Student Teacher/Master Teacher Handbook
2018/2019

Clinical Practice: Student Teaching Multiple Subject
Clinical Practice: Student Teaching Single Subject
Clinical Practice: Student Teaching Education Specialist

Dear Student Teacher Candidate:

Welcome to a significant transition point in your professional development! You are entering one of the most challenging yet extremely satisfying professions.

Student teaching is the capstone experience and culmination of the preliminary teaching experience. Through this experience, you will demonstrate your professional competence in the California Teaching Performance Expectations (TPEs) and your ability to assume the multiple roles and complex responsibilities of a highly qualified educator.

Over the next two terms, you will be mentored by experienced practitioners. Your university mentor will provide reflective supervision through onsite observations and discussions and your master teacher will serve as a role model and guide your practice in his or her class or teaching situation. Student teaching is your opportunity to evaluate your practice, problem-solve concerns, and refine your instructional and other professional skills.

If you have any questions about your student teaching assignment or experience, please do not hesitate to contact the Clinical Practice Coordinator or your Student Advisor.

Our best wishes for a successful and enjoyable beginning to your chosen profession as a special educator.

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About Alliant International University

Alliant International University was founded on July 1, 2001, as the result of the combination of two Universities: Alliant University (formally California School of Professional Psychology) and United States International University. The decision to combine these two institutions was made based on the compatibility reflected in their respective missions and values. Alliant International University has campuses located in Los Angeles (Alhambra), Irvine, Fresno, Sacramento, San Francisco, and San Diego (Scripps Ranch).

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability
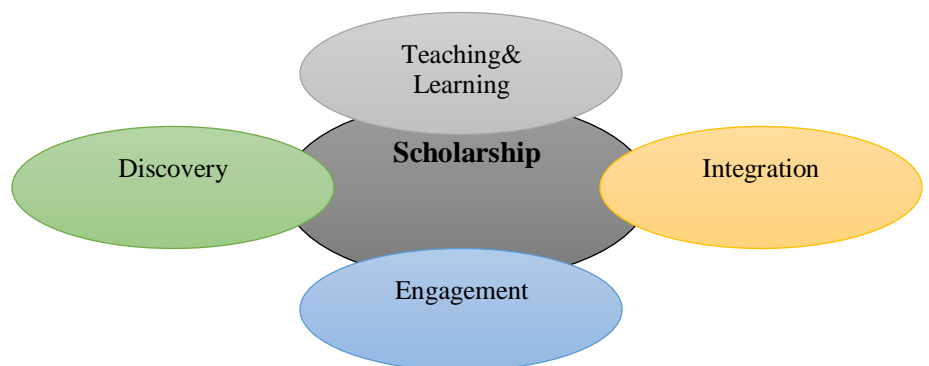**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

> Discovery - generating new and unique knowledge;
> Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
> Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
> Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

Finding Who and What You Need

Name	Position	Phone Number	Email
Dr. Stephen Cochrane	Statewide Program Director of Special Education	(858) 414-0634	Stephen.cochrane@alliant.edu
Dr. Sonja Arnak	Statewide Program Director of Teacher Education and MAE in Teaching		Sonja.arnak@alliant.edu
Credential Analyst	Credential Analyst		Csoe.credentials@alliant.edu
Lisa Mauricio	Teacher Education Professor	(562) 652-2368	lmauricio@alliant.edu
Leah Felson	University Field Placement Coordinator	(415) 310-7596	lfelson@alliant.edu
Beverly Palley	TPA Coordinator and Associate Professor for Teacher Education		bpalley@alliant.edu
Willow Pergl	Student Advisor- Education Specialist	(858) 635-4435	Willow.pergl@alliant.edu
Gail Sullivan	Student Advisor- Single Subject Candidates	(858) 635-4421	Gail.sullivan@alliant.edu
Celia Lopez	Student Advisor- Multiple Subject	(626) 270-3311	clopez@alliant.edu

Web Resources

Education Links
- **AmeriCorps:** http://www.americorps.gov/
- **CA Commission on Teacher Credentialing**: http://www.ctc.ca.gov/
- **CA Student Aid Commission, APLE Program:** http://www.csac.ed.gov/doc.asp?id=111
- **CBEST:** http://www.cbest.nesinc.com/
- **CSET:** http://www.cbest.nesinc.com/
- **Job Search:** www.edjoin.org
- **RICA (Reading Instruction Competence Assessment):** www.rica.nesinc.com
- **Teach California:** http://www.teachcalifornia.org/
- **Teaching Foundations Examination:** www.ets.org
- **Teach Grant:** http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp

Alliant website: www.alliant.edu
- **Quick links** for web and portal – click gold box that says "Student and Faculty Portal" and then look on the right side of the page that opens.
- **Academic Calendar:** calendar.alliant.edu
- **Alliant Library:** http://library.alliant.edu/
- **Course Catalog**: www.alliant.edu/catalog

- **Financial Aid:** www.alliant.edu/finaid
- **People Finder:** A search engine to find staff and faculty emails and phone numbers can be found at the top of the Quick links page: http://www.alliant.edu/wps/portal
- **Alliant Registrar:** (Forms for address change, name change, leave of absence, web registration instructions, withdrawal from university: www.alliant.edu/registrar/
- **Teachers***CHOICE* **teacher candidates' & TPA website**: http://alliantteacherschoice.com
  - Scroll to bottom of page and click the link that says "Current Students: Click here for California Teaching Assessment"

IT Help

If you need further assistance, contact the Helpdesk at (858) 635-4357 or helpdesk@alliant.edu.

What is Student Teaching?

