

CALIFORNIA  
STATE  
UNIVERSITY  
CHICO

SCHOOL OF  
EDUCATION

**BILINGUAL PROGRAM:  
MULTIPLE OR SINGLE  
SUBJECT CREDENTIAL AND  
BILINGUAL  
AUTHORIZATION  
HANDBOOK**

***Preparing Educators to Be  
Effective ♦ Reflective ♦  
Engaged***

**2019 - 2020**



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### **Vision Statement**

***The School of Education is a recognized leader in preparing educators to meet the needs of a diverse, democratic, and sustainable society through inquiry, collaboration, and service toward a socially and ecologically just world.***

### **Mission Statement**

***We believe in the power of education to create a strong democratic and sustainable society that honors diversity and inclusivity. The mission of the SOE, in collaboration with our community partners, is to support the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve.***

***We are committed to scholar-practitioner inquiry and responsible praxis– based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond.***



## SECTION 1: CREDENTIAL PROGRAM OVERVIEW

### Candidate Proficiencies

Three overarching purposes guide the programs of the CSU, Chico School of Education. Our programs prepare candidates to be effective, reflective, and engaged:

- **Effective Practice:** to provide meaningful educational experiences to promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis.
- **Reflective Practice:** to continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research.
- **Engaged Practice:** to collaborate with others; to serve as instructional leaders and team members in their schools, districts, and professional organizations; and to be advocates for students, families, schools, communities, and the education professions.

Our mission and purposes are guided by the state and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel. The School of Education has formally endorsed a commitment to the following seven candidate competencies that undergird the unit's Conceptual Framework and serve as goals for all programs:

#### Effective Practice

- **Subject Matter Knowledge:** Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.
- **Pedagogical/Professional Practice:** Candidates demonstrate a sizeable repertoire of pedagogical/professional practice and select strategies, techniques, and technological resource appropriately in relation to the learners.
- **Diversity:** Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.
- **Assessment:** Candidates have expertise in the assessment and evaluation of pupil needs achievements and use data in decision-making.

### Reflective Practice:

- Reflection: Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.

### Engaged Practice:

- Collaboration: Candidates actively engage in collaborative partnerships with colleagues, parents, community agencies and professional organizations.
- Civic Engagement: Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.

## **Professional Dispositions**

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following five dispositions as critical to effective, reflective, and engaged educators:

- The candidate appreciates and values human diversity recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.
- The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.
- The candidate is committed to continuous, self-directed learning, and reflective practice in order to refine instructional practice and deepen knowledge in the academic disciplines.
- The candidate takes pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

The candidate is committed to the use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, mid-program and exit points. Candidates who fail to demonstrate

adequate disposition development progress or exhibit behaviors counter to these dispositions are provided with advising and remediation opportunities.

## **Program Structure**

The School of Education credential programs are structured so that concepts of democracy and diversity and the application of democratic teaching practices are addressed in specifications of candidate competencies, foundational courses, teacher preparation courses, school experiences, and candidate assessments. Each program component contributes to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.

Candidates experience the School of Education credential programs through a sequence of courses that provide for developmental sequencing of learning experiences along with the flexibility to meet some of the personal needs of candidates. The courses guide the credential candidate through all requirements for the credential, from prerequisites through the second teaching practicum. Each candidate develops an individualized program plan with the assistance of his or her faculty adviser.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for teaching practica, present the University course catalog description, course goals, course objectives, standardized course assessments for all candidates regardless of course instructor, a list of course topics, and texts that have been selected for all sections of the course. Other courses develop essential prerequisite or related knowledge and understandings.

Credential programs require at least two semesters to complete. Each semester requires coursework and a teaching practicum. The specific requirements for teaching practica may be found in Section 4 of this handbook. The Field Placement Coordinator, who works with school districts to identify qualified Cooperating Teachers, arranges all teaching practica assignments. Cooperating Teachers may be referred to as Cooperating Teachers (CTs), Mentors, or Local Support Teachers (LSTs), depending on the type of teaching practicum. The participation of the Cooperating Teacher

and other school district personnel who have knowledge and experience in teaching all students extends and enhances candidate learning. Learning activities in courses, along with candidates' teaching practica, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

Candidate progress is monitored through a variety of assessments, including California Teacher Performance Assessment (CalTPA) which is completed during Phase I and II. These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, teaching practica, and the CalTPA along with verification of passing the Reading Instructional Competence Assessment (RICA; required for Multiple Subject and Education Specialist candidates only), result in a recommendation to the Commission on Teacher Credentialing for a Preliminary SB2042 Teaching Credential.

### **Overview of the Bilingual Program**

The School of Education, through the Center for Bilingual/Multicultural Studies, offers Multiple and Single Subject Bilingual Professional Preparation Programs (B/CPPP). B/CPPP prepares Multiple Subject (grades K-6) and Single Subject (grades 7-12) candidates to teach in bilingual/cross-cultural classrooms in a variety of educational settings that provide primary language instruction, English Language Development (ELD) and Observation Protocol for Academic Literacies (OPAL) for linguistically and culturally diverse students. The program promotes multilingual and multi-literate development and fosters culturally responsive pedagogies, to address the academic needs of Emergent Bilinguals (EBs).

### Rationale

Emergent Bilinguals (EBs) comprise 24 percent of the nearly 6 million students enrolled in California public schools. The supply of qualified bilingual and English language development teachers has not grown a sufficient amount to meet the significant educational demands.

### Goals

Given current demographics in California and the commitment to ensure educational equity

for all students, it is crucial to rethink and redesign teacher education. Addressing the need to teach EBs is important to all prospective teachers. CSU, Chico's Bilingual/Cross-cultural Professional Preparation Program is committed to preparing prospective teachers who will be more effective teachers for all of California's students. The Bilingual/Cross-cultural Professional Preparation Program prepares candidates to view linguistic and cultural diversity as a societal enrichment that, ultimately, benefits the total human experience (Banks, 2002).

The Bilingual/Cross-cultural Professional Preparation Program (B/CPPP) is dedicated to excellence in education. In harmony with the School of Education Conceptual Framework and ongoing reflection and research of best practices, the B/CPPP is committed to providing a student-centered program, through integration of content across courses and fieldwork, ensuring that our candidates are prepared to:

- work with students from a variety of cultural, socio-economic, and linguistic backgrounds and educational needs;
- become knowledgeable about all areas of the curriculum, to ensure all students have access to core content;
- reflect on their own practice and make informed decisions which provide direction for student learning within environments that are accepting, supporting and encouraging; and
- make the connection between theory and practice, through at least one substantive bilingual field experience, providing opportunities for candidates to meet Commission on Teacher Credentialing (CTC) Teacher Performance Expectations over time.

