendance Policy* approved by the President on Dec. 14, 2000, states that students with more than two excused absences, consisting solely of documented illness with a doctor's note, bereavement, religious holidays, and jury duty, will be advised not to take the course for the semester. Absences for personal commitments, vacation, or conflicting work schedules are not considered excused from student teaching.

- Notify your Cooperating Teacher and your University Mentor IMMEDIATELY when illness or other problems make it impossible for you to teach.

- Provide lesson plans and materials for your classes in the event of an absence.

- Notify your University Mentor if an observation is scheduled on a day you will be absent. It is your responsibility to discuss making up missed observations with your University Mentor.

- Discuss with your University Mentor, Cooperating Teacher, and subject area coordinator making up any absences.

- If it is necessary to be absent more than one or two days, you may need to repeat student teaching in a future semester.

Essential Elements of Instruction

1. The Single Subject Credential Program does not mandate a universal planning format across its ten programs. Each discipline treats the subject of planning in its own fashion. For example, planning processes for Music teachers are different from those of Math or English teachers.

   However, there are key elements that should be a part of all approaches to instructional planning.

   The following elements should be included in your thought process as you prepare units and lesson plans:

   a. Individual lessons should be thoughtfully planned in advance and should be integrated with long-range curricular goals.

   b. Lessons must be tied to the state standards.

   c. Instructional objectives should be clear, achievable, and measurable.

   d. Instructional strategies should be matched to objectives. You should deliver instruction using a variety of teaching methods, including teacher presentation, student presentation, whole class discussion, group work, project work, and individual work.
      - Ask yourself: "In order to achieve my instructional objective(s), which teaching method promises the best chance of success?"

   e. Learning activities should be varied, at the appropriate level, and inclusive of all students.
      - Allowance should be made for diverse learners, for remediation, and for enrichment.

      - SDAIE strategies should be incorporated into lessons involving English Language Learners.

   f. Lesson design should implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, CA Dyslexia Guidelines, English Language Development Standards, curriculum frameworks, and educational technology standards.

g. Assessment should be fair, frequent, and varying in type. Feedback to students should be prompt, clear, and promote student growth.

h. Materials should be prepared well in advance and in sufficient quantity.

i. The classroom should be arranged and provisioned to maximize its potential as a learning environment.

j. The lesson should be developed with the period length in mind, i.e., teach bell-to-bell. Time should be planned for adequate closure of the lesson. If the lesson extends over several periods, each period should be blocked out in time segments and should begin with a review of the previous lesson.

2. Developing long- and short-term unit and lesson plans are a mandatory part of student teaching. Plan far enough in advance to allow your Cooperating Teacher and University Mentor to review your plans before the day they are used in class. All lesson plans should be submitted to your University Mentor and Cooperating Teacher a week prior to teaching (unless directed otherwise by your Subject Area Coordinator). Discussing your lesson plan with your Cooperating Teacher shortly before the class begins is not a good way to review and refine the plan. By then it is generally too late to make significant changes in a flawed lesson plan.

Working With Your Cooperating Teacher and University Mentor

The roles of your Cooperating Teacher and University Mentor are to provide you with models of good instruction, support as you transition to your teaching responsibilities, constructive feedback, and informed evaluations.

*   You should strive to establish a productive working relationship with both.

*   Be open about your needs, flexible in your teaching and willingness to draw on their experience and expertise.

*   Take the initiative in drawing upon their assistance, particularly in areas in which you do not feel strong.

*   Their job is to aid, guide, and support you.

*   Respond to emails from your Cooperating Teacher and University Mentor in a timely (within 24 hours Monday-Friday) and professional manner.

Withdrawing from Student Teaching

Students may only withdraw from student teaching **one time**. If it is necessary to withdraw a second time, then the student must request permission through the SSCP petition process before re-entering the program.

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

   A student may withdraw from Student Teaching prior to the start of the student teaching semester by filling out a *Withdrawal from Student Teaching* form, which is available on the Single Subject Credential Program website (www.csulb.edu/sscp) via DocuSign. It must be signed by her/his/their subject area advisor and submitted to the CED Student Success & Advising Center (CED SSAC), via DocuSign. Withdrawal from all classes requires a leave of absence form which is available online through the MyCSULB Student Center. An intern may not withdraw from student teaching or apply for a leave of absence while employed at a school district as an intern. Withdrawal from student teaching requires withdrawal from the student teaching seminar (EDSS 473) and all student teaching courses (EDSS 472A, B, C).

2. Withdrawing from Student Teaching after the start of the student teaching semester due to illness, financial or personal reasons:

   A student withdrawing from student teaching after the start of the student teaching semester due to illness, financial or personal reasons may re-enter student teaching in the future with the Subject Area Coordinator'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 SSCP petitioning process to reapply a third time and decisions will be made on a case-by-case basis.

   A student withdrawing within the first two weeks of the semester must submit a *Withdrawal from Student Teaching* form and fill out a *Leave of Absence* form. The Withdraw from Student Teaching form can be found on the SSCP website, and the Leave of Absence can be found through the MyCSULB Student Center. It is the student's responsibility to officially withdraw from all classes with the University. This is a separate process available online through the MyCSULB Student Center. After the 2nd week of the semester, students must withdraw from student teaching but do not need to fill out a Leave of Absence. At this point, students will receive a W on their transcripts. Students who withdraw between weeks 2 and 6 of student teaching may receive CR or NC for EDSS 472A and may receive W for EDSS 472B&C. Students who withdraw between weeks 7 and 12 of student teaching may receive NC for EDSS 472A&B and W for EDSS 472C. After the 12th week, student teachers may not withdraw from their courses and will receive NC for EDSS 472C and may receive CR or NC for EDSS 472A and EDSS 472B.
   The decision to assign CR or NC for EDSS 472A and EDSS 472B lies with the University Mentor.

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

   Students who withdraw or are removed from student teaching due to poor performance may petition to re-enter student teaching in the future after completing an Action Plan for Student Success and with the credential advisor's approval. Student teaching may only be repeated for a

maximum of 10 units. Students will be required to meet with their University Mentor and credential advisor to discuss their remediation plan. Once the Action Plan for Student Success is completed to the satisfaction of the credential advisor, the student may petition the SSCP Petition Committee to re-enter student teaching for a maximum of 10 units.

Students must submit a *Withdrawal from Student Teaching* form which is available via DocuSign on the SSCP website. It is also the student's responsibility to officially withdraw from all classes with the University. This is a separate process and is available through the MyCSULB Student Center. Students who withdraw between weeks 2 and 6 of student teaching may receive CR or NC for EDSS 472A and may receive W for EDSS 472B&C. Students who withdraw between weeks 7 and 12 of student teaching may receive NC for EDSS 472A&B and W for EDSS 472C. After the 12th week, student teachers may not withdraw from their courses and will receive NC for EDSS 472C and may receive CR or NC for EDSS 472A and EDSS 472B.

The decision to assign CR or NC for EDSS 472A and EDSS 472B lies with the University Mentor.

Students who fail to officially withdraw from EDSS 472A, B, C will receive a "NC" rather than "W" on their transcripts. Students must also withdraw from EDSS 473 unless they have the permission of the instructor and credential advisor to stay in the course. A student who fails to officially withdraw from EDSS 473 through Enrollment Services will receive an "F" rather than a "W" on their transcripts.

4. If a Student Teacher withdraws or is removed from her/his/their Student Teacher assignment, it is her/his/their responsibility to:
    a. Submit a 'Withdraw from Student Teaching Form' signed by the subject area advisor via DocuSign to the Teacher Preparation Advising Center.

    b. Officially withdraw from EDSS 472 A, B, C (or EDSS 572 A, B, C) through the MyCSULB Student Center. Students who fail to officially withdraw from their courses through Enrollment Services will receive a 'No-Credit' rather than a 'W' on her/his/their transcript.

    c. Complete an Action Plan for Student Success with the subject area advisor before petitioning to reapply.

    d. Submit an application to reapply for a future semester according to deadlines after being approved through the petition process if necessary.

Re-Entering Student Teaching after Withdrawing

If for any reason Student Teachers must withdraw from student teaching for personal, financial, or medical reasons, or they are asked to withdraw for any reason, they must follow these steps to re-apply to student teaching.

1. Speak with your subject area advisor about plans to reapply for student teaching.

2. Complete a remediation plan with your subject area advisor.

3. Submit a petition to the Single Subject Petition Committee to reapply to student teach if necessary.

4. Submit a new Student Teaching Application, signed by your subject area coordinator to the CED Student Success & Advising Center as well as any other documents that may be required. Check with the CED Student Success & Advising Center prior to submitting your application to determine what documents in your file need to be updated.

5. Sign up for the Student Teaching Courses (EDSS 472 A, B, C or EDSS 572 A, B, C for interns and EDSS 473) once permitted by the CED Student Success & Advising Center.