Student teaching is both a learning experience and a time when your professional competencies will be evaluated. During this supervised fieldwork assignment, you will be expected to develop and showcase your skills as a teacher until you are able to successfully plan and implement all the learning experiences for the students in your classroom or on your caseload.

It is important that you have a solid understanding of the expectations as you begin your student teaching assignment. The purpose of this handbook is to clarify the requirements for student teaching, and to delineate the roles and responsibilities of the student teaching team.

Please take the time to familiarize yourself with the guidelines and policies in this notebook. Understanding these guidelines will help make your student teaching a positive and successful experience.

The Student Teaching Team

The student teaching team is made up of three members, each with a critical role to play in the success of the student teaching experience.

1. The student teacher: a teacher credential candidate who has been cleared to student teach by the Credential Office.

2. The master teacher: a credentialed teacher who provides guidance, support, and reflective supervision to the student teacher.

3. The university mentor: a university faculty member who collaborates with the master teacher and the student teacher to provide feedback, reflective supervision, and guidance to the student teacher.

Student Teaching Partners:

A. Student Teacher –Candidate: When the Teacher Preparation Program Candidate has completed all program requirements for Candidacy; he/she is eligible for Student Teacher Placement.
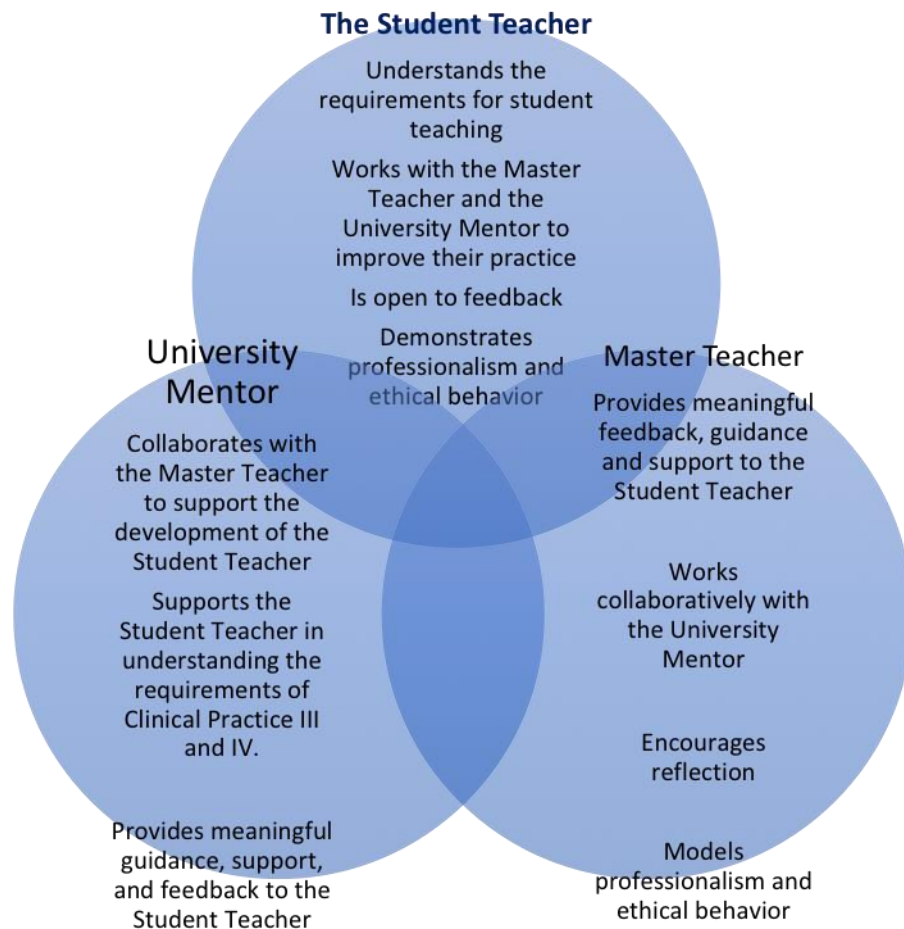
B. Master Teacher: The Student Teacher – Candidate is placed with a Master Teacher during the student teaching field placement. This site Master Teacher is eligible to guide the field service of the Student Teacher based on designated criteria.

C. Local School Administrator: Either the building principal or assistant principal serves as liaison between the University placement and the Master Teacher. Through discussion and negotiation with the University Mentor, the local school administrator recommends a building teacher to serve, as appropriate, as the designated Master Teacher. Selection of a Master Teacher is the initial responsibility of the local school administrator, supporting a match between Student Teacher and Master Teacher

D. University Mentor: The University Mentor is a representative of the University, working with the Student Teacher to advance competency and pedagogical practice. The University Mentor observes the assigned Student Teacher three (3) times in the classroom. Each observation is preceded by a planning conference and followed by a post-observation conference. Assessment of student teaching is provided by the University Mentor.

E. University Field Coordinator: Placement of each student teacher is in collaboration with the University Mentor.

The Student Teacher

Understands the requirements for student teaching

Works with the Master Teacher and the University Mentor to improve their practice

Is open to feedback

Demonstrates professionalism and ethical behavior

University Mentor

Collaborates with the Master Teacher to support the development of the Student Teacher

Supports the Student Teacher in understanding the requirements of Clinical Practice III and IV.

Provides meaningful guidance, support, and feedback to the Student Teacher

Master Teacher

Provides meaningful feedback, guidance and support to the Student Teacher

Works collaboratively with the University Mentor

Encourages reflection

Models professionalism and ethical behavior

Tips for a Successful Student Teaching Experience

Remember, first impressions can last a lifetime! The following will help you in your new role as a Student Teacher.