Bilingual Program faculty strive to prepare professionals who will be ready to serve the diverse population of learners in California. Our philosophy is based upon a global perspective that celebrates human diversity. These beliefs enable candidates to become teachers who are knowledgeable, reflective, and skillful, who value lifelong learning, and who will be agents of change to ensure that schools are places where California's future is shaped. The multidimensional connection between theory and practice is maintained by engaging candidates in coursework that is consistently related to the classroom setting, and by placing candidates in guided field experiences that exemplify sound theoretical foundations related to educational excellence.

## Classroom Placements

Multiple and Single Subject bilingual candidates are placed both semesters in classrooms that have a significant number of EBs. Candidates work both semesters with teachers who have either a California Professional Clear Credential with CLAD/BCLAD Emphasis or a SB 2042 credential with Bilingual Authorization. Candidates have many opportunities to work with students at varied ELPAC levels and to learn:

- the philosophy, design, goals and characteristics of schools designed to meet the needs of EBs;
- EBs multilingual development;
- how first language (L<sub>1</sub>) literacy connects to second language (L<sub>2</sub>) literacy;
- how to organize L<sub>1</sub> and L<sub>2</sub> instruction;
- how to work with specialists and paraprofessionals;
- to effectively use systematic, instructional strategies and materials designed to make grade- appropriate or advanced curriculum comprehensible to EBs;
- about content area and ELDstandards;
- how to interpret assessments of EBs;
- to asses EBs multilingual development and content knowledge in core curriculum; and understand the importance of students' family backgrounds and experiences.

### ***Bilingual Multiple Subject Candidates***

Bilingual Multiple Subject candidates are placed in two different classrooms each academic year. Placements are typically one semester in a primary classroom (K-3) and one semester and in an intermediate classroom (4-6). Candidates are placed with a bilingually certified teacher for at least one semester. Candidates may be placed in a Two-Way Immersion (TWI). To be placed in a TWI classroom near native-like proficiency in both languages is required. Every attempt is made to place most candidates with a bilingual- certified teacher for both semesters.

All of the Multiple Subject classrooms have a structured English language development program, where candidates have the opportunity to work with EBs at different levels of language proficiency.

### ***Bilingual Single Subject Candidates***

Single subject candidates are placed at the same school site for both semesters. Candidates are assigned to three periods: one period in the major subject area (e.g., Spanish, science, mathematics), a second period in an English Language Development (ELD) class, and the third period can be shared responsibility in either subject area or shared responsibility for a

school club or other extra-curricular activity. During the second semester of student teaching, candidates have complete responsibility for all aspects of instruction in the subject matter class and in the ELD class. The third period responsibilities continue to be shared with the Cooperating Teacher(s).

### **Organizing Constructs**

The organizing principles for the Bilingual Program coursework are: language, culture, curriculum development and pedagogy. The constructs build on each other and are interwoven throughout the coursework and fieldwork. You will be asked to make connections between course content and fieldwork, as well as to reflect on your practice.

#### Language/Pedagogy

The language construct starts with issues of first- and second-language acquisition, and continues through the development of the four language processes: listening, speaking, reading, and writing. The prerequisite courses are more theoretical in nature and the professional preparation courses integrate theory, pedagogy, and practice.