Taking Courses Concurrent with Student Teaching

During the student teaching semester students will be enrolled in 18 units (15 units of student teaching, EDSS 472 or EDSS 572 A, B, and C, and the 3-unit seminar EDSS 473). Student Teachers are responsible for spending 5 class periods at your school site M-F and planning lessons as well as conferencing with your University Mentor and Cooperating Teacher while also attending the student teaching seminar.

During this semester Student Teachers **are not** permitted to enroll in any additional courses. Furthermore, all subject matter and credential courses must be completed prior to student teaching. If it is necessary to take another course along with student teaching, students must get permission from their Subject Area Coordinator and the CED Student Success & Advising Center.

Early Dismissal

Student Teachers are required to teach for 20 full weeks, 5 days a week M-F. Early dismissal is an exception to the policy and is only offered in extraordinary circumstances such as being offered a full time K-12 teaching position. If for any reason it becomes necessary to conclude your student teaching semester prior to 20 weeks, discuss the possibility of an early dismissal with your subject area coordinator. Remember that early dismissals are an exception to the policy and are very rarely granted.

- Early dismissals are reviewed on a case-by-case basis and granted only for serious and compelling reasons.

- The University Mentor, Subject Area Coordinator and the SSCP Director must approve the early dismissal.

- A Student Teacher may not be released from student teaching until final grades have posted to MyCSULB and all mid-term and final student teaching evaluations have been submitted to the CED Student Success & Advising Center via S4 @ The Beach.

Substitute Teaching While Student Teaching

1. Day to Day Substitute Positions

   The student teaching semester must be completed with the same group of students for the entire 20 weeks. It is for this reason that day-to-day subbing during the student teaching semester is not permitted.

   If they wish to, student teachers may substitute teach for pay at their school site, but only in the classrooms of their cooperating teachers. The candidate must have the approval of both cooperating teachers as well as the university mentor before they can substitute teach. Candidates may substitute teach for their cooperating teachers for a maximum of ten days during the semester.

2. Long-Term Substitute Positions

   If you are offered a long-term substitute position that fulfills the requirements of the student teaching placement (See page 2), you may petition to use the long-term substitute position for student teaching. As part of the petition process, you will need to prove that the position will last for a minimum of 20 weeks and fulfil the placement requirements. If for any reason the long-term sub position ends prior to 20 weeks, you may have to repeat all or some of the student teaching semester. See your Subject Area Coordinator immediately to discuss the petition process if you are offered a long-term sub position.

   In some cases, Student Teachers have been asked to fill in for their Cooperating Teachers as a long-term sub. In these cases, the Student Teacher begins the student teaching semester as a traditional Student Teacher and then transitions into a long-term sub position to complete the student teaching semester. This requires support from the Subject Area Coordinator and an approved petition.

Section 3

<u>Responsibilities of the Cooperating Teacher</u>

As a Cooperating Teacher you will devote significant time to the growth and development of the Student Teacher. Your assistance will take a variety of forms and be unique to the working relationship you have with each Student Teacher. As the Cooperating Teacher, you will be asked to:

- Do substantial conferencing, both prior to assumption of teaching responsibilities and after the Student Teacher has transitioned to full responsibilities.

- Be an attentive observer of the Student Teacher's performance and offer constructive feedback aimed at improving the Student Teacher's confidence, lesson preparation and delivery.

❖ The guidelines and requirements described in this section apply to your work with each of the two types of Student Teachers (traditional and interns), with modifications made as needed for interns.

<u>As the Student Teacher's Mentor:</u>

You should spend considerable time in the classroom with the Student Teacher, particularly in the initial weeks of assignment and then gradually release responsibility to the Student Teacher.
A sample gradual release of responsibility method outlined below:
- o Weeks 1-2 candidates are co-planning and observing their cooperating teacher(s)
- o Weeks 3-4 candidates are co-planning and co-delivering lessons with their cooperating teacher(s)
- o Weeks 5-6 candidates are co-planning and delivering lessons on their own
- o Weeks 7-18 or 20 candidates are planning lessons and submitting them for review and feedback so that they can revise them accordingly before they deliver lessons independently

Please check with your district and school for policies regarding your responsibility in this matter.

- We ask that you do not leave the Student Teacher alone prematurely.

- Student Teachers should not be thrown into the classroom on a "sink or swim" basis.

- Student Teachers need your close support as they assume full teaching responsibilities.

Even after you withdraw from the classroom you will need to continue to make formal observations on a regular basis. As an experienced teacher, your practiced eye will be of great assistance to the Student Teacher.
❖ You will be completing summative, formal midterm and final evaluations demonstrating scores of 3 or 4 to reflect beginning teacher competence in TPE areas 1 -7. Evidence from weekly reflections, scripted observations, reflective journals, annotated video, and audio feedback can be used.

❖ Your feedback will be for the student's growth and development. The evaluations become part of the student's permanent file; it is vital that your assessment be based on the firm foundation of actual observation of the Student Teacher's work.

❖ You will also contribute to the Midterm Action Plan and Final Induction Plan that is developed by the University Mentor.

❖ We also ask that you pay close attention to the Student Teacher's planning process and effective implementation for TPEs #1-7. As of 2024, there are now 7 TPE areas, which includes the addition of new standard identifying effective literacy instruction for all students that will be introduced, practiced, and assessed across the arc of the program and demonstrated in culmination during student teaching. The new standards encompass the study of effective means of teaching literacy across all disciplines based on the California's English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards and the California Dyslexia Guidelines. Program coursework and supervised clinical practice (field experiences) are aligned with current English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression and Content Knowledge. The study of high-quality literacy instruction in the program also incorporates elements of the California Comprehensive State Literacy Plan, including strong literacy, language, and comprehensive components with a balance of oral and written language, and use the diagnostic techniques that include early intervention. The program teaches all elements of the Literacy Teaching Performance Expectations (TPE #7) and provides instruction, practice, and informal feedback along with self-assessment focused on the knowledge, skills, and abilities required for the state literacy assessments (Teaching Performance Assessment-TPA). Supervised guided practice in clinical settings allows candidates to apply what they have learned and gain feedback on how to improve and/or develop their practice to meet their students' learning needs. Hence, the TPEs will guide daily lesson and unit planning, and weekly reflective journals linked to the TPEs 1-7 will help students set goals and track their growth over the course of the semester.

❖ Most importantly, you should share your "teacher instincts" and the professional thought processes that a trained, experienced teacher employs. Sharing the reasons behind your actions will help the Student Teacher you are mentoring grow as a professional. One of the most valuable services you can provide is to help the Student Teacher learn to articulate her/his/their teaching practices.

Please be mindful of the following:
- Never assume that the Student Teacher has your level of content sophistication, teaching skill, or pedagogical vocabulary, or that simply observing you teach and interact with the students is sufficient to build the Student Teacher's professional competencies. You must also require and encourage the Student Teacher to verbalize her/his/their teaching behavior and methodologies.

➢ Cooperating Teachers who work with traditional Student Teachers receive a stipend for their work with Student Teachers. Payment is coordinated by the Office of Clinical Practice and is made directly to the Cooperating Teacher's school district at the conclusion of the student teaching semester.

Orientation: Preparing for the Student Teacher

The Student Teacher must be on campus for a minimum of five periods each day for 20 weeks. In most assignments, the Student Teacher is responsible for teaching three periods. The two additional periods are for conferencing with you and the University Mentor, preparing lesson plans, assessing student work, participating in school activities, and observing other teachers.

As the Student Teacher's mentor, it is your responsibility to facilitate the Student Teacher's efforts to become involved in the life of the school. You can be particularly helpful by assisting the Student Teacher with observation of other teachers. You may be able to suggest teachers to observe.

❖ Please note that the Student Teacher must fulfill specific participation and observation requirements established by the program (See Appendix D).

❖ In some cases, Student Teachers are assigned to two schools. In such instances, they will not be expected to be on either campus for a five-period day. Time will be split between both schools in an arrangement by the Student Teacher, the Cooperating Teacher, and the University Mentor. You are encouraged to coordinate with other cooperating teachers your Student Teacher may share.

The following guidelines are to help you fulfil your responsibilities:

A. Review the checklist, 'Minimum Expectations During Student Teaching' (See Appendix A). Please provide opportunities for the Student Teacher to meet these minimum requirements.

B. Make certain that the Student Teacher becomes familiar with the physical layout of the school, including location of the library/media center, restrooms, teacher's lounge, cafeteria, activities office, duplicating services, parking facilities, and administration services (nurses, counseling services, attendance).

C. Explain school policies dealing with disaster preparedness and medical emergencies.

D. Thoroughly review school and classroom policies regarding behavioral expectations, discipline, attendance, tardiness, truancy, and referral procedures, including your personal attendance-taking procedures and record-keeping system.