Appearance and Attire

- Avoid wearing jeans or very casual clothing unless the activities of the day specifically call for it.

- Wear shoes appropriate to the workplace. Rubber flip-flops are not appropriate or safe.

- Do not wear clothing that exposes the midriff or lower back. Avoid halter-tops, spaghetti straps and shorts or short dresses. Avoid t-shirts with inappropriate logos. If you present

- Always keep in mind that teachers are role models for the students they teach.

- 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 Supervisor will be of greater

assistance if the Student Teacher is open, flexible, able to accept constructive feedback, and willing to take risks to extend his/her 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 and the lives of teachers. For the same reason, Student Teachers should attend and volunteer to supervise school events, as appropriate.

- All members of the triad should agree on the timeframe in which the Student Teacher takes over classroom responsibilities.

- 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

- Student teaching is a full day, Monday-Friday

- Student Teachers, Master Teachers, and University Mentors should be in close communication to determine when the Student Teacher should become fully responsible for each of the three classes. This enables the Student Teacher to assume classroom responsibilities at a pace consistent with his/her developmental readiness.

- 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 Master 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 Master Teacher and the University Mentor.

- The Student Teacher must demonstrate the ability to teach and communicate with students that are ethnically and culturally diverse. Split placements may be assigned to ensure that the Student Teacher has the opportunity to work in diverse settings. Split

placements are student teaching assignments divided between different schools varying in demographic make-up.

- Student Teachers should note that the university calendar may not coincide with the district calendar. Student Teachers are required to follow the calendar at his/her teaching site and are expected to finish the entire term. Alliant'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 Alliants' vacation periods. Student Teachers must complete a full 16 weeks of student teaching (or two eight weeks terms).

- 100% attendance is required and expected from all Student Teachers.

- It is the Student Teacher's responsibility to notify the Master Teacher well in advance if s/he must miss a day of student teaching.

Criteria for Student Teaching Placement

- Placement identification, selection, and monitoring is the responsibility of the University Field Coordinator, in collaboration with the local school district and school administrator, with appropriate consideration for the needs and responsibilities of the Student Teacher and Master Teacher.

- The selected school placement site must effectively implement State adopted academic core curriculum and standards.

- The selected school placement site must be accredited by the State of California

- The selected school placement site must have a culturally diverse student population of at least 10% in each of the following categories, Special Education, ELL and Low Socio-economic status.

- Student Teachers are encouraged, during their two, eight week terms of placement, to be placed in two different teaching settings, if appropriate.
    o Multiple Subject Candidates will be placed in classrooms settings, which include two or more of the following grade clusters: K-2 and 3-6. Documented fieldwork experience with beginning readers is required.
    o Single Subject Candidates will be placed in classroom settings in two or more subject-specific teaching assignments that differ in content and/or grade level in the following grade clusters: 7-9 and 10-12. A minimum of three academic periods a day is required.

Student Teachers are required to do one period of observation and one period of preparation per day.
- o Observation in ESL, AVID, SDAIE, and special needs classrooms is strongly encouraged.

Requirements of Master Teacher:

The local school administrator will, in consultation with the University Field Coordinator, appropriately place Student Teachers as guided by this handbook. The local school administrator will assure the receiving Master Teacher:

- Has a minimum of three years experience as a credentialed teacher in California.
- Is credentialed in the parallel field(s) sought by the Student Teacher.
- Is familiar with and gives evidence of exemplary implementation of the state adopted academic curriculum content standards, Common Core State Standards, and the Teacher Performance Expectations.
- Gives evidence of effective development and implementation of classroom management strategies.

Length and Time of Student Teaching:

Elementary

Under the direction of the Master Teacher, each Elementary Student Teacher should do the following: (after required observations and participation)

- Teach at least 8 weeks in a lower-grade level placement (K-2).

- Teach at least 8 weeks in an upper-grade level placement (3-6).

- Progressively go from "observer" to having full responsibility for running the classroom over each 8-week period. It may be the case that one student teacher will progress towards being able to assume full control of the classroom at a faster pace. Nonetheless, each candidate should be given the opportunity to experience full control of the classroom during each 8-week period.

Secondary

Under the direction of the Master Teacher each Secondary Student Teacher should do the following:

- Spend at least 16 weeks in a junior or senior high school working with one or more Master Teachers.

  - Teach at least 8 weeks in a lower-grade level placement (7-9).

  - Teach at least 8 weeks in an upper-grade level placement (10-12).

  - Progressively go from "observer" to taking full control of teaching the equivalent of 3 separate periods. It may be the case that one Student Teacher will be able to experience full control sooner than others. Nonetheless, each candidate should assume full responsibility for teaching three periods within the final two weeks of each placement.

Education Specialist

Under the direction of the Master Teacher, each Elementary Student Teacher should do the following: (after required observations and participation)

- Teach at least 16 weeks in two different placements
    - For example: One eight weeks in elementary and one in secondary, or one set of eight weeks in an inclusion setting and the second eight weeks in a special day class setting.
- Progressively go from "observer" to having full responsibility for running the classroom over each 8-week period. It may be the case that one student teacher will progress towards being able to assume full control of the classroom at a faster pace. Nonetheless, each candidate should be given the opportunity to experience full control of the classroom during each 8-week period.

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.

Working with Your Master Teacher and University Mentor

The roles of your Master 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 Master Teacher and University Mentor in a timely and professional manner.

- This is a time for self-appraisal, analysis and reflection with a view toward continuing your improvement in teaching effectiveness.

- 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.