PREREQUISITES

PROFESSIONAL PREPARATION

L<sub>1</sub> & L<sub>2</sub> Acquisition Theory

L<sub>2</sub> Development and Academic Access

ENGL 471

EDTE 673

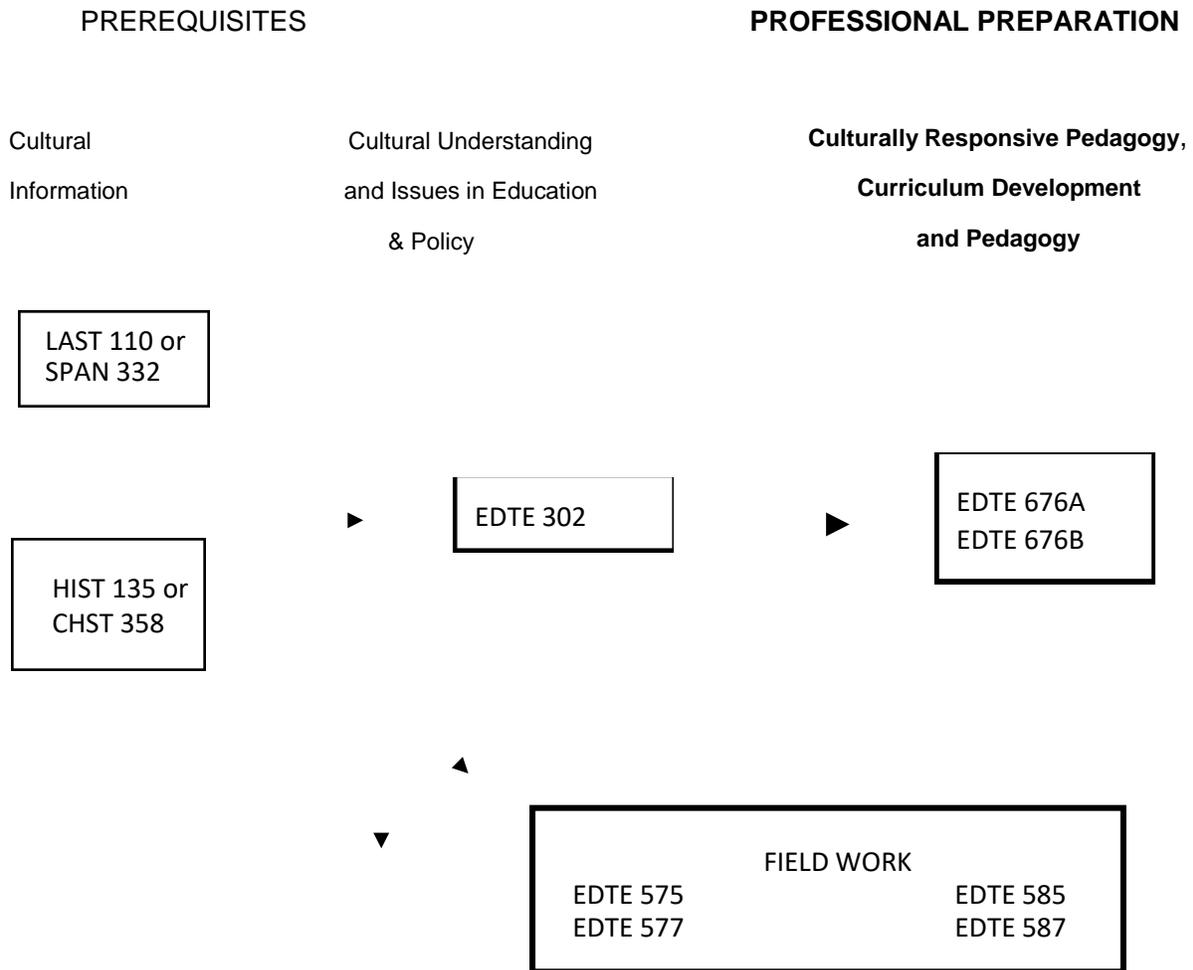
EDTE 672  
EDTE 532



FIELD WORK  
EDTE 575                      EDTE 585  
EDTE 577                      EDTE 587

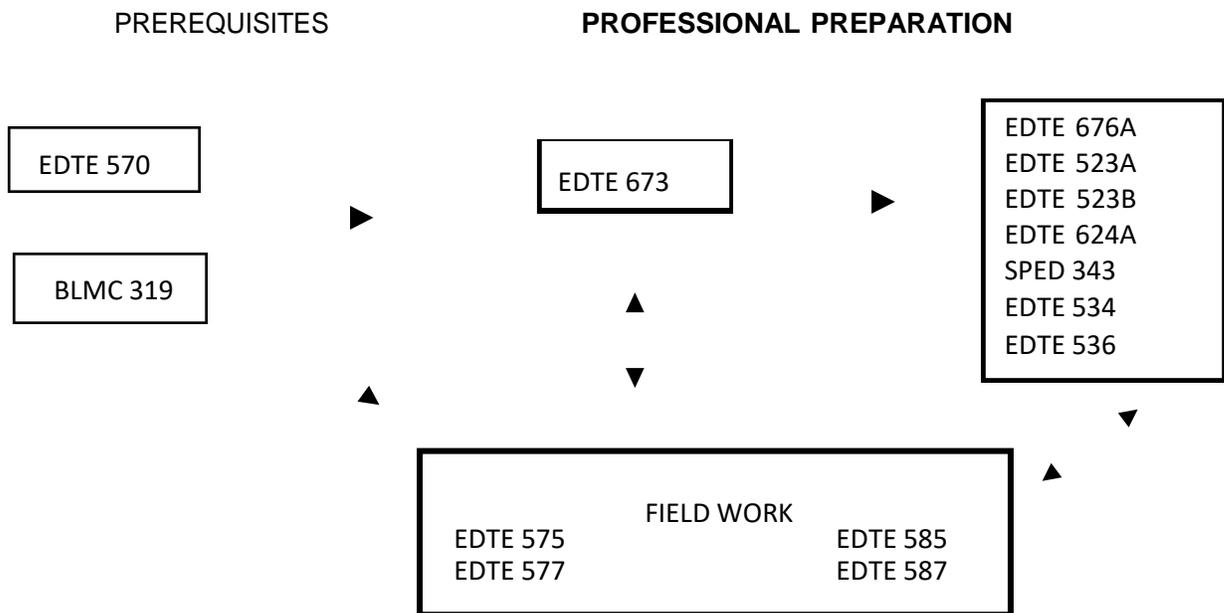
Culture

The culture construct consists of five courses. The first three courses provide you with general Latino cultural information, as well as insight into sociocultural issues between the mainstream society and the Latino community. EDTE 302 frames the experiences of linguistic and cultural minorities in the context of education and policy. Finally, you are provided with a framework to infuse culturally responsive pedagogy in the curriculum, develop instructional units, and implement effective strategies that enable EBs to access academic content and promote language development.



Curriculum Development/Pedagogy

The curriculum development construct starts with two undergraduate courses, EDTE 570 and BLMC 319. The first presents an overview of the various issues addressed throughout the program (i.e., educational philosophy, lesson planning, curriculum frameworks and content area standards, classroom management...). The second engages you in Spanish vocabulary development, so you can facilitate student access to curriculum in the primary language. During the professional preparation year, a three- course sequence expands on this foundation by addressing areas such as effective practices, curriculum development, classroom management and organization, access to core curriculum and assessment procedures for Bilingual and multilingual classroom settings. In SPED 343, you will learn the needs of the special needs population to further enhance the foci of the three curriculum and instruction courses in the Bilingual/Cross-cultural Professional Preparation Program. Clearly articulated goals and constant communication about course content and assignments will enable you to make linkages across coursework and field experiences



<b>SECTION 2: CREDENTIAL PROGRAM GENERAL POLICIES AND PROCEDURES</b>
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**1. CTC Program Standards and California Teaching Performance Expectations**

The School of Education credential programs are designed to meet standards established by the Commission on Teacher Credentialing (CTC). In addition to the basic program quality standards, the Bilingual program also meets the CTC Bilingual Authorization Standards. Both sets of standards direct the design of subject matter, professional education, and teacher induction programs. Candidates meet standards defined in the California Teacher Performance Expectations (TPEs), which are drawn from the California Standards for the Teaching Profession (CSTP). See details of the TPEs in Section 5.

**2. Name, local residence address, telephone number, and e-mail address**

Candidates should promptly notify the School of Education office, the Office of Graduate Studies, the supervisor, Cooperating Teacher, and Credential Analyst if local address, telephone number, email address or name changes. It is important to report these changes quickly to ensure accurate information is on file.

**3. E-mail address and Internet access**

School of Education credential programs require that candidates have a CSU, Chico Wildcat email address, access to the Internet, and a CSU, Chico Portal account. Email is considered official correspondence at CSU, Chico, so it is essential that candidates check email regularly. If candidates do not use the Wildcat Mail account, Wildcat emails should be forwarded to the preferred account. Information and course resources will be accessible electronically. It is also required that candidates have *Microsoft Word* software in order to complete and submit the SOE performance assessment.

**4. Subject Matter Competence**

Subject Matter Competence (SMC) is required before beginning Phase I. Subject matter competence must be demonstrated through successful completion of all applicable CSET exams

for the credential being pursued or by successful completion and verification of a CTC-approved undergraduate subject-matter program. Regarding, additional questions about subject matter competence, inquire at the School of Education office.