E. Introduce the Student Teacher to faculty, the department chair, the principal and assistant principals, resource personnel and school staff.

F. Arrange for the Student Teacher to have a work area in your classroom that includes a desk and storage space if possible. Also, assist the Student Teacher in obtaining parking privileges or a teacher mailbox and school keys if appropriate.

G. Arrange to have the Student Teacher receive copies of the appropriate textbooks, teacher materials, district and school curriculum guides, and any recommended supplemental materials. In addition, be sure that the Student Teacher has: a grade book, an attendance book, a lesson plan book, a teacher handbook of school rules and policies, and a staff ID card.

H. Review your system of classroom routines, your approach to management, and your discipline policy.

I. Outline the areas of instruction for which the Student Teacher will be responsible during the semester and provide appropriate resources. Discuss thoroughly your approach to planning, including yearly, semester, unit, and daily planning. While the Student Teacher may have a different approach, it is important that s/he knows yours.

❖ It is critically important that the Student Teacher understands the large picture in terms of curriculum for the classes s/he will be teaching. Help the Student Teacher to organize the curriculum in units and lesson plans with clear goals, explicit learning objectives, realistic expectations, appropriate instructional strategies, and equitable and multiple assessment activities.

❖ Be flexible regarding the planning needs of the Student Teacher. If s/he needs explicit structuring by you, provide it. If s/he is advanced in this area, allow freedom to move forward. You may have a unit and lesson format that you require; the Student Teacher's program may have a required format; the Student Teacher may have certain ideas about format. There is no single way to plan. You should, in any case, require both oral and written evidence of forethought and planning by the Student Teacher at least 24 hours prior to teaching the lesson.

J. Discuss the Student Teacher's role in your classes with your students.

- Prepare them for the Student Teacher's arrival.

- Introduce the Student Teacher and what s/he will be doing in the class for the semester.

- Explain the planning and scheduling for the Student Teacher's transition to teaching responsibilities during the semester.

- Students should be made aware that the Student Teacher might have a different teaching style that will vary from your normal instruction.

❖ Please remind your students to be respectful and considerate toward the Student Teacher, as they would for any faculty at the school. You can encourage this by treating the Student Teacher as a colleague, not a "student" teacher.

K. Keep in mind that Student Teachers will be at different stages of readiness for assumption of teaching responsibilities. In consultation with them, and with the University Mentor, determine the schedule for transitioning to teaching in each of the three classes they will ultimately be responsible for.
- Find ways to involve the Student Teacher in teaching-related activities (roll taking, small group work, correcting student work, developing lessons, etc.) as a means of integrating them into the class.

- You may want to team-teach with the Student Teacher at first as a way of easing her/him/them into teaching (and as a way of helping students make the transition from you to the Student Teacher).

Mentoring Responsibilities

- ❖ Remember that the goal is for the Student Teacher to have as full an experience of teaching as possible. This will vary among Student Teachers and will be different earlier in the semester than it will be after the Student Teacher is comfortably adjusted to the classroom.
- ❖ It is assumed that once student teacher is comfortable adjusted to the classroom that you will provide a minimum of 5 hours of observation, support and guidance per week.

Keep in mind the following:

A. Classroom observation time will vary among Student Teachers.

- Your presence will be required more often earlier in the semester when the Student Teacher is acclimating him/her/themself to the classroom.

- Stronger Student Teachers will require less of your presence in the classroom than weaker ones.

- Even with strong Student Teachers, you should observe and provide feedback throughout the semester.

- Student Teachers who are having a difficult time may require frequent observations.

- ❖ You should give immediate feedback after an observation. Feedback should be specific about the Student Teacher's teaching acts, interactions with students, presentation of material, etc. General comments are fine, but specificity is of the greatest value to a novice. Observing lessons and giving feedback is probably the most important mentoring service you provide a Student Teacher.

- ❖ Remember that Student Teachers need your feedback when they are doing a good job as well as when they are struggling.

B. Make sure to regularly schedule weekly conferences with the Student Teacher.

C. Conferences are held before or after school, over lunch and during common prep periods. These conferences are an opportunity to:

- give more measured feedback from recent observations. You might, for example, point out patterns you see emerging in the Student Teacher.

- discuss long-term planning as well as lessons coming up in the next few days.

- address deep-seated issues that require attention and remediation.

- explore issues of professionalism that would be useful to the Student Teacher.

- step back from the immediate demand of the classroom and explore educational issues in a more personal vein.

D. Once the Student Teacher has assumed full teaching responsibility, refrain from interfering or making suggestions in front of the class unless factors of safety require you to do so. Save your comments for the next scheduled conference.

E. When your students ask you questions, direct them to the Student Teacher whenever possible. Once the class is turned over to the Student Teacher, s/he should be responsible for every aspect of the classroom and teaching.

F. Turn over responsibility to the Student Teacher for keeping an accurate account of attendance and complete record of student performance.

G. There should be ongoing dialogue between you and your Student Teacher that reflects upon her/his/their classroom performance, reinforcing her/his/their successes and discussing areas where improvement is needed.

H. Review the Student Teacher's plans on a regular basis. Give assistance as needed in planning, developing materials, and determining assessments.

I. Follow district / school policy in terms of your responsibility for being present in the classroom while the Student Teacher has responsibility for instruction.

- You MUST be on campus and available while your Student Teacher is in class.

- You are legally responsible for all that occurs in that classroom.

- Always inform your Student Teacher of your whereabouts.

J. Please allow your Student Teacher to attend required program meetings and job interviews and then CSULB job fair. They should notify you in advance and provide lesson plans for their absences.

K. Stay in close contact with the University Mentor regarding the Student Teacher's progress.

Assessment and Evaluation Responsibilities

Assessment and evaluation are essential features of any learning process. Please keep the following in mind:

❖ You are expected to provide continuous informal assessment and feedback to the Student Teacher based on regular classroom observations. Informal assessment should be offered during regular conference sessions.

❖ Formal evaluations must be completed by both the Cooperating Teacher(s) and the University Mentor at mid-term and at the end of the semester online via S4 @ The Beach (you will be emailed a link from S4 @ the Beach to complete the evaluation. If you do not receive the link, check with your student teacher to see if they have generated it from S4 yet). (See Appendix F for a sample evaluation form)

- Formal evaluation is done in six areas, each with a number of performance indicators. There is also an "overall teaching effectiveness" category.

- The seven performance areas are derived from the *California Teaching Performance Expectations,* adopted in 2016 and the new performance area #7: Effective Literacy Instruction adopted in 2024 by the Commission on Teacher Credentialing

- You should familiarize yourself with these performance indicators and discuss with the Student Teacher how she/he/they will demonstrate proficiency during the semester. Clearly delineating the requirements for meeting the TPEs areas 1-7 and providing regular review on Student Teacher'sprogress through these assignments.

- Evaluation should be accurate, fair, based on multiple sources of information, and targeted at the novice level of performance.

Mid-Term Evaluation

1. This is the opportunity to provide the Student Teacher with explicit, formal performance assessment. The evaluation should reflect your professional assessment based on:

   o Conferences
   o Review of Student Teacher's unit and lesson plans
   o Observation of performance in classroom
   o Observation of the Student Teacher's interactions with your students

   Your evaluation should be discussed in a three-way conference with the Student Teacher, yourself, and the University Mentor at mid-term.

2. Student Teachers who are not performing well must be made clearly aware of your assessment at this juncture. Student Teachers may be withdrawn from the assignment for poor performance after appropriate consultation and adequate time for remediation has occurred.

- The Cooperating Teacher, school site administration, the University Mentor or the credential program coordinator may initiate withdraws from Student Teacher assignments.

- Gross misbehavior and other extenuating circumstances may cause a poorly performing Student Teacher to withdraw prior to the mid-term evaluation. For Student Teachers that are performing marginally, a realistic mid-term evaluation is vital. Explicit performance behaviors and goals should be established, and a date set by which the goals must be reached.

3. It is the Cooperating Teacher's responsibility, along with the University Mentor, to work closely with a struggling Student Teacher.

- Student Teachers should not be left alone to "work out their problems."

- Guidance, support, and encouragement should come from the Cooperating Teacher and University Mentor.

- As the support person in daily contact with the Student Teacher, Cooperating Teachers bear the major share of this responsibility.

4. Critical problems should be dealt with long before the final evaluation. Cooperating Teachers and University Mentors should be in close consultation in the event of severe deficiencies in the Student Teacher's work.

- ❖ Do not expect problems to resolve themselves or get better without your attention!

5. Your work with Student Teachers who are struggling inside or outside of the classroom should be documented. Please keep written records of your observations, conference discussions, and feedback to the Student Teacher, including your recommendations for what s/he can do to improve her/his/their performance.

Final Evaluation

1. The final evaluation becomes part of the Student Teacher's permanent file. Your Student Teacher will spend more than 500 hours in the Student Teacher experience; please give her/him/them a well-written, thoughtful final evaluation.