- You will work with similar standards, the California Standards for the Teaching Profession, throughout your teaching career. The evaluation of your student teaching will be done from the perspective of you as a novice teacher. You will not be expected to perform these standards at the level of an experienced classroom teacher.

- Though you will be evaluated as a novice teacher based on your teaching performance, both your Cooperating Teacher and your University Supervisor 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.

- 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.

RESPONSIBILITIES OF THE STUDENT TEACHING PARTNERS

THE STUDENT TEACHER

1. Meet with your Master Teacher as early as possible after the teaching assignment has been made and review program expectations.
   - Utilize your School Handbook as a guide as you locate the public school facilities you will be using, e.g., library, textbook room, computer room, audio/visual supplies, work room, playground, cafeteria, etc.
   - Obtain a school faculty handbook, student handbook and/or substitute's handbook, and review administrative regulations, rules and routines.
   - Set-up Lesson Plan Book and File with Master Teacher.
   - Review the curriculum to be covered in the class.
   - Check out textbooks and other teaching materials.
   - Send your calendar of teaching days to your University Mentor and to the University Field Coordinator for approval.

2. Before teaching lessons**,** submit plans, using the California School of Education Lesson Plan Template, to Master Teacher for review. The lesson plan will also be shared with your University Mentor.

3. Contact the public school office or the Master Teacher, AND also the University Mentor, as far in advance as possible if you are going to be absent or late. Over five (5) absences will impact course grade. Over ten (10) absences will require an extension of the field placement.

4. With the planning assistance of your Master Teacher, observe other experienced teachers in their classrooms, preferably outside the grade level assignment.

5. Involve yourself in the total school program by attending, when feasible, school assemblies, faculty meetings, P.T.A. meetings, sports events, stage productions, parent conferences, etc.

6. Meet with your Master Teacher apart from class on a regular basis for instructional planning, critique, and feedback. Discuss upcoming lessons and daily activities.

7. Adhere to the Code of Ethics of The Education Profession: http://www.cta.org/Press/CodeOfEthics or http://www.nea.org/code.html.

8. Be familiar with and demonstration competency in implementation of:

   - The California Common Core State Standards (CCSS)

   - The CCTC *Program Standards* www.ctc.ca.gov/profserv/progstan.html

   - The Teacher Performance Assessments: http://www.ctc.ca.gov/educator-prep/TPA.html

   - The Teacher Performance Expectations

9. Discuss with your Master Teacher the evaluation of students in the class.

10. Meet regularly with the University Mentor to discuss professional growth.

11. Engage often in self-evaluation and reflection and complete E-Journals as required.

12. Reflect on lessons (using the CSOE Lesson Plan Template) and discuss with your Master Teacher.

13. Abide by the regulations of the University and of the school district.

14. Communicate any concerns to your Master Teacher and/or University Mentor immediately.

15. Observe, develop and implement exemplary teaching skills as you gradually assume full responsibility for the classroom.

16. Perform all assigned tasks responsibly and promptly, meeting school deadlines.

17. Arrive at school and leave school exactly as regular teachers do. That is, keep a regular teacher's daily schedule.

18. Present well-developed lesson plans to your Master Teachers for review prior to teaching lessons, using the CSOE Lesson Plan Template.

19. Act, dress, and appear in a professional manner at all times.

20. Complete all coursework.

When in the role of teacher, your competency will be based on your implementation and successful demonstration of the *Teacher Performance Expectations.* Additional guidelines include:

1) Interact cordially and constructively with associates in the schools.

2) Volunteer for instructional, extra-curricular and maintenance tasks.

3) When confronted with a criticism, respond constructively.

4) Demonstrate knowledge of subject matter through clarity of presentations.

5) Prepare daily lessons that reflect an understanding of students as well as learning theory and methodology.

6) Make expectations explicit to the students.

7) Use a wide repertoire of teaching skills and strategies.

8) Prepare and use a variety of media as a means for achieving instructional goals.

9) Be skillful in conducting discussions and use effective questioning techniques.

10) Maintain effective classroom control.

11) Provide opportunities for students to practice self-discipline.

12) Be able to conduct lessons with large groups of students and maintain a leadership role.

13) Be able to individualize instruction and differentiate your lessons to meet the needs of each student.

14) Implement democratic values in the classroom.

15) Show respect for each student as an individual.

16) Maintain accurate records for grades, attendance, and parent contacts.

THE MASTER TEACHER

The Master Teacher is a regularly employed public school teacher who has volunteered, and has been selected by local school district administrators based on pre-established criteria, to assist in the practical classroom training of prospective teachers. The local school administrator will assure required University standards of selected Master Teachers.   Master Teachers render an invaluable service to the profession.

As a Master Teacher you are an important model. The Student Teacher knows that you were selected as a guide because of your overall professional qualities. He or she notes your outlook in life (personal philosophy), your relationship with teachers, custodians, secretaries, parents and pupils, and your attitudes towards teaching as a profession.

Professional ethics and enthusiasm are contagious. Your high standards for teaching, and your sense of dignity and feeling for our profession will potentially make a life-long impression on your Student Teacher. The Student Teacher is part of your legacy and you are to be commended for choosing to share your expertise.

The Master Teacher is Responsible To:
1) Teach demonstration lessons.

2) Model professional and effective teaching. Assure observations and discussion of the following strategies:

   a. Classroom management

   b. Instructional strategies inclusive of strategies for:

   - English language learners (EL)

   - Specially Designed Academic Instruction in English (SDAIE)

   - Students with special needs

   - Reading instruction and competency

3) Assure and support Student Teacher completion of required *TPA Tasks*.