#### **5. Basic Skills Requirement**

Verification of completion of the Basic Skills Requirement is required before entering Phase I. This requirement may be satisfied by completing the California Basic Educational Skills Test (CBEST) exam, or, for Multiple Subject and Education Specialist candidates, by passing all three subtests of the CSET for Multiple Subject and the California Subject Examinations for Teachers (CSET) Writing Skills exam. For more information on the Basic Skills Requirement, please contact the School of Education office.

#### **6. Reading Instruction Competence Assessment (RICA; required for Education Specialist and Multiple Subject candidates only)**

The RICA exam must be passed before Multiple Subject candidates can be recommended for their credential. This exam is to be attempted by March 1st and after the relevant instruction and preparation has been provided through program coursework (EDTE 672).

#### **7. Spanish Language Exam**

The Spanish Language is administered once every semester on a Saturday. To be placed in a bilingual classroom, candidates must have entry-level requirement on the exam. The CTC requires only one semester placement in a bilingual classroom to qualify for the Bilingual Authorization; therefore, candidates must reach the entry level by the end of Phase I. To be recommended for the Bilingual Authorization candidates must meet the Exit-level criteria.

It is suggested that candidates take the Spanish Language Exam after completing SPAN 301 and during the semester of enrollment in BLMC 319. Candidates will receive specific information on the exam in BLMC 319. Candidates must sign-up for BLMC 399 to take the exam and attend the preparation workshops. Speakers of languages other than Spanish (e.g. Hmong, Punjabi) may participate in the Bilingual Program. To be recommended for the Bilingual Authorization exit level criteria must be met. Subtests II (language) IV (Bilingual Education/Intercultural

Communication/Instruction and Assessment), and V (culture) may be taken

at any time prior to credential program completion. It is recommended that subtest IV and V be taken during Phase II. Candidates have the option to complete BLMC 330, Hmong Roots and Contemporary Issues to fulfill the Culture component of the Subtest II

**8. Class attendance policy**

- a. It is expected that candidates be on time and attend all sessions of each course.
- b. Candidates receive credit for each class session. Partial attendance is partial credit. The course grade will be adjusted accordingly, as indicated in the syllabus.
- c. If more than two sessions must be missed, for any reason, the candidate may receive no credit (NC). A session is defined by the instructor and delivery mode of course and will be specified in each class syllabus.

**9. Grades and GPA**

Credential courses use an A, B, C, and NC (no credit) grading system. Candidates must maintain a GPA of at least 3.0 throughout the program in order to progress from the first semester to the second semester. All courses listed on the program plan course sequence are used in the GPA calculation. The lowest passing grade in a course listed on the program plan course sequence is C-. An NC (no credit) grade is a failing grade but does not affect GPA. Some prerequisite undergraduate courses use an A-F grading system. Grades lower than C- for prerequisite or additional courses must be repeated for a higher grade. Teaching practica are graded CR (credit) or NC. Candidates must repeat any courses in which an NC is received. After successful completion of the repeated course, the candidate may continue in the program. A 'no show' will result in an NC. It is the candidate's responsibility to withdraw from courses not attended.

To be recommended to the CTC for the credential candidate's must have successfully completed the entire program, including passing the SOE performance assessment, and have a program GPA of at least 3.0.

**10. Candidate evaluation**

Candidates are evaluated in a variety of ways. Evaluations are based on (1) observations made of teaching performance and professional dispositions by University Supervisors and Cooperating

Teachers, (2) performance in program courses, (3) successful completion of the CalTPA, and (4) the ability to communicate clearly, accurately and correctly, especially in writing. If it is determined that a candidate is not meeting department expectations in any area, a support plan will be drafted to ensure successful completion of the program.

#### **11. Dismissal from a program**

Dismissal from a credential program is a serious matter that will occur when there is evidence of unsatisfactory performance or unprofessional conduct. Unsatisfactory performance can be based on inability to meet Teaching Performance Expectations or lack of academic performance. Unprofessional conduct is the inability to act in accordance with ethical considerations and demonstrate the professional dispositions of an educator. (For additional information, see the section on Teaching Performance Expectations and Dispositions.) The School of Education follows a specific sequence of steps that includes a candidate improvement plan and may lead to dismissal. (See Candidate Dismissal Policy at the end of Section 4.) Because programs place candidates in K-12 schools and require the participation of K-12 school personnel, the University has a responsibility to remove a candidate from a classroom immediately, when necessary Dismissal appeal and grievance procedures

The School of Education is committed to attempting to resolve problems. The initial process should begin within the School of Education with faculty, Program Coordinator, or Director (see Candidate Dismissal Policy). If these procedures do not resolve a problem, candidates in any credential program have access to the same appeal and grievance procedures that are available to all students of CSU, Chico. Details can be found in the University Catalog under [Student Grievance](#) or by contacting the Student Judicial Affairs Office, Kendall 110, or by phone at (530) 898-6897.

#### **12. Applying for a teaching credential**

Credential Services is the liaison between candidates and the Commission on Teacher Credentialing (CTC), the official state entity that issues California teaching credentials. Candidates will be asked to complete a *Request for Recommendation* form to begin the process. Forms may be picked up from the Credential Services office, located in Tehama 209, or they may be downloaded from: <http://www.csuchico.edu/soe/credential-services.shtml>.

When the form has been received and all requirements are met, the Credential Analyst will send an electronic recommendation to the CTC. The candidate will then be notified via email to complete the CTC online application and pay the credential fee. Additional fees may be charged if the candidate does not respond in a timely manner. After the payment is received and the credential has been issued, the candidate will be emailed instructions on how to print the credential from the CTC website. The credential will not be mailed to the candidate from the CTC. The issuance date is normally the last day of the semester.

**13. Adding a second credential**

Once an initial credential program has been completed and a credential has been issued, candidates interested in earning an additional credential should contact the School of Education for advising on how to earn a second credential.

**14. Additional Authorizations**

Subject Matter and/or Supplementary Authorizations are available in a number of subjects. For information, please go to <http://www.csuchico.edu/soe/credential-services.shtml>, or inquire at the School of Education office.

**15. Expiration dates**

Certain requirements for the program have expiration dates. It is important to be aware of these expirations and plan accordingly to prevent a delay in your progress during the credential program or in the issuance of your credential.

- a. CSET: Scores are valid for ten years, and must be valid when applying to the program and throughout the credential program and recommendation process. Any expired subtests must be retaken. This expiration date does not apply to the CBEST, which never expires.
- b. RICA: Scores are valid for ten years, and must be valid during the credential recommendation process at the end of the credential program (required for Multiple Subject candidates only).