- Please keep in mind that what is written, or not written, on the final evaluation could influence an employer's decision when the Student Teacher seeks employment.

- A short evaluation might do your Student Teacher more harm than good.

- Your final assessment of the Student Teacher should reflect classroom performance but should also be done with an eye toward her/his/their potential.

2. You should make a "not consistent with standard expectations" evaluation only after careful consideration and after attempts to bring about improvements have been exhausted.

- Both the Student Teacher and the University Mentor should be advised well in advance of the possibly of this rating.

    ❖ Except in rare circumstances, a student should not receive a "not consistent with standard expectations" rating for Overall Teaching Effectiveness on the Final Evaluation. This level of performance should be obvious early enough in the semester to allow time for remediation. Should remediation be ineffective, the student should be counseled to withdraw from remaining sections of student teaching. Only in rare cases would this kind of Student Teacher persevere to the end of the semester and receive one of these ratings on the Final Evaluation.

➢ **A Student Teacher that receives a "not consistent with standard expectations" rating in category 'G' on the Final Evaluation from the University Mentor will not receive credit for student teaching.**

➢ The University Mentor is responsible for the final grade appearing on the candidate's transcript.

➢

Midterm Action Plan and Final Induction Plan

1. At the midterm, the university mentor in consultation with the cooperating teachers will generate an Action Plan that will specify the next steps needed to demonstrate improvement or continued growth of the student teacher's performance by the end of the semester at the school site. This will also be uploaded to S4 @ The Beach by the University Mentor. See Appendix H for a sample Midterm Action Plan.

2. At the final evaluation, the university mentor in consultation with the cooperating teachers will generate an Induction Plan that will provide recommendations for professional development and growth in the student teacher's clear credential program. An Induction Plan is required by the California Commission on Teacher Credentialing (CTC) for all preliminary credentialed teachers. See Appendix I for a sample Induction Plan.

Section 4

<u>Responsibilities of the Principal</u>

Principals, or their designees, are responsible for coordinating the assignments of Student Teachers within the school and play a vital role in the final pre-service phase of teacher preparation. Effective leadership will do much to build the morale and status of Student Teachers. Cooperating schools are selected because of the welcoming attitudes of both the Administrators and the Cooperating Teachers. The professional attitude of school administrators and their teachers are a necessity in creating a desirable working relationship. The principals and designated representatives will be responsible for the following:

1. Provide an orientation for Student Teachers to acquaint them with the campus and the mission of the school, familiarize them with various student organizations and activities, discuss the rules and regulations applicable to Student Teachers, and introduce them to key faculty members.

2. Work with the Cooperating Teachers and the Student Teachers to establish an observation schedule of school activities appropriate to the background and future needs of the Student Teachers. (See the Observation and Participation Log in Appendix D)

3. Articulate the student teaching program for the school staff, parents, and school-affiliated groups.

4. Select experienced Cooperating Teachers who have demonstrated excellence in classroom teaching, the ability to mentor adult learners, and a desire to work with a Student Teacher. The Cooperating Teachers should have tenure in the district and the same credential area as the Student Teacher.

    •   Student Teachers should not be assigned to teachers under any circumstances without the teacher's explicit consent.

    •   The Cooperating Teacher has significant mentoring responsibilities to the Student Teacher that cannot be properly fulfilled by teachers who have no true interest in working with novice teachers.

    •   Student Teachers should not be assigned to teachers so they can have time to devote to other school projects.

    •   Cooperating Teachers must make the Student Teacher a top priority during the time the Student Teacher is in class.

5. Ensure that there are appropriate facilities, equipment and supplies necessary for instruction in the Student Teacher's classroom; assist the Student Teacher in obtaining a desk and storage space, parking privileges, a teacher mailbox, school keys, a faculty ID, etc., as needed.

6. Provide faculty and student handbooks, policy statements, descriptions of the school's academic program, the school's mission statement, and other pertinent publications for Student Teachers.

7. Encourage Student Teachers to become participating members of the faculty by encouraging their attendance at faculty, PTA and other meetings sponsored by or closely connected with the school.

8. Discuss the role of professional educators with Student Teachers.

Section 5

<u>Responsibilities of the University Mentor</u>

As part of the student teaching triad, the University Mentor coordinates and supports the efforts between the Student Teacher and the Cooperating Teacher, in addition to serving as a liaison between the placement school and the Single Subject Credential Program.

> ➢ The guidelines and requirements described in this section apply to your work with each of the two types of Student Teachers (traditional and interns), with modifications made as needed for interns.

- The University Mentor's primary role is to be a supportive mentor to the Student Teacher. This role requires good human relations skills, knowledge of effective teaching methodologies, a commitment to developmental supervision, knowledge of recent trends and developments in education, and subject matter expertise.

- Unlike the Cooperating Teacher, the university mentor is not in daily contact with the Student Teacher. The university mentor, nevertheless, plays a vital part in the Student Teacher's classroom experience.

- In addition to high-stakes evaluation of Student Teacher performance, university mentors' principal activities should be to provide performance-based assessment, encouragement, and support.

- Each observation should be followed by a meaningful conference, providing the Student Teacher with specific performance feedback from the perspective of an experienced educator.

- Supervision that is purely evaluative will not provide the Student Teacher with the kind of detailed, targeted assistance needed for the growth of a novice teacher. Most feedback should be formative.

<u>Observation and Conference</u>

1. The Single Subject Credential Program requires university mentors to use a variant of clinical supervision. The clinical supervision model is based on a pre-observation conference, the observation, and a post-observation conference.

2. University Mentors are highly encouraged to make classroom observations at least every other week during the student teaching assignment with a minimum of 10 visits and six formal evaluations -- three of which are to take place prior to the midterm with one in each of the three periods assigned to the student teacher. University Mentors may need to make more visits in order to observe and assist the Student Teacher as her/his/their performance warrants.

3. Observations should begin early in the semester in order to have immediate knowledge of the Student Teacher's developmental stage.

- Initial visitation should be made within the first two weeks of the student teaching semester, or as soon as the Student Teacher has made a transition to partial or full classroom responsibilities and is teaching enough to make an observation worthwhile. This visit should include an orientation to CSULB's procedures for the Cooperating Teacher.

- University Mentors should be aware that Student Teachers assume teaching responsibilities at different paces, depending on their readiness and the Cooperating Teacher's schedule.

4. In the post-observation conference, the University Mentor should provide explicit, performance-based, written, and oral feedback with specific suggestions for the Student Teacher.
   - <u>All student teachers should receive a hardcopy (or via email) of the University Mentor Observation Feedback form after each of the six formal observations. (See Appendix E)</u>

5. The university mentor should be ready to actively assist the Student Teacher in solving problems. That may require the following:

   - Modeling a lesson for the Student Teacher.

   - Team-teaching with the Student Teacher.

   - Assisting her/him/them in the writing of unit and lesson plans.

Assessment and Evaluation

1. The university mentor should guide the Student Teacher in self-assessment by engaging her/him/them in reflective discussion of her/his/their performance during the post-observation conference.

   - The post-observation conference should be a time when Student Teachers appraise their teaching as well as a time for the university mentor to provide feedback.

   - Student Teachers should be encouraged to fill out mid-term and final evaluations using the program evaluation forms as a formal means of self-assessment.

2. University Mentors are responsible for completing mid-term and final evaluations utilizing the program evaluation form on S4 @ The Beach.

   - The mid-term evaluation is formative and stays in the Student Teacher's S4 @ The Beach portfolio. University Mentors must submit these on S4 @ The Beach no later than **November 1st for fall student teaching** and no later than **April 1st for spring student teaching**.

- The final evaluation is summative and reflects an assessment of the entire semester and an evaluation of the Student Teacher's readiness for recommendation for the teaching credential. University Mentors must submit the final evaluation on S4 @ The Beach no later than **January 10th for fall student teaching** and **June 10th for spring student teaching**.

  ➢ The final evaluation is "high stakes" and becomes part of the Student Teacher's permanent file. Your Student Teacher will spend more than 500 hours in the student teaching experience; please provide her/him/them a well-written, thoughtful, and typed final evaluation. In many instances, Student Teachers use the final evaluation when applying for jobs or in their initial interactions with induction program support providers.

  ➢ Please keep in mind that what is written, or not written, on the final evaluation could influence an employer's decision when the Student Teacher seeks employment. A brief, handwritten evaluation that is short on details might do the student more harm than good.

  ➢ This final assessment of the Student Teacher should reflect classroom performance but should also address her/his/their potential.

- Once submitted on S4 @ The Beach, a copy of the evaluations will be electronically available to the CED Student Success & Advising Center, the Student Teacher, and the Credential Advisor. There is no need to submit a hard copy.