4) Allow the Student Teacher to begin teaching one formal lesson per day as soon as possible. The CSOE Lesson Plan Template is required by the university and the Student Teacher may practice completing the Template in advance by observing the Master Teacher's lessons.

5) Assure full-day instruction by the Student Teacher for a minimum of two weeks at the end of the placement period.

6) Coach the candidate to address the Teaching Performance Expectations (TPEs) as they apply to instruction and daily classroom and professional activities.

7) Supervise and evaluate the lesson plans of the Student Teacher.

8) Guide the Student Teacher through teamwork and conferences.

9) Work closely with the University Mentor.

9) Make daily informal evaluation of the Student Teacher's work and complete a midterm progress report for the University Mentor and Coordinator.

10) Share your classroom, students and expertise.

11) Provide appropriate **space** to the student teacher.

12) Inform the Student Teacher of school building policies and procedures.

13) Introduce the Student Teacher to your students, to faculty, and to staff.

14) Complete a letter of recommendation for the confidential file of the Student Teacher.

In addition to classroom instruction, it is helpful for the Student Teacher to become familiar with or experience major activities and duties for which teachers are usually responsible. The following points suggest some of these areas:

1) Participating in/or observing staff meetings, in service meetings, school Open House, and selected parent-teacher conferences.

2) Gaining experience in long range planning, in referring to curriculum guides and learning how to use them.

3) Acquiring knowledge of special services provided in the school system.

4) Participating in/or observing such out-of-class responsibilities as playground supervision, school projects, or sponsorship of student service organizations.

5) Assisting with room environment.

6) Becoming familiar with the use and interpretation of various school records (such as cumulative record cards and pupil progress reporting forms) and with the school's testing program.

7) Visiting any available instructional materials center and becoming familiar with available instructional and technological resources.

8) Use one major criterion in selecting activities: What will the Student Teacher learn from the activity?

9) Visiting other classrooms in the building and school system where excellent teaching is going on.

The following points suggest information about your Student Teacher, which may assist you in learning to know him or her better and in planning classroom experiences accordingly:

1) Previous teacher training.

2) Current University program, class load, and schedule.

3) Previous contacts with children.

4) Outside demands on his or her time.

5) Hobbies and special interests.

6) Areas of most and least confidence.

7) Attitudes towards people and learning.

8) Available technology.

Orientation which you provide for Student Teachers may include the following:

1) Becoming familiar with the school site - such points as rest rooms, parking facilities (and permits), faculty eating areas, room locations, playground areas, use of the lounge, working room facilities, stock room organization (including the procedure to be followed in obtaining needed supplies), and the location of decentralized materials.

2) Learning to know other school personnel and their roles in the school: the Principal, other teachers, secretary, custodian, nurse, district counselor, and other auxiliary personnel.

3) Becoming familiar with district and school philosophy, policies and routines.

4) Developing an understanding of the nature/culture of the school, the district, and the community, gaining insight into the total school organization, understanding the building's unique aspects, and learning about the pupils and the nature of the class.

5) Learning where and how to obtain instructional materials or equipment, find supplies, operate equipment, and locate needed curriculum manuals or handbooks.

A successful beginning for a student teacher is of extreme importance. Vital to such a beginning are (1) the Master Teacher's acceptance of the Student Teacher as a co-worker and (2) conveying this feeling to the class. There are many things, which can be done to help the Student Teacher establish rapport and get off to a good start. Some specific suggestions for mentoring by Master Teachers are the following:

Suggestions for Mentoring Student Teachers

1) Prepare the class in advance for the Student Teacher's assumption of all classroom responsibilities. The age and maturity of the group, as well as whether or not they have had previous student teachers, will help determine the extent of the discussion needed. If information about the student teaching is given freely, most children will have a stronger desire to assist "their Student Teacher" to have a successful experience.

2) Assist the Student Teacher to learn basic ways of performing this transition without stifling creativity. Help him or her understand that there is more than one good way to present various lessons.

3) Let the Student Teacher observe you teach each area before teaching it, followed by cooperative planning before teaching. Completing a lesson plan, using the CSOE Lesson Plan Template while observing, is a way to develop the Student Teacher's skills in lesson planning and will pave the way for future detailed planning.

4) Let the Student Teacher observe your teaching of a subject again after he or she has taught it. Such observations need to be provided intermittently. Great insight can be gained by the Student Teacher after he or she has had experience teaching a specific area.

5) For observations to be truly productive, Student Teachers should be active observers, utilizing Co-observation Forms or Lesson Plan Templates.

6) Let the Student Teacher assume more and more responsibility as he or she demonstrates the ability to do so.

7) Give the Student Teacher all the tips you can in order to prevent difficulties.

8) During this stage, there should be cooperative planning for the Student Teacher's first units of actual teaching.

9) The Master Teacher provides the necessary support in the form of approval of all lesson plans, advance discussions, observation and evaluation, and constructive encouragement and criticism on a continuing basis.

THE UNIVERSITY MENTOR

The University Mentor has expertise in K-12 classroom teaching. University Mentors are either former school administrators or former Master Teachers.

The University Mentors is responsible for and will:

1) Provide a minimum of two (2) Progress Assessments, noting Candidate TPE competency each term.

2) Conference with Student Teacher on site as well as by phone or appointment before and after each observation.

3) Conference with Master Teacher throughout the Student Teaching experience.

4) Oversee assessment process in accordance with guidelines leading to recommendation for the state credential.

5) Write letters of recommendation for each applicant for employment.

6) Work collaboratively with the University Field Coordinator.

With the successful completion of the student teaching experience the University Mentor recommends the Student Teacher for successful placement by signing the Summative Assessment, which signifies that quality standards for the supervised field experience have been met.