- c. Certificate of Clearance (COC): fingerprints must be cleared by the CTC before beginning student teaching, and clearance must be valid throughout the program and credential recommendation process. COC results are valid for five years and can be renewed online through the CTC website. A prior valid teaching credential or a valid emergency 30-day permit can also be used to verify this requirement, as both also require fingerprinting through the CTC.
- d. EDTE 450 or EDTE 451, Health Education for Elementary (or Secondary) School Teachers: The EDTE 450 and EDTE 451 courses expire after seven years, and the course must be current during the credential recommendation process at the end of the program. An expired course must be retaken or challenged through the Health and Community Services Department.
- e. CPR verification: Must be for Infant, Child, and Adult, and results must be valid through the Credential recommendation process. CPR results are valid for two years. No online courses are accepted for meeting the CPR requirement.
- f. Tuberculosis (TB): TB results are valid for four years. Results must be valid when applying to the program and throughout the credential program and recommendation process.

#### **16. Violations of criminal law by credential candidates**

Candidates charged with violations of criminal law must report such charges immediately to the School of Education Director, or to the program coordinator. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed. California State University, Chico Education Tehama 101 530-898-6421.

<p style="text-align: center;"><b>SECTION 3: COURSE INFORMATION</b></p>
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**Bilingual Authorization Multiple Subject Course Sequence**

Please visit the below link for complete details:

<https://www.csuchico.edu/soe/credential/multi-sub/bilingual/index.shtml>

**Bilingual Authorization Single Subject Course Sequence**

Please visit the below link for complete details:

<https://www.csuchico.edu/soe/credential/multi-sub/bilingual/single-bi-course.shtml>

**Bilingual Authorization Course Descriptions**

Please visit the below link for complete details:

<http://catalog.csuchico.edu/viewer/19/EDUC/offerings.html>

## **Center for Bilingual/Multicultural Studies School of Education**

### **EDTE 575: Field Experience in Bilingual and/or General Education Self- Contained Classrooms Phase I Supervision Syllabus**

#### **Course description:**

This course is the first in a two-course series. It provides a developmental sequence of substantive, carefully planned experiences in a self-contained classroom. Candidates observe and reflect on instructional practices, organizational structures, and curriculum implementation. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses; bilingual candidates have at least one field-based experience in a bilingual classroom setting. The increase of instructional responsibilities is guided and determined by the University supervisor and cooperating teacher. This course is not applicable to a master's degree. Credit/no credit grading only.

#### **Objectives:**

1. observe, acquire and utilize important pedagogical knowledge, skills and abilities to instruct all learners in self-contained classroom curriculum areas (TPE 1 & 9)
2. plan and practice multiple strategies for managing and delivering instruction (TPE 9)
3. classroom experiences expand candidates' understanding of major ideas in the state- adopted academic content standards for students (TPE 4)
4. use progress monitoring during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. (TPE 2)
5. vary instructional strategies according to purpose and lesson content. (TPE 4)
6. clearly communicate instructional objectives to students (TPE 5)
7. plan developmentally appropriate instruction (TPE 6 & 8)
8. apply pedagogical theories, principles and instructional practices for comprehensive instruction for English Learners (TPE 7)
9. know the philosophy, design, goals characteristics of the English language development program implemented at their school site (TPE 7)
10. establish procedures for routine tasks (TPE 10)
11. develop and maintain clear expectations for academic and social behavior (TPE 11)
12. understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families and other school professionals. (TPE

12) 26

13. act in accordance with ethical considerations and model ethical behaviors for students. (TPE 12)
14. reflect on their own practices and subject matter knowledge in light of information about the state-adopted standards for students and student learning. (TPE 13)
15. improve their practice by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

**Disabled Students:** Please discuss with instructor during the first week of class if you need accommodations for a disability. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services, <http://www.csuchico.edu/dss/> or call 898-5959) to establish a record of their disability.

### **Supervision Guidelines**

I. **Packet Information:** Each student teacher is responsible for reviewing the information with their cooperating teacher. The student teacher responsibility timeline should be initialed and dated by the cooperating teacher as tasks are completed.

### **II. Classroom Placement Attendance and Dates:**

Students should begin placements the week before public school start date. Student teachers are required to let the cooperating teacher and supervisor know when they will be absent from the school site. Scheduled absences will need to be worked out with the Cooperating Teacher and supervisor. Please provide the supervisor with a classroom schedule as soon as possible.

### **III. Observations and Scheduling:**

There will be six visits throughout the semester. Formal observations will usually be scheduled and will last for at least 30 minutes. There will be a minimum of three formal observations during Phase I. All observations will have to be coordinated with the other student teachers at the school site, therefore alternate times must be submitted

IV. **Lesson Plans:** Student teachers are responsible for having a lesson plan for each scheduled formal observation due electronically 24 hours ahead. The lesson plan must be typed in the language of instruction. Oral reading, spelling tests, worksheets, etc. are not acceptable formal lesson observations.

- A self-reflection will be submitted after each formal observation within 48 hours of each formal observation. The supervisor will provide the guidelines.

V. **Feedback:** Whenever possible post-conferences will be scheduled at the school site on the same day of the observation. However, they may also be over the telephone or by email.

- After each post-conference, the supervisor will provide written comments on the lesson observed. Candidates will be responsible for reading written comments, and for printing and signing the observation form and the self-reflection.

**VI. “Soloing Week”:**

Multiple Subject student teachers must solo for at least three days. Soloing must start prior to the second week of December. Students teachers will assume complete responsibility for instruction during the assigned days.

**VII. Assignments:**

- Lesson Plans – a formal typed lesson plan (BIM) will be submitted electronically to university supervisor 24 hours before the beginning of each formal observation. A hard copy must be provided at the time of the observation.
- Lesson Reflection Form – Form will be submitted to university supervisor within 48 hours of each formal observation post conference
- One Week Block Plans-Block plans must be submitted to cooperating teacher and university supervisor at least one week prior to solo teaching.
- Responsibilities Form – candidates will satisfy the requirements on the Responsibility Form throughout the semester. Each task must be initialed by the cooperating teacher or the university supervisor.

**VIII. Three-Way Conferences:**

Three, three-way-conferences will be held throughout the semester. Additional conferences may be scheduled as the need arises. Cooperating teachers and student teachers may also request conferences whenever necessary.