3. University Mentors arrange conferences with the Cooperating Teacher and the Student Teacher around both the mid-term and the final evaluation. These three-way conferences provide opportunities for substantive discussion of the Student Teacher's strengths and weaknesses and should result in suggestions for future efforts.

4. The University Mentor is responsible for the final grade appearing on the candidate's transcript.

Midterm Action Plan and Final Induction Plan

1. At the midterm, the university mentor in consultation with the cooperating teachers will generate an Action Plan that will specify the next steps needed to demonstrate improvement or continued growth of the student teacher's performance by the end of the semester at the school site. This will also be uploaded to S4 @ The Beach by the University Mentor only. (See Appendix H)

2. At the final evaluation, the university mentor in consultation with the cooperating teachers will generate an Induction Plan that will provide recommendations for professional development and growth in the student teacher's clear credential program. An Induction Plan is required by the California Commission on Teacher Credentialing (CTC) for all preliminary credentialed teachers. This will also be uploaded to S4 @ The Beach by the University Mentor only. (See Appendix I)

Working with a Struggling Student Teacher

1. A Student Teacher who receives a rating of "not consistent with standard expectations" in category 'G' on the final evaluation from the University Mentor will receive <u>No Credit</u> for student teaching and will not be recommended for the credential.

   - Such a rating should be made only after careful consideration and after attempts to bring about improvements have been exhausted.

   - Both the Student Teacher and the Cooperating Teacher should be advised well in advance of the possibility of one of these ratings.

      ➢ A "not consistent with standard expectations" rating should not come as a surprise to the Student Teacher, Cooperating Teacher, program coordinator or the Single Subject Credential Program.

2. Except in rare instances, a student who is projected to receive a "not consistent with standard expectations" rating on Category G should not complete student teaching. This level of performance should be apparent early enough during the semester, i.e., by the mid-term evaluation, to allow time for remediation. Only in rare cases would this kind of Student Teacher persevere to the end of the semester and receive one of these ratings on the Final Evaluation.

3. In working with Student Teachers who might be struggling inside or outside of the classroom, the university mentor should carefully document the Student Teacher's performance and all efforts on the part of the Cooperating Teacher and the University Mentor to inform the Student Teacher of her/his/their level of performance, remediation efforts, progress, and prospects for success.

4. The university mentor should contact the Subject Area Coordinator and the SSCP Director immediately upon assessing a Student Teacher as 'marginal' or 'at risk.'

Incomplete in EDSS 472A, B or C

In some cases, the CSULB semester may end 3 – 4 weeks prior to the end of the 20-week student teaching semester. As a result, it may be necessary to assign a candidate a grade of Incomplete (INC) for one or more sections of student teaching (EDSS 472/572 A, B, C).

Some possible reasons for the assignment of an INC grade include but are not limited to:
   - Student needs more time to develop planning strategies
   - Student needs more time to work on time management
   - Student needs more time to develop appropriate dispositions as an educator
   - It is undetermined if a student will successfully complete all sections of student teaching at the time grades are due, however with a few more weeks of development there is a strong possibility of the student receiving CR.

The decision to assign an INC to one or more sections of student teaching belongs to the University Mentor in consultation with the Subject Area Coordinator and SSCP Director. The candidate's progress at midterm, the school site Cooperating Teachers' feedback and the student needing the extra few weeks to meet all competencies are all considered when making this decision.

A grade of incomplete will only be given when the University Mentor has determined that there is a strong possibility that the student will continue to grow and develop through the remainder of the 20-week student teaching assignment. Students who are removed from student teaching for poor performance will receive no credit (NC) for all or parts of the student teaching experience.

Students who receive an incomplete will work with the University Mentor and Subject Area Coordinator to determine what work/skills still need to be completed. The work remaining will be put in writing on an Action Plan for Success so the student has a clear understanding of what needs to be done and a timeline for completing the specified work. An Action Plan for Success is designed to be proactive, identify target areas for improvement with explicit goals to be met and deadlines.

The deadline for submitting the final student teaching evaluation on S4 @ The Beach will be extended to the completion of the Incomplete. The final student teaching evaluations will be submitted by the University Mentor with the change of grade form.

Responsibilities to Cooperating Schools

1. University Mentors should hold frequent conferences with the Cooperating Teacher to review objectives, guide activities and assess the progress of the Student Teacher.

2. At the beginning of the semester, University Mentors should meet with the principal or the administrator in charge of student teaching. Even if the University Mentor is familiar with the school, she/he/they should confer with the administrator from time to time. The University Mentor serves as the liaison between the program and the school, and in that capacity represents the University to the school district.

Responsibilities to the University

1. The university mentor must fill out a Mileage Log of supervisory visits and conferences and submit to the Office of Clinical Practice.

   - The Commission on Teacher Credentialing requires the institution to maintain records of student progress throughout the teacher preparation program.

   - The mileage log should be compiled and returned to ced-mileage@csulb.edu by the end of the student teaching semester.

2. The university mentor is responsible for assigning a final grade (Credit or No Credit) for the student teaching sections EDSS 472 A, B, C or EDSS 572 A, B, C (internship student teaching.)

- The Cooperating Teacher's evaluation should help form the university mentor's evaluation; however, the university mentor remains the faculty member responsible for the course and must make the final decision on awarding 'Credit' or 'No Credit' for student teaching.

- To receive a grade of 'Credit' for student teaching, performance should be of an "A" or "B" quality.

Section 6

CED Student Success & Advising Center

EED – 32
562-985-1105
Monday-Friday, 9:00am-12:00pm & 1:00pm-5:00pm

Email
Credential Advising Team – ced-tpac@csulb.edu
Credential Analyst Team – ced-credentials@csulb.edu

The CED Student Success & Advising Center (CED SSAC) was created in Fall 2024 by merging the Teacher Preparation Advising Center (TPAC) and the Credential Center. The new CED SSAAC brings together the Credential Advising Team from TPAC and the Credential Analyst Team from the Credential Center into one office. CED SSAC assists Single Subject Credential Program candidates in obtaining their initial Single Subject Teaching Credential. After the candidate's application to student teach and prior to assignment, the Credential Analyst Team completes an evaluation of credential program requirements. Candidates receive a copy of this evaluation. The evaluation is a checklist that informs the candidate of requirements met and those that still need to be met.

An in-service workshop is held each semester in which the Credential Analyst team to provided information about how to apply for a credential on-line.

- ➢ **Remember –** It is the candidate's responsibility to complete the application on-line accurately by the given deadline. The Commission issues verification letters to the candidates after all requirements have been met.

- ➢ The Commission returns granted credential documents to the candidate on-line; thus, it is **extremely important that candidates inform the Credential Analyst Team of any change in name or e-mail address.**

Credential Analyst also assists students with other types of credentialing matters such as professional clear credentials, credential add-ons, supplementary authorizations, etc.

The Credential Analyst continues to provide services to graduates of the program as they pursue their teaching careers.

APPENDIX A

<u>MINIMUM EXPECTATIONS FOR STUDENT TEACHING</u>

1. Observe the opening and closing of the school term.

2. Observe the opening and closing of the school day.

3. Attend orientation meetings for new faculty, as appropriate.

4. Attend faculty meetings (department and school).

5. Observe teacher committee meetings, as appropriate.

6. Assist with a school activity or club, as appropriate.

7. Attend school activities such as plays, dances, and athletic events.

8. Assist in the management and supervision of school activities.

9. Participate in events or meetings involving parents and the community, as appropriate.

10. Observe many experienced teachers who exhibit different teaching styles, techniques, and abilities.

11. Use varied instructional strategies, activities, and materials that are appropriate for all students.

12. Write daily lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated and consistent with each other.

13. Plan a unit of instruction with clearly stated goals, consisting of a series of lessons in which at least one concept, skill, or topic is taught fully and sequenced effectively.

14. Set achievement criteria and communicate standards clearly to students and parents.

15. Use informal and formal methods to assess student achievement.

16. Teach students to evaluate information, think analytically, and reach sound conclusions.

17. Revise and modify objectives as well as instructional and evaluation procedures based on data from student progress.

18. Foster positive students' attitudes toward their peers, themselves, the subject, themselves, and their capacity to become independent learners.

19. Demonstrate compatibility with and ability to teach students whose ethnic, cultural, gender, linguistic, and socioeconomic background differs from yours.

20. Apply the principles of effective instructional lesson planning to instructional activities:

   A. LEARNING OBJECTIVE(S): state the specific aim of the lesson in terms of pupil behavior or what the learner will be expected to do as a result of the learning experience
   B. ANTICIPATORY SET: focus learning/motivate/introduce
   C. TEACH: input, model, check for understanding
   D. GUIDED PRACTICE: monitor, adjust
   E. INDEPENDENT PRACTICE
   F. CLOSURE

21. Use positive reinforcement. Manage and respond to student conduct equitably in a variety of classroom activities (individual work, small group, and whole class activities).