EVALUATING THE STUDENT TEACHER

Evaluation of the Student Teacher is an ongoing process. However, during any given semester of CSOE's student teaching program, provision is made for two summative evaluations (Quarterly Assessments) by the Mentor. This form indicates where the Student Teacher is in relationship to the areas of performance (*TPEs) observed by the University Mentor and is the evaluation of record.

In addition, the University Mentor completes three (3) formative Progress Assessments in each of the 8-week cycles, for a total of six (6) Progress Assessments at the end of the 16 week experience. The Progress Assessments also indicate how the Student Teacher is progressing in the areas of performance (Teaching Performance Expectations (TPEs)).

Finally, a Summative Assessment ensures the Student Teacher has met the Teaching Performance Expectations.

STUDENT TEACHING AND LESSON PLANS

The Master Teacher may wish to consider the following points in establishing procedures for lesson plans with the student teacher:

1) Since a lesson plan is an essential tool for effective teaching, and since it plays such an important role in communication between the cooperating teacher and Student Teacher, the Student Teacher should expect to teach only if he or she has submitted a completed lesson plan for the day.

2) Lesson plans need to be submitted at a time specified by the Master Teacher so there is enough time for checking, approving, and making necessary revisions before the actual teaching.

3) All lesson plans must follow the CSOE Lesson Plan Template.

4) Student Teachers need experience in block planning and weekly planning, as well as with more detailed daily plans.

5) Student Teachers should be encouraged to reflect on each lesson. If in the actual teaching of the lesson the plans do not seem to have worked out, an analysis should be made to see what adjustments should or could have been made.

<div align="center">

Assessment Process for Student Teaching:

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This assessment process is divided into three parts: daily, periodic, and final:

a. **Daily Assessment:** This consists of an ongoing dialogue between the Master Teacher and

b. Student Teacher concerning what is going well and what can be done differently. In addition, the University Mentor completes a Progress Assessment after each regular observation for important instructional areas on which to focus. Assessment and considerations for growth, discussion, and focused activity are guided by the noted TPEs on every assessment document.

c. **Periodic Assessment:** This summative and formative assessment process consists of completing the following assessment forms at regular intervals according to the dates as shown below.

   ➢ Progress Assessments- serving as formative assessments by the University Mentor and Master Teacher each term.
   ➢ E Journals- The purpose of the E-Journal (Electronic Journal) is to establish communication and reflection between the Candidate and the University Mentor on topics of relevance in relation to the Teaching Performance Expectations (TPE), pedagogy coursework and the Professional Development Plan.
   ➢ Quarterly Assessment- is a summative scoring rubric based on the California Teaching Performance Expectations (TPEs) with the California Teaching Performance Assessments (TPAs) embedded within the required task items.

During student teaching, the cycle of three (3) formal observations by the University Mentor allows the Candidate opportunity for direct growth and focused improvement in performance. This guidance takes place in a supportive environment of open, honest, and clear communication among the University Mentor, the Master Teacher, and the Student Teacher. Comprehensive lesson plans and presentation of related materials are required of the Student Teacher at each formal observation. Each observation involves three components:

1. The *preconference* is an opportunity for the University Mentor and the Student Teacher to review the prepared lesson plan and discuss each component of the lesson. Also, assurance is provided regarding the inclusion and awareness of the Master Teacher in this proposed lesson plan.
2. The *observation* occurs three (3) times during the term. Each observation must be a minimum of 45 minutes. At least two observations should occur during the Student Teacher's final two weeks of full-day teaching, with opportunity to include the Master Teacher in the planning and evaluation of each lesson.
3. The *Post Conference* is an opportunity for the University Mentor and the Student Teacher to discuss the observation and the resulting report which is presented at this conference. The Master Teacher may or may not be present at this conference. The post conference should occur within three days of the observation, but preferably following it. It is an opportunity for the Student Teacher to reflect and analyze his or her teaching and to problem solve for improved practice and planning, assuring continuous and focused growth. The University Mentor makes clear and concise observations and comments as well as related recommendations. Collaboratively, the University Mentor and Student Teacher problem solve and identify a plan for growth and improvement. Together, the University Mentor and Student Teacher identify teaching targets for the next observation.

The Master Teacher completes the Progress Assessment form after the 4th week, giving the University Mentor and the Student Teacher time to correct or strengthen important areas of instruction and performance before the eight-week commitment ends.

Final Exit Process*:* As a culmination of the student teaching program, each candidate is scheduled for a personal Exit Interview with the Coordinator of Teacher Education and the Credentials Analyst. At the interview each candidate:

- Presents three complete documents.

    1. Verification of multicultural teaching experience (EL Documentation).

    2. Verification of completion of all standards related to professional training as well as demonstrated and documented competency in the Teacher Performance Expectations

    3. Verification of satisfactory performance in the classroom teacher experience. The Standards Verification form should be signed by the Master Teacher and/or the University Mentor.

- Secures recommendation for the credential from the Program Director.

- Meets with the Credentials Analyst to finalize all documents prior to submission to the California Commission on Teacher Credentialing.

Assessment Concerns

During the program a candidate may not satisfactorily fulfill requirements or responsibilities. A faculty member or, if during student teaching, a University Mentor will identify specific areas of concern and document, with the student, a plan for remediation and focused growth. If improvement does not occur, the faculty member or University Mentor, through the University Field Coordinator, may recommend the student to the *Credential Review Committee* (CRC).