- Conference dates: Initial by the first week of September, mid by first week of October, and summative by the second week of December

**IX. Evaluations:**

**Cooperating Teachers:**

- Highlight CORE Observation Record for Mid and Final Three Way Conferences. Complete two Observation Forms by the end of Phase
- Evaluation Letter to candidate is to be typed on school letterhead. The evaluation letter should be made available prior to the Candidates’ Phase I Final Meeting

**University Supervisors:**

- Complete CORE Observation Record after each formal observation and debrief it with teacher candidate. In addition, two CORE
- Competency/Disposition Evaluation forms are submitted; one mid-

semester and one at the end of the semester and/or Final meeting. A minimum score of 2 in each area is required to proceed to Phase 2.

**Teacher Candidates:**

- Reflect on Phase I field site performance using the CORE Rubric. Highlight a Strength and an Area of Focus for Mid Semester 3-way meeting and Final 3-way meeting. Using the CORE Rubric, Disposition Rubric and TPE Rubric, select an area of Strength and an area of future focus to expand upon during the Phase I Exit Interview at the end of the semester.

**Center for Bilingual/Multicultural Studies School of Education EDTE 577:  
Student Teaching in Bilingual and/or General Education Self- Contained  
Classrooms  
Supervision Syllabus Phase II**

**Course description:**

This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a self-contained bilingual and/or general education classroom. Candidates assume daily teaching responsibility for whole-class instruction and management for at least two weeks. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Bilingual candidates have at least one field-based experience in a bilingual classroom setting. This course is not applicable to a master's degree. Credit/no credit grading only.

**Disabled Students:** Please discuss with instructor during the first week of class if you need accommodations for a disability. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services, <http://www.csuchico.edu/dss/> or call 898-5959) to establish a record of their disability.

**Objectives:**

1. responsible for being knowledgeable about the state-adopted academic content standards for students at the assigned grade level (TPE 1)
2. pace instruction and re-teach content based on evidence gathered using appropriate assessment strategies. (TPE 2)
3. understand the purposes and use different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. (TPE 3)
4. use multiple measures, including information from families, to assess student knowledge, skills and behaviors. (TPE 3)
5. use instructional materials to reinforce state-adopted academic content standards for students and prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. (TPE 4)
6. classroom experiences expand candidates' understanding of major ideas in the state- adopted academic content standards for students (TPE 4)
7. ensure active and equitable participation of all students (TPE 5)
8. use community resources, student experiences, and applied learning activities to make instruction relevant (TPE 5)
9. plan developmentally appropriate instruction (TPE 6 & 8)
10. implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the

- grade level reading/language arts program for English speakers. (TPE 7)
11. establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of performance. (TPE 9)
  12. based on reflection and consultation, candidates adjust the use of instructional time to optimize the learning opportunities and outcomes of students. (TPE 10)
  13. promote student effort and engagement and create a positive climate for learning. (TPE 11)
  14. appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met (TPE 12)
  15. understand important elements of California and federal laws and procedures pertaining to the education of English Learners, gifted students, and individuals with disabilities, including implications for their placements in classrooms. (TPE 12)
  16. reflect on their own practices and subject matter knowledge in light of information about the state-adopted standards for students and student learning. (TPE 13)
  17. use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. (TPE 13)

### **Supervision Guidelines:**

- I. **Packet Information:** Each student teacher is responsible for reviewing the Orientation Packet information with their cooperating teacher. The Candidate Field Responsibilities Checklist timeline should be initialed and dated by the cooperating teacher as tasks are completed.

- Candidates are required to let the cooperating teacher and supervisor know when they will be absent from the school site.
- Scheduled absences will need to be worked out with the cooperating teacher and supervisor. Excessive absences may be grounds for dismissal.
- Please provide the supervisor with a classroom schedule as soon as possible.

- II. Classroom Placement Attendance and Dates:

Students should begin placements the week before public school start date.

- III. **Observations and Scheduling:** There will be six visits throughout the semester. Formal observations will usually be scheduled and will last for at least 30 minutes. There will be a minimum of four formal observations during Phase II. All observations will have to be coordinated with the other student teachers at the school site; therefore, alternate times must be submitted.

### **IV. Lesson Plans:**

Student teachers are responsible for having a lesson plan for each scheduled formal observation due electronically 24 hours ahead. The lesson plan must be typed in the language of instruction. Oral reading, spelling tests, worksheets, etc. are not acceptable formal lesson observations. A self-reflection will be submitted after each formal observation within 48 hours of each formal observation. The Supervisor will

provide the guidelines.

#### **V. Feedback:**

Whenever possible post-conferences will be scheduled at the school site on the same day of the observation. However, they may also feedback be over the telephone or by email. After each post-conference, the supervisor will provide written comments on the lesson observed using the Core Rubric. Candidates will be responsible for reading written comments, and for printing and signing the observation form and the self-reflection form.

#### **VI. “Soloing Weeks”:**

**Multiple Subject** must solo for at least two weeks. Soloing must start prior to the second week of May. Student teachers will assume complete responsibility for (a) designing and carrying out instruction; (b) classroom organization and management; and (c) communicating with paraprofessionals, appropriate support personnel, parents, and school administrator.

#### **VII. Assignments:**

1. Lesson Plans – a formal typed lesson plan (BIM) will be submitted electronically to university supervisor 24 hours before the beginning of each formal observation. The lesson plans must be based on the California Content Standards and the English Language Development Standards.
2. Lesson Reflection Form – a typed lesson reflection will be submitted to university supervisor, within 48 hours of the formal observation post conference
3. Two-week Block Plans – complete block plans must be submitted to cooperating teacher and university supervisor at least one week prior to solo teaching.
4. Candidate Field Responsibilities Checklist MS II – candidates will satisfy the requirements on the Responsibility Form throughout the semester. The cooperating teacher or the university supervisor must initial each task.
5. Teaching Practicum 2 Evaluation Form-completed by date of mid 3-way conference and final 3-way conference
  - university supervisor will use the CORE Observation Record to provide feedback on lesson performance regarding TPEs and dispositions after each formal observation
  - cooperating teacher will use the CORE Rubric to provide feedback on candidate performance regarding TPEs and dispositions each month
  - university supervisor will use the Core Rubric and the Teaching Practicum 2 Evaluation Form to provide feedback on overall performance regarding TPEs and dispositions at mid-point and end of the first semester.
  - candidates will use the Core Rubric and Teaching Practicum 2 Evaluation Form to reflect on areas of strength and of growth relevant to TPEs and dispositions at the end of the first semester

#### **VIII. Three-Way Conferences:**

Three, three-way-conferences will be held throughout the semester. Additional conferences may be scheduled as the need arises. Cooperating teachers and student teachers may also request conferences as necessary.  
Conference dates: Initial by the first week of February, mid by March and summative by second week of May

## **IX. Evaluations:**

**California Teacher Performance Assessment (CalTPA).** Teacher candidates must pass cycle 1 and II of CalTPA to receive credit for this course.