22. Establish positive rapport with students.

23. Establish an equitable learning environment that includes clearly stated expectations regarding student conduct.

24. Communicate and interact respectfully with all students in a class; reinforce respectful interactions among the students in the class.

25. Practice reflective teaching; use self-evaluation as a means of self-improvement.

APPENDIX B

STUDENT TEACHER SELF-ASSESSMENT

Student Teachers are urged to reflect on and assess their performance throughout the semester by asking themselves questions from the categories below.

I. Human Relationships.
    A. With Others
        1. Do I relate comfortably to my peers?
        2. Do I relate comfortably to my university mentor?
        3. Do I welcome and seek suggestions from my university mentor?
        4. Do I respond graciously and profit from these suggestions?

    B. With Students
        1. Am I poised and confident in my work with students?
        2. Do I honor individuality, difference, and special needs?
        3. Do I retain an adult status while working at the students' level?
        4. Do I gain the confidence and respect of the students?

II. Personal Traits.
    A. Initiative
        1. Do I show an interest in assuming responsibilities?
        2. Do I participate willingly in all activities?
        3. Am I very sensitive to classroom responsibilities?
        4. Am I resourceful when the unexpected happens?

    B. Industry
        1. Am I well organized and adequately prepared for teaching?
        2. Have I familiarized myself with classroom routines and procedures?
        3. Am I conscientious in completing all tasks?
        4. Do I volunteer for additional work?

    C. Dependability
        1. Do I hand work in on time?
        2. Am I punctual for teaching and conferences?

    D. Fairness
        1. Do I treat students impartially?
        2. Do I handle problems objectively?

    E. Sense of Humor
        1. Do I see the humor in a situation in which I am involved?
        2. Do I smile easily over a funny situation?

F.   Professionalism
1.   Do I attend professional meetings?
2.   Do I read professional literature?
3.   Am I discreet in talking about teachers, students, and administrators?
4.   Do I keep my university mentor informed about my student teaching activities on a regular basis?

G. Physical Health
1.   Do I have an abundance of vitality?
2.   Do I get sufficient sleep to keep alert on the job?
3.   Do I stay home when sick so as to not infect others?

H. Mental Health
1.   Do I have a good self-concept?
2.   Am I calm in difficult situations?
3.   Do I have an objective or positive outlook?
4.   Do I budget time to take care of my personal, family, and social needs?

III.   Instructional Management.
A. Objectives
1.   Do I have well-defined objectives?
2.   Are they suitable for all students?
3.   Do they provide a framework for the lesson?
4.   Do they reflect the long-range goals of the unit?

B. Planning
1.   Are my plans directly related to the stated objectives?
2.   Do I consider the abilities and needs of the students?
3.   Am I able to deviate from plans when the situation warrants it?
4.   Do I recognize and utilize spontaneous situations that have educational value? Am I aware of the "teachable moment"?
5.   Do I have both short- and long-term objectives for teaching?

C. Methods and Techniques
1.   Do I use differentiated methods and materials that are appropriate for all students?
2.   Do I relate the content of instruction to the students' everyday lives?
3.   Do I involve the whole class?
4.   Do I employ a variety of approaches?
5.   Do I use appropriate available technology?

D. Motivation
1.   Do I show marked enthusiasm for each lesson?
2.   Do I use good illustrations to clarify concepts?
3.   Do I present the material in an interesting manner?

E. Communications
1. Is my voice clear, pleasant, and loud enough to be heard throughout the classroom?
2. Do I modulate my voice to maintain attention?
3. Do I encourage critical and creative thinking?
4. Do I ask challenging questions?
5. Do I use correct spoken and written English?

F. Subject Matter
1. Am I well prepared in the basic content and related areas?
2. Am I aware of enrichment materials and recent developments?

G. Evaluation
1. Do I use a variety of assessment approaches?
2. Do I provide opportunity for student self-evaluation?
3. Am I able to identify strengths and weaknesses in my teaching?

H. Classroom Environment
1. Do I encourage responsible behavior and self-discipline from all students?
2. Do I promote a positive classroom atmosphere?
3. Do I see ways of preventing undesirable behavior?
4. Do I involve all students in appropriate decision-making situations?
5. Do I provide approved outlets for tension and excess energy?
6. Do I anticipate potential misbehavior and its causes, and seek ways to prevent or re-channel it?

IV. Affirming Learning Environment
A. Physical Environment
1. Am I conscious of room lighting, ventilation, and temperature?
2. Am I aware of the room's appearance and ways to foster neatness?
3. Do I display materials that foster a sense of excitement about learning?

B. Emotional Environment
1. Do I seek to understand causes of student behavior?
2. Do I promote a relaxed and trusting classroom atmosphere?
3. Do I assist students in developing habits of civility and democratic living?

C. Records and Routines
1. Do I keep accurate records?
2. Do I recognize the importance of routines?
3. Do I handle routines in an efficient, time-saving manner?

D. School Policies
1. Do I seek clarification of school practices and policies?
2. Do I consider them when making decisions?

APPENDIX C
STUDENT TEACHING ORIENTATION CHECKLIST

The Student Teacher and Cooperating Teacher will include the following topics in their pre-student teaching conference.

____   Daily schedule and responsibilities.

____   Content and curriculum of courses the Student Teacher will be involved with.

____   Planning strategies (long term, weekly, daily; unit plans, lesson plans adhering to CA standards, frameworks, TPEs 1-7, etc.).

____   Books, resources and supplementary material are available to the Student Teacher.

____   Assessment of student work.

____   Affirming learning environment (i.e., Formerly known as classroom management)

____   Individual and group needs of students, e.g., student abilities, problems, special needs etc.

____   How the Cooperating Teacher plans to integrate the Student Teacher into the classroom and transition her or him to full teaching responsibilities in the first, second, and third class.

____   The Cooperating Teacher's role in mentoring the Student Teacher, observing and providing oral and written feedback, formal and informal conferencing, leaving the Student Teacher alone in the classroom, etc.

____   Classroom routines, including attendance procedures, tardy policy, dismissal routine, etc.

____   School policies, including security, discipline, drug usage, etc.

APPENDIX D

STUDENT TEACHING OBSERVATION & PARTICIPATION LOG

In addition to teaching three classes, each Student Teacher is expected to participate in a program of systematic observation and participation in school activities throughout the semester. These activities should allow the Student Teacher an opportunity to observe the total school program. The observation schedule should be facilitated by the Cooperating Teacher and the appropriate school administrator(s). Verification signatures must be obtained for each event of the observation program. **NOTE: not all programs require verification of each item. Check with your EDSS 473 instructor for directions.**

Upon completion of the student teaching assignment, **the completed log must be submitted to your EDSS 473 instructor**. The log should be an accurate reflection of the Student Teacher's participation in the life of the school.

Student Teacher	Semester / Year

School & District	Subject Area

Enter the appropriate information after observing or participating in any of the following areas:

Administration	Date	Verification Signature
Attendance Office		
Media Center		
Cafeteria		
Career Education Center		
Guidance / Counseling Office		
Library Facilities		
Nurse's Office		
Principal's Office		
Textbook Distribution Center		
Administrator for Curriculum		
Administrator for Discipline		

Subject Matter Areas	Date	Verification Signature
Art		
English		
Foreign Language		
Health Science		
Home Economics		
Industrial Technology		
Mathematics		
Performing Arts		
Physical Education		
Science (life, physical, earth)		
Social Science		
Publications (newspaper, yearbook)		

Special Classes	Date	Verification Signature
GATE, AP, Honors		
Computer Center		
ESL / LEP / NEP		
Learning Disabilities		
ROP		
Work Experience		
OH / Physically Handicapped		

Leaders in Advancing Equity & Urban Education

Professional Activities & Responsibilities	Date	Verification Signature
Department Meeting		
Faculty Meeting		
Open House / Back to School		
School Board Meeting		
Meet With Bargaining Unit Rep.		
Assist w/School-Wide Testing		
Make Home Contacts		
Attend Parent Conferences		
Supervision Duty		
Materials Requisition		

Extracurricular Activities	Date	Verification Signature
Pep Assembly		
Drama Production		
Vocal / Instrumental Music Presentation		
PTA Meeting		
Sporting Event		

Other (as assigned)	Date	Verification Signature

APPENDIX E

UNIVERSITY MENTOR OBSERVATION FEEDBACK FORM

CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

California State University Long Beach
Single Subject Credential Program
University Mentor Lesson Observation & Feedback Form
[Subject Area] University Mentor's Name:

Date: Subject: Period: Time: Observation #:

Student Teacher's Name: Cooperating Teacher's Name: School:

Teaching Performance Expectations

TPE 1: Engaging & Supporting All Students in Learning
TPE 2: Creating & Maintaining Effective Environments for Student Learning
TPE 3: Understanding & Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction & Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE: 7: Effective Literacy Instruction For All Students

Lesson Observation High-Level Overview Summary (Not Intended to Be Scripted Minute-by-Minute) Moving Around the Classroom & Shadowing the Student Teacher is Encouraged	
Student Teacher's Actions	Students' Actions
00:00 (Time Stamp)	00:00 (Time Stamp)
Areas of Strength (University Mentor's Notes)	**Areas of Growth & Next Steps** (University Mentor's Notes)
•	•

CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

Student Teacher Post Observation Debriefing:
Directions: Use these questions along with others to engage in a reflective conversation.
- **Areas of Strength:** What worked well today in the lesson and what evidence do you have to support this observation?