The CRC meets when serious concerns regarding student advancement in the program exist. CRC consists of: the identified student, the Accountability Officer, the University Field Coordinator, The Special Education Coordinator, and the General Education Program Coordinator. The CRC records and

analyzes documented concerns and, collaboratively, develops and initiates implementation for plan of improvement, responses and consequences. The student is given opportunity for growth and improvement evidenced by documented and approved procedures.

The student may be advised to enroll in an additional term of Student Teaching with Advanced Mentoring. If improvement does not occur as indicated by CRC records, or if the host school requests that the Candidate be removed from the placement for a second time, the Candidate will be removed from the Program.   In serious breaches of policy and ethics, the Candidate will be removed from the Program.

CALIFORNIA TEACHING STANDARDS

The California Commission on Teaching Credentialing engaged in a consultative process with educators to identify standards for the teaching profession. The standards have been designed in a progressive, developmental sequence. Teacher Preparation Programs use the Teaching Performance Expectations to guide what Teacher Candidates learn and practice.

Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

1.1: Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
1.2: Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4: Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6: Provide a supportive learning environment for students' first and/or second language acquisition

by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.7: Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8: Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.1: Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2: Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3: Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4: Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6: Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.3: Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1

3.4: Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5: Adapt 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, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6: Use and adapt resources, standards-aligned instructional materials, and a range of technology,

including assistive technology, to facilitate students' equitable access to the curriculum.

3.7: Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8: Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

4.1: Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2: Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4: Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

appropriate use of instructional technology, including assistive technology;
applying principles of UDL and MTSS;
use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
appropriate modifications for students with disabilities in the general education classroom;
opportunities for students to support each other in learning; and
use of community resources and services as applicable.

4.5: Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6: Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.7: Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8: Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.3: Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5: Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.6: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

5.8: Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2: Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3: Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4: Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5: Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6: Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

6.7: Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Progress Assessments of Interns, Student Teachers and Clear Candidates

Quarterly and Summative Assessment

Alliant International University California School of Education: Teaching Performance Scoring Rubric

Teacher Candidate:

_____

Submission Date: _____   **Reviewed by:**   _____

University Mentor

Quarterly Review: Term 1 _____   Term 2: _____   Term 3: _____   **Term 4** Summative Assessment: _____

The scoring rubric is based on the California Teaching Performance Expectations (TPE's) with the California Teaching Performance Assessments (TPA's) embedded within the required task items.

Ratings:
- **0:** **No Competency Demonstrated**
- **1:** **Minimal Competency Demonstrated**
- **2:** **Basic Competency Demonstrated**
- **3:** **Proficient Competency Demonstrated (minimal level required for recommendation for Preliminary Credential)**
- **4:** **Exceptional Competency Demonstrated**

Record of Intern Assessment:

DOMAIN:	TPE 1: Engaging and Supporting All students in Learning	TPE 2: Creating and Maintaining Effective Learning Environments	TPE 3: Understanding and Organizing Subject	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE Prof
Clinical Practice III Scores						
Clinical Practice IV Summative Score						
Recommendation for Credential						

Candidate Signature:
University Field Mentor Signature:

Domain	0 **No Competency for TPEs demonstrated; not recommended for beginning teaching service.**	1 **Minimal Competency for TPEs demonstrated; recommended with reservation for beginning teaching service.**	2 **Basic Competency for TPEs demonstrated; recommended with development considerations for beginning teaching service.**	3 **Proficient Competency for TPEs demonstrated; recommended for beginning teaching service.**	4 **Ex Co de re be se**
TPE 1: Engaging and Supporting All students in Learning	No variety in instructional strategies, activities, materials, design; teacher communication is unclear; student participation is not equitable; students are not challenged; no awareness of students' developmental levels, needs and next steps; no differentiation in instructional delivery	Minimal differentiation in instructional strategies and activities demonstrated but not always connected to student needs; few variety of materials for learning incorporated; students challenge selves/not teacher initiated or supported; teacher aware of grade level developmental needs but not needs beyond that identified standard	Variety in strategies, activities and materials is present; content is presented in multiple ways; students use at least two sources to comprehend information; day and lesson is structured to support multiple intelligences opportunities for learning; learning structure for special populations and ELL is provided	Differentiated instruction is evident and is responsive to assessed developmental capacities for students; students give initial evidence of capacity to comprehend in a variety of methods; active and equitable participation by students is evident; students are challenged to take the appropriate next step in content matter.	Di ins co ba co ex ch stu pra wh str us lea ev ac en an en an va stu str ne are int ch
TPE 2: Creating and Maintaining Effective Learning Environments	Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families	Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student's academic needs.	Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self assess; beginning evidence of effective communication with students and families regarding student academic capacity.	Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student's learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families.	Co an lea co adj pa lea de im va to int as lea inc ne stu co fa res

TPE 3: Understanding and Organizing Subject	No capacity to teach Common Core standards in a systematic, comprehensive manner demonstrated; planning is neither strategic nor responsive to students; does not understand subject matter skills; environment does not support learning.	On occasion Common Core standards are addressed in lessons; teaching is sporadically planned but lacks responsiveness to students; shows minimal understanding of subject matter; minimally addresses multiple intelligences; classroom environment on occasion supports learning	Common Core standards are addressed in lessons but instruction does not always achieve standard learning by students; planning is responsive to student learning; usually addresses multiple intelligences among students; various instructional materials demonstrate understanding of subject matter.	Common Core standards are consistently addressed in lessons and instruction supports student learning of standards; knowledge of subject matter is clear and consistent; various instructional methods support varied student needs; instruction is comprehensive and strategic to support student learning; planning responds to student learning.	Co sta co in co as sta co kn ma les an res as lea ad lea stu
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Demonstrates no understanding of child or adolescent development; no evidence of interpersonal interaction to learn about each child; unaware of students needing specialized instruction; planning does not address content standards; goals not evident in planning; planning is single dimensional and lacks evidence of sequencing.	Understanding of child or adolescent development is not expanded to understanding their students' learning needs; unaware of the impact multiple student factors play on student learning; planning addresses standards but is not comprehensive, connected or sequential; no evidence of teacher reflection in instructional planning; planning lacks differentiation.	Uses an understanding of students' prior learning and developmental stages to plan lesson; evidence of some interpersonal interaction with students to advance learning; aware of students needing specialized instruction; comprehensive planning addresses stated standards; lessons are sequenced and connected.	Uses an understanding of child and adolescent development to assess student needs and plan for student learning; involves parents in student learning; plans and activities include appropriate instructional adaptations for student specialized needs; student learning goals are identified and differentiated instruction supports; appropriate use of support personnel to advance student learning.	Us pa ad to kn lea int int pa inv lea ne ne ins cle sh tea all ex ex cle co cu ex dif ins ac stu pe ins