**Cooperating Teachers** complete and submit a mid and final Teaching Practicum 2 Evaluation Form and two CORE Observation Record prior to submitting the evaluations, its content needs to be shared with the student teacher and signed. The final letter of recommendation must be typed on school letterhead. The letter should be made available prior to the student teacher's Phase II Exit Meeting.

**University Supervisors** complete a CORE Observation Record after each formal observation and review it with the teacher candidate. In addition, two Teaching Practicum 2 Evaluation Forms are submitted; one mid- semester and one at the end of the semester. Teacher candidates must score a rating of 3 relevant to TPEs and Dispositions to be recommended for a credential. The final letter of recommendation must be available at the Phase II Exit Meeting.

**Teacher Candidate** reflect on their Phase II field site performance using the CORE Rubric and the Teaching Practicum 2 Evaluation Form at mid and end of the semester. Each student teacher will select two areas (strength and growth) to expand upon during the Phase II Exit Meeting.

**Center for Bilingual/Multicultural Studies School of Education**  
**EDTE 585: Field Experience in Content Specific and English**  
**Language**  
**Development Secondary Settings Phase I Supervision Syllabus**

**Course description:**

*Prerequisites: Admission to a Professional Education Program.*

This course is the first in a two-course series. It provides a developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates observe and reflect on instructional practices, organizational structures and curriculum implementation. The increase of instructional responsibilities is guided and determined by the University supervisor and cooperating teacher. Candidates have significant experiences delivering comprehensive instruction to English Learners in content specific and English Language Development classrooms. This course is not applicable to a master's degree. Credit/no credit grading only.

**Disabled Students:** Please discuss with instructor during the first week of class if you need accommodations for a disability. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services, <http://www.csuchico.edu/dss/> or call 898-5959) to establish a record of their disability.

**Objectives:**

1. Observe, acquire and utilize important pedagogical knowledge, skills and abilities to instruct all learners in specific discipline and in English Language Development classes (TPE 1 &9).
2. Plan and practice multiple strategies for managing and delivering instruction (TPE 9).
3. Classroom experiences expand candidates' understanding of major ideas in the state- adopted academic content standards for students (TPE 4).
4. Use progress monitoring during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students (TPE 2).
5. Vary instructional strategies according to purpose and lesson content (TPE 4).
6. Clearly communicate instructional objectives to students (TPE 5).
7. Plan developmentally appropriate instruction (TPE 6 & 8).
8. Apply pedagogical theories, principles and instructional practices for comprehensive instruction for English Learners (TPE 7).
9. Know the philosophy, design, goals characteristics of the English language development program implemented at their school site (TPE 7).<sup>33</sup>
10. Establish procedures for routine tasks (TPE 10).

11. Develop and maintain clear expectations for academic and social behavior (TPE 11).
12. Understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families and other school professionals (TPE 12).
13. Act in accordance with ethical considerations and model ethical behaviors for students(TPE 12).
14. Reflect on their own practices and subject matter knowledge in light of information about the state-adopted standards for students and student learning (TPE 13).
15. Improve their practice by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

### **Supervision Guidelines:**

- I. **Packet Information:** Each student teacher is responsible for reviewing the information with their cooperating teacher. The student teacher responsibility timeline should be initialed and dated by the cooperating teacher as tasks are completed. Student teachers are required to let the cooperating teacher and supervisor know when they will be absent from the school site. Scheduled absences will need to be worked out with the cooperating teacher and supervisor. Please provide the supervisor with a classroom schedule as soon as possible.
- I. **Classroom Placement Attendance and Dates:** Students should begin placements the week before public school start date.
- II. **Observations and Scheduling:** There will be six visits throughout the semester. Formal observations will usually be scheduled and will last for at least 30 minutes. There will be a minimum of **four** formal observations during Phase I. All observations will have to be coordinated with the other student teachers at the school site, therefore alternate times must be submitted.
- IV. **Lesson Plans:** Student teachers are responsible for having a lesson plan for each scheduled formal observation due electronically 24 hours ahead. The lesson plan must be typed in the language of instruction. Oral reading, spelling tests, worksheets, etc. are not acceptable formal lesson observations. A self-reflection will be submitted after each formal observation within 48 hours of

each formal observation. The supervisor will provide the guidelines.

- V. **Feedback:** Whenever possible post-conferences will be scheduled at the school site on the same day of the observation. However, they may also be over the telephone or by email. After each post-conference, the supervisor will provide written comments on the lesson observed using the PAF. Candidates will be responsible for reading written comments, and for printing and signing the observation form and the self-reflection form.
- VI. **“Soloing Week”:** **Single Subject** student teachers must solo for at least three days. They will be responsible for all aspects of instruction during two periods during the assigned days.
- VII. **Assignments:**
  - Lesson Plans: a formal typed lesson plan (BIM) will be submitted electronically to university supervisor 24 hours before the beginning of each formal observation. The lesson plans must be based on the California Content Standards and the English Language Development Standards.
  - Lesson Reflection Form: Form will be submitted to university supervisor within 48 hours of each formal observation post conference.
  - One Week Block Plans: Block Plans must be submitted to cooperating teacher and university supervisor at least one week prior to solo teaching.
  - Responsibilities Form: candidates will satisfy the requirements on the Responsibility Form throughout the semester. Each task must be initialed by the cooperating teacher or the university supervisor.

### **Three-Way Conferences:**

Three, three-way-conferences will be held throughout the semester. Additional conferences may be scheduled as the need arises. Cooperating teachers and student teachers may also request conferences whenever necessary.

- Conference dates: Initial by the first week of September, mid by October, and summative by the second week of December.

## **IX. Evaluations:**

**Cooperating Teachers:** Highlight CORE Observation Record for Mid and Final Three Way Conferences. Complete two Observation Forms by the end of Phase I.