- **Areas for Growth:** Which areas needed more attention today in order to improve your teaching and students' learning? Why?

- **Reflection on Teacher Effectiveness:** Identify goals. What steps might you take to refine your practice and/or meet your identified goal(s)? What support is needed? How can I help?

  With the candidate, identify a TPE that is an area of growth. What are 2-3 strategies that the candidate is going to try before the next observation?
  TPE _____

  2-3 strategies the candidate is going to try (provide **why** you want to make these changes—how will students benefit—include data from classroom observations): **Example:** I want to use a more effective strategy to support students as they navigate complex texts (e.g., text sets, visual and auditory support, manipulatives, guided notes, etc.) because I noticed they can recall what they have read but they need more support to make inferences with evidence from the text to support interpretations.
  I.

  II.

  III.

APPENDIX F

<u>STUDENT TEACHING EVALUATION</u>

The official Student Teaching Evaluation is completed and submitted on S4 @ The Beach. Below is a sample evaluation for your reference.

This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) #1-7 as they appear in the *Standards of Quality and Effectiveness for Teacher Preparation Programs.* Evaluators should assess candidates as student teachers; they should not be compared with experienced members of the teaching profession.

Use the Following Rating Rubric:	
NC= Not Consistent with Standards Expectations for Beginning Practice	The student teacher provides **little or no evidence** of effective teaching practice in this category
D= Developing Beginning Practice	The student teacher provides **some evidence** of effective teaching practice in this category
P= Proficient Beginning Practice	The student teacher provides **substantial evidence** of effective teaching practice in this category
E= Exceptional Beginning Practice	The student teacher provides **consistent, extensive, high-quality evidence** of effective teaching practice in this category
N/O=Not Observed	Evidence not observed or not available at this time. Should not be construed as a negative score.

Note 1: "Evidence" of student teaching performance comes in three forms: observation, conferencing, and documents. Observations can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues, and parents. Conference discussion can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. Document analysis can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.

Note 2: N/O may appear more frequently on the Mid-Term Evaluation. It should appear only rarely on the Final Evaluation.

Note 3: The Mid-Term Evaluation is for formative assessment only. A rating of "**Not Consistent With Standard Expectations (NC)**" for an indicator in any area denotes a critical need for remediation.

Note 4: A rating of "**Not Consistent With Standard Expectations (NC)**" in **Category "G"** on the Final Evaluation by the University Mentor will result in **no credit** received for student teaching. A candidate with this rating will not be recommended for the credential.

A. Engaging and Supporting All Students in Learning (TPE 1)

Student Engagement & Participation	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies					

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students					
2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection					
3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities					
4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning					
5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation					
6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities					

B. Creating and Maintaining Effective Environments for Student Learning (TPE 2)

Affirming Student Behaviors for Learning	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community					
2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students					
3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices					
4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment					
5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments					
6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote					

culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self- management, and relationship skills)					

C. Understanding & Organizing Subject Matter for Student Learning (TPE 3 & 7)

C-1 Subject Matter Knowledge Content Specific Pedagogy	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Plan and implement evidence-based literacy instruction (integrated content and literacy instruction) grounded in an understanding of subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction for all students, aligned with California State Standards, English Language Development Standards, curriculum frameworks, educational technology standards, and CA Dyslexia Guidelines (TPE 7.1)					
2. Demonstrates the ability to use effective instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students and to encourage student effort					
3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students					
4. Uses and adapts resources, standards-aligned instructional materials, and a range of technology to facilitate students' equitable access to the curriculum					
5. Incorporates asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction). (TPE 7.3)					
C-2 Discipline Specific Pedagogies — See Appendix G					
C-3 Effective Literacy Instruction for All Students (TPE 7)					
1. Develops students' foundational literacy skills and advances progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. **[TPE 7.5]**					

2. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. [TPE 7.6]					
3. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression [TPE 7.7]					
4. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. [TPE 7.8]					
5. Promote students' content knowledge in [subject] by engaging students in literacy instruction that integrates reading, writing, listening, and speaking through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. [TPE 7.9]					
6. Monitor students' progress in literacy development using formative assessment practices (including considerations for dyslexia and literacy-based disabilities), ongoing progress monitoring (including MTSS), and diagnostic techniques (including screenings) that inform instructional decision making (including UDL). [TPE 7.2 & 7.10]					

D. Planning Instruction and Designing Learning Experiences for All Students (TPE 4)

Lesson Plans and Delivery	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Uses research-based practices and information about students to design effective unit and lesson plans, reflecting short-term and long-term goals, in collaboration with school colleagues					
2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standard					
3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation					

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning					
5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals					
6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning					
7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens					

E. Assessing Student Learning (TPE 5)

Assessment Practices	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubric					
2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime.					
3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families					
4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback					
5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students					
6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction					

F. Developing as a Professional Educator (TPE 6)

Professionalism	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with	Not Observed

				Standards	
1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning					
2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment					
3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community					
4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning					
5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor					
6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.)					
7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly					

G. Overall Teaching Effectiveness Assessment

Holistic Assessment of Performance	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. **A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching.** The candidate will not be recommended for the credential.					

H. Comments: For the Midterm Provide Formative Feedback & For the Final Evaluation Provide Summative Feedback

Indicate Three Areas of Strength

Indicate Three Areas for Improvement and Growth

Leaders in Advancing Equity & Urban Education

Other comments on Overall Teaching Effectiveness

APPENDIX G

C-2 SUBJECT SPECIFIC PEDAGOGIES EVALUATION CRITERIA

Subject Specific Pedagogies - ART	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Uses effective instructional strategies to teach the historical, cultural, and contemporary contributions of art to inform students of the role that arts play in a particular time and place, giving context to the style or technique being studied					
2. Utilizes demonstration and modeling to assist students in processing and responding to sensory information, and developing problem-solving skills to create original works of art using a variety of media and techniques					
3. Provides students with the knowledge and skills to develop criteria to evaluate culturally diverse works of art and design.					
4. Teaches students academic language specific to the arts to be used in writing evaluative, argumentative, and expository texts, discussing aesthetics, and presenting and critiquing artwork.					
5. Instructs students on the effective and ethical use of media and technology while researching, citing, and creating works of art.					

Subject Specific Pedagogies - DANCE	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Demonstrates the ability to teach state-adopted content standards for dance, including integration of dance literacy with other arts and subjects, and through a variety of dance forms with the principles, processes, skills and content of dance creation, performance, evaluation, and interpretation					
2. Demonstrates effective classroom management strategies for the organization of available space for dance instruction, appropriate behavior and safety of students, and boundaries during the participation of dance activities					
3. Demonstrates aesthetic awareness and appropriately illustrates, guides, and demonstrates correct positioning of the body					
4. Supports students to work with space, time, and energy to develop and refine their means of artistic expression through dance					

Subject Specific Pedagogies - ENGLISH	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

1. Demonstrates the ability to design and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language for all students; implements a comprehensive and systematic instructional program integrating English language development in all ELA domains					
2. Uses effective instructional strategies to develop students' skills for producing argumentative, informative, and narrative texts; implementing the writing process; conducting research projects; writing for a range of disciplines, tasks, purposes, and audiences; and integrating technology					
3. Uses effective instructional strategies to develop students' skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective					
4. Uses effective instructional strategies to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts					
5. Uses effective instructional strategies to teach formal and informal speaking and listening skills through collaboration, conversation, and presentation of knowledge and ideas					

Subject Specific Pedagogies - HEALTH	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Utilizes health education practices that are grounded in scientific research					
2. Demonstrates effective and culturally sensitive communication and advocacy skills as they relate to health education needs.					
3. Demonstrates the use of risk assessment skills and prevention strategies to health-related issues.					
4. Uses effective strategies to develop problem solving and critical thinking skills to help promote healthy behaviors.					

Subject Specific Pedagogies – WORLD LANGUAGES	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Demonstrates a high proficiency in the language and culture that allows them to conduct classes effectively in the target language.					
2. Instruction is provided in the target language and is comprehensible to students; uses English only when necessary.					
3. Provides relevant and personalized comprehensible input, practice, and assessment in the target language.					
4. Understands language acquisition theory and how it guides language lesson planning, delivery, and assessment.					
5. Provides an adequate balance of grammar, communication, culture, reading and writing in lessons.					