TPE 5: Assessing Student Learning	Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families	Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student's academic needs.	Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self assess; beginning evidence of effective communication with students and families regarding student academic capacity.	Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student's learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families.	Co an lea co ad pa lea de im va too int as lea in ne stu co fa res

| TPE 6: Developing as a Professional Educator | Blames poor student learning outcomes on others; evidence of intolerance and racism; no knowledge of relevant California and federal educational laws; no awareness of child abuse; classroom environment is hostile ignores obligation to protect the privacy of students, families, and colleagues; fails to model ethical behavior; fails to self-evaluate teaching in light of student learning; fails to improve teaching and set professional goals through reflection and feedback | Is unclear where responsibility lies for poor student learning outcomes; aware of own biases without connecting to student learning; limited awareness of educational law; can identify suspected cases of child abuse; has difficulty maintaining a safe class environment; understands privacy obligations but does not apply uniformly; is aware of ethical considerations but fails to model ethical behavior consistently; is aware of but cannot evaluate own teaching practices and subject matter knowledge; receives feedback about their practice without improvement; fails to reflect on teaching practices. | Takes responsibility for student learning outcomes but unaware of changes which will lead to improved outcomes; aware of own biases and how these effect student learning; resists racism and acts of intolerance; understands California and federal educational law; can identify suspected cases of child abuse and carries out laws and district guidelines for reporting such cases; maintains a non-hostile classroom environment; honors all professional obligations to appropriately protect privacy; models ethical behaviors and moral fitness; accurately evaluates own teaching effectiveness. | Takes responsibility for student learning outcomes, improves their teaching practices through feedback, reflection and goal implementation; resists all forms of racism and intolerance; understands relevant California and federal educational law and its implications for their classroom and students; carries out laws and district guidelines regarding suspected cases of child abuse; in accordance with ethical considerations and models ethical behaviors for students; accurately evaluates own teaching practices, improves their practices through feedback and consistent cycles of planning, teaching, reflecting, discerning problems and applying new strategies. | Ta stu ou an aw pe re im ad su su la ne stu ca reg ca ma cla an ina stu ac gu ob pr be an mo ov an kn the fee pla ref pr ne an op de for pr inc kn eff |

Progress Assessment of Student Teacher by Master Teacher

Candidate Name _____   **School** _____

Master Teacher _____   **Grade/ Subject** _____

University Mentor _____

Please place a check under the appropriate rating for each statement to indicate your assessment of this Candidate's demonstration of competency at this time with special attention to the underlined Teaching Performance Expectations. Your feedback will help our University Support Providers determine areas of focus for additional support.

Ratings:

0:   *No Competency Demonstrated*
1:   *Minimal Competency Demonstrated*
2:   *Basic Competency Demonstrated*
3:   *Proficient Competency Demonstrated*
         (Minimum level required for recommendation for Preliminary Teaching Credential)
4:   *Exceptional Competency Demonstrated*
N: *Not Observed/Not Applicable*

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

Please note below any further explanatory comments to your ratings based on your observations.

Master Teacher Signature:

Candidate Signature:

CSOE Lesson Plan Template

OBJECTIVE. What will your students be able to do?

ASSESSMENT. How will you know whether your students have made progress toward the objective? How and when will you assess mastery?

COMMON CORE. Which Common Core standards will you address?

MATERIALS

OPENING. (10 minutes – suggested)			**STRATEGIES**	**QUESTIONS TO CONSIDER** How will you engage students and capture their interest? How will you communicate what is about to happen? How will you communicate how it will happen? How will you communicate its *importance*? How will you communicate *connections* to previous & future lessons?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.
TIME	TEACHER	STUDENTS			

INTRODUCTION OF NEW MATERIAL. (10 minutes – suggested)	**STRATEGIES**	**QUESTIONS TO CONSIDER** What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate? Why will students be engaged and interested?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.

TIME	TEACHER	STUDENTS			
GUIDED PRACTICE. (15 minutes – suggested)			**STRATEGIES**	**QUESTIONS TO CONSIDER** How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? Why will students be engaged and interested?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.
TIME	TEACHER	STUDENTS			
INDEPENDENT PRACTICE. (25 minutes –suggested)			**STRATEGIES**	**QUESTIONS TO CONSIDER** How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension? Why will students be engaged and interested?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.
TIME	TEACHER	STUDENTS			
CLOSING. (5 minutes – suggested)			**STRATEGIES**	**QUESTIONS TO CONSIDER** How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.
TIME	TEACHER	STUDENTS			
HOMEWORK (if appropriate).				**QUESTIONS TO CONSIDER** How will students practice what they learned?	**DIFFERENTIATION** How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.
REFLECTION					