Evaluation Letter to candidate is to be typed on school letterhead. The evaluation letter should be made available prior to the Candidates' Phase I Final Meeting

**University Supervisors:** Complete CORE Observation Record after each formal observation and debrief it with teacher candidate. In addition, two CORE Competency/Disposition Evaluation forms are submitted; one mid-semester and one at the end of the semester and/or Final meeting. A minimum score of 2 in each area is required to proceed to Phase 2.

**Teacher Candidates:** Reflect on Phase I field site performance using the CORE Rubric. Highlight a Strength and an Area of Focus for Mid Semester 3-way meeting and Final 3-way meeting. Using the CORE Rubric, Disposition Rubric and TPE Rubric, select an area of strength and an area of future focus to expand upon during the Phase I Exit Interview at the end of the semester.

## **Center for Bilingual/Multicultural Studies School of Education EDTE 587: Student Teaching in Subject Specific and English Language Development Secondary Settings Supervision**

### **Syllabus Phase II Course description:**

*Prerequisites: Admission to a Professional Education Program.*

This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates assume daily teaching responsibility for whole-class instruction and management for two or more teaching assignments. Candidates have significant experiences

delivering comprehensive instruction to English Learners in content specific and English Language Development classrooms. This course is not applicable to a master's degree. Credit/no credit grading only.

**Disabled Students:** Please discuss with instructor during the first week of class if you need accommodations for a disability. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services, <http://www.csuchico.edu/dss/> or call 898-5959) to establish a record of their disability.

### **Objectives:**

- responsible for being knowledgeable about the state-adopted academic content standards for students at the assigned grade level (TPE 1)
- pace instruction and re-teach content based on evidence gathered using appropriate assessment strategies. (TPE 2)
- understand the purposes and use different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. (TPE 3)
- use multiple measures, including information from families, to assess student knowledge, skills and behaviors. (TPE 3)
- use instructional materials to reinforce state-adopted academic content standards for students and prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. (TPE 4)
- classroom experiences expand candidates' understanding of major ideas in the state- adopted academic content standards for students (TPE 4)
- ensure active and equitable participation of all students (TPE 5)<sup>36</sup>
- use community resources, student experiences, and applied learning activities to make instruction relevant (TPE 5)
- plan developmentally appropriate instruction (TPE 6 & 8)
- implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. (TPE 7)
- establish clear long-term and short-term goals for student learning, based on state and local standards for student

achievement as well as on students' current levels of performance. (TPE 9)

- based on reflection and consultation, candidates adjust the use of instructional time to optimize the learning opportunities and outcomes of students. (TPE 10)
- promote student effort and engagement and create a positive climate for learning. (TPE 11)
- appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met (TPE 12)
- understand important elements of California and federal laws and procedures pertaining to the education of English Learners, gifted students, and individuals with disabilities, including implications for their placements in classrooms. (TPE 12)
- reflect on their own practices and subject matter knowledge in light of information about the state-adopted standards for students and student learning. (TPE 13)
- use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. (TPE 13)

### **Supervision Guidelines:**

- I. **Packet Information:** Each student teacher is responsible for reviewing the Orientation Packet information with the cooperating teacher. The Candidate Field Responsibilities Checklist timeline should be initialed and dated by the cooperating teacher as tasks are completed.
  - Student teachers are required to let the cooperating teacher and supervisor know when they will be absent from the school site.
  - Scheduled absences will need to be worked out with the cooperating teacher and supervisor. Excessive absences may be grounds for dismissal.
  - Please provide the supervisor with a classroom schedule as soon as possible.
  - Classroom Placement Attendance and Dates:  
Students should begin placements the week before public school start date.
- II. **Observations and Scheduling:** There will be six visits throughout the semester. Formal observations will be scheduled and will last for at least 30 minutes. There will be a minimum of **four** formal observations during Phase II. All observations will have to be coordinated with the other student teachers at the school site; therefore, alternate times must be submitted.
- III. **Lesson Plans:** Student teachers are responsible for having a lesson plan for each scheduled formal observation due electronically 24 hours ahead. The lesson plan has to be typed in the language of instruction. Oral reading, spelling tests, worksheets, etc. are not acceptable formal

lesson observations.

A self-reflection will be submitted after each formal observation within 48 hours of each formal observation. Supervisor will provide the guidelines.

**Feedback:** Whenever possible post-conferences will be scheduled at the school site on the same day of the observation. However, they may also be over the telephone or by email. After each post-conference, the supervisor will provide written comments on the formal lesson observation using the PAF.

### **Soloing Experience:**

**Single Subject** student teachers will be responsible for all aspects of instruction for two periods and share responsibility for a third period during the entire second semester. The “third period” responsibility may be advising a student organization or team teaching responsibilities with the cooperating teacher.

### **Assignments:**

- Lesson Plans – a formal typed lesson plan (BIM) will be submitted electronically to university supervisor 24 hours before the beginning of each formal observation. A hard copy must be provided at the time of the observation. The lesson plans must be based on the California Common Core or Content Standards and the English Language Development Standards.
- Lesson Reflection Form – Form will be submitted to university supervisor within 48 hours of each formal observation post conference.
- Two-week Block Plans – complete block plans must be submitted to cooperating teacher and university supervisor at least one week prior to solo teaching.
- Candidate Field Responsibilities Form SS II – candidates will satisfy the requirements on the Responsibility Form throughout the semester. The cooperating teacher or the university supervisor must initial each task.
- CORE Rubric
  - CORE Observation Record is completed by supervisor and Cooperating teacher to provide feedback on lesson performance regarding TPEs and dispositions after each formal observation
  - cooperating teacher will use the CORE Rubric to provide feedback on candidate performance regarding TPEs and dispositions each month university supervisor will complete the Teaching Practicum 1 Evaluation Form to provide feedback on overall performance regarding TPEs and dispositions at mid-point and end of the first semester.
  - candidates will complete the Teaching Practicum 1 Evaluation Form to reflect on areas of strength and of growth relevant to TPEs and dispositions at mid-3way and end of the first semester Exit meeting.

**Three-Way Conferences:**

Three, three-way-conferences will be held throughout the semester. Additional conferences may be scheduled as the need arises. Cooperating teachers and student teachers may also request conferences as necessary.

**Conference dates:**

First 3-way within the first two weeks of the semester. Second mid-3-way by March. Exit meeting by the second week of May.

**Evaluations:**

**California Teacher Performance Assessment.** Student Teachers must pass the discipline specific bilingual CalTPA to receive credit for this course.

**Cooperating Teachers** complete and submit for mid-3way and Exit meeting, Teaching Practicum 2 Evaluation