Subject Specific Pedagogies - MATH	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Demonstrates the ability to design and deliver instruction that enables students to understand basic mathematical computation, concepts, advanced symbols, and notation and to use them to solve both basic and novel problems.					
2. Uses effective instructional strategies to develop students' skills to construct logical arguments, both orally in writing, that are based on sound reasoning, substantive claims, and relevant evidence.					
3. Uses effective instructional strategies that enable students to solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representation.					
4. Demonstrates the ability to design and deliver lessons that engage students in the Eight Standards for Mathematical Practice and develops the academic language required to meaningfully engage in the content.					

Subject Specific Pedagogies - MUSIC	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
5. Teaches students to read and notate music and all its expressive elements					
6. Uses effective conducting and non-verbal communication techniques					
7. Models expressively and skillfully on primary instrument or voice and keyboard skills as appropriate					
8. Teaches students to engage with musical actions, e.g. sight-singing, sight reading, improvising, composing, and arranging					
9. Demonstrates developing aural musicianship and error detections skills; knowledge of transpositions and fingerings as appropriate					

Subject Specific Pedagogies – PHYSICAL EDUCATION	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Ability to develop and implement procedures for assuring a safe and productive learning environment including the care and use of equipment and the careful organization and monitoring of activities.					
2. Designs instruction that supports the development of students' dispositions towards a healthy lifestyle and their ability to reflect on and solve problems to minimize barriers to physical activity participation.					
3. Balances the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity.					

Subject Specific Pedagogies - SCIENCE	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Demonstrates the ability to design and deliver instruction of increasing complexity in science, emphasizing the nature of science, scientific investigation and experimentation, the integration of engineering; implements a comprehensive and systematic program with explicit connections between science, society, technology, and the environment.					
2. Uses effective strategies to develop students' skills to integrate mathematical concepts and practices, including the importance of accuracy, precision, and estimation data and literacy.					
3. Uses effective strategies to develop students' skills for demonstrating and encouraging multiple ways to measure and record scientific data, including the use of mathematical symbols.					
4. Uses effective instructional strategies that support engaging students in disciplinary practices that foster evidence-based explanations and augmentations to write opinion/persuasive and expository text.					

Subject Specific Pedagogies – SOCIAL SCIENCE	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Enables students to learn and use analytical and disciplinary thinking skills in history and social science					
2. Engages students with inquiry and topics of disciplinary significance rather than focusing upon learning of discrete pieces of information that do not connect to larger patterns or issues of significance					
3. Selects and uses appropriate primary and secondary texts and artifacts to promote understanding of a historical period, development, region, or society					
4. Enables students to read, comprehend, source, and evaluate increasingly complex texts, images, graphs, and media to assess their evidentiary basis within arguments					
5. Content acquisition coheres to a disciplinary thinking skill or substantive concept, and students learn how cultural and contemporary perspectives inform historical representations					

APPENDIX H

<u>MIDTERM ACTION PLAN</u>

CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

Single Subject Credential Program
Midterm Action Plan Fall 202X or Spring 202X

Date: Student Teacher's Name: Subject:

School: Cooperating Teacher's Name: University Mentor's Name:

Teaching Performance Expectations

TPE 1: Engaging & Supporting All Students in Learning
TPE 2: Creating & Maintaining Effective Environments for Student Learning
TPE 3: Understanding & Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction & Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE 7: Effective Literacy Instruction for All Students

Midterm Observation Summary
Areas of Strength
▪ Identify 2-3 TPEs to convey the candidate's areas of strength
Areas for Improvement & Action Plan
▪ Identify 2-3 TPEs to convey the candidate's areas for improvement or continued growth by the end of the student's semester at the school site.   ▪ Collaborate with the cooperating teacher(s) and student teacher to document and set goals that are specific, measurable, attainable, relevant, and timely

Revised Fall 2024

APPENDIX I

FINAL EVALUATION INDUCTION PLAN

CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

California State University Long Beach
Single Subject Credential Program
Final Evaluation Induction Plan—Add Semester Here

Date: Subject(s):   School:

Student Teacher's Name: Cooperating Teacher's Name(s):   University Mentor's Name:

Final Evaluation Induction Plan
General Areas of Strength
General Areas for Growth
Recommendations for Professional Development and Growth in the Candidate's Clear Program
Teaching Performance Expectations
TPE 1: Engaging & Supporting All Students in Learning   TPE 5: Assessing Student Learning TPE 2: Creating & Maintaining Effective Environments for Student Learning   TPE 6: Developing as a Professional Educator TPE 3: Understanding & Organizing Subject Matter for Student Learning   **TPE 7: Effective Literacy Instruction for All Students** TPE 4: Planning Instruction & Designing Learning Experiences for All Students
Directions: Document the appropriate TPE focus areas for teacher induction. Collaborate with the mentor teacher(s) and student teacher to set goals that are specific, measurable, and attainable.

_____   _____
Student Teacher's Signature: University Mentor's Signature:

APPENDIX J

<u>SEXUAL HARASSMENT AND</u>

<u>STATEMENT ON CIVILITY & ACTS OF VIOLENCE</u>

<u>The Definition of Harassment:</u>

Harassment is unwelcomed and/or offensive conduct on the basis of any protected status, which include race, color, religion, national origin, ancestry, age, sex, sexual orientation, marital status, veteran status, physical disability, mental disability, or medical condition, and:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, grade, or academic progress;

2. Submission to or rejection of such conduct by an individual is used as the basis or threatened to be used as the basis for employment or academic standing or assessment affecting an individual; or

3. Such conduct is so severe or pervasive that its effect, whether or not intended, creates an environment* that could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as intimidating, hostile, or offensive.

Sexual harassment is a form of discrimination that is specifically addressed by legislatures and courts and is one of the most prevalent forms of discrimination. There may be sexual harassment by those of the same sex as well as by those of the opposite sex.

"Sex" includes but is not limited to: the victim's actual sex; the harasser's perception of the victim's sex; the harasser's perception of the victim's identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with victim's sex at birth.

*A hostile environment may exist when such conduct is persistent and/or pervasive and when it unreasonably interferes with an individual's ability to participate, learn, and/or work. Factors considered in determining whether an environment is hostile include whether the conduct was:
- verbal or physical or both
- a single incident or a pattern of behavior;
- perceived to be hostile or offensive to a reasonable person;
- exercised by an individual in a position of authority; and/or
- directed to one or more individuals or class of individuals

Statement on Civility and Acts of Violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, but also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives:
1) to prevent violence from occurring; and
2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct.

The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse or damage to an individual or her/his/their belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior, which by intent, act, or outcome harm themselves or others.

APPROVED BY THE ACADEMIC SENATE ON OCTOBER 9, 1997

APPENDIX K

<u>PROFESSIONAL CODE OF CONDUCT</u>

CED Code of Professional Conduct:

Please read the Code of Professional Conduct before your advisement appointment in EDSS 300. If you have any questions, please ask your program advisor.

The College of Education (CED) defines professional conduct as a student's ability to consistently demonstrate professional behaviors and ethical practices in classroom and clinical practice settings, as well as in the organizations (e.g., schools) and communities served.

1. *Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.

3. **Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.

4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

I acknowledge, understand, and agree to the CED standards and expectations for professional conduct outlined in this document.

Student Signature_____**Date**_____

NOTES:

*Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development, which may conduct a parallel investigation process in addition to the CED referral process. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

**If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. CED students must adhere to this CED professional conduct policy in addition to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development. All Title IX related issues will be referred to the CSULB Office of Equity and Diversity.

APPENDIX L

LIABILITY & WORKER'S COMPENSATION INSURANCE

Liability Insurance

During the student teaching semester, Student Financial Services will be assessing an $8.00 fee for liability insurance. This insurance will cover Student Teachers for up to $5,000,000 per "incident," up to a maximum on $15,000,000, if s/he is sued by a student, parent, etc. while completing student teaching. For more information regarding this fee, contact Student Financial Services at 562-985-5471 (Option 3).

The Single Subject Credential Program also highly encourages Student Teachers to purchase additional coverage. This can be done for a nominal membership fee of $30.00 to the Student California Teacher Association (SCTA). SCTA provides $1,000,000 liability insurance and legal protection when working with students as a part of preparation to be a teacher. For more information on how to become a member, visit the SCTA website at http://www.cta.org/membership/SCTA/join/

Worker's Compensation

If traditional Student Teachers are injured while student teaching, they are covered under the CSULB Worker's Compensation program at no fee.

If intern Student Teachers are injured on the job, it is the responsibility of the school district to provide Worker's Compensation, since interns are employees of the district.

ANY Student Teacher or University Mentor injuries should be reported immediately to Cheryl Velasco at 562-985-2366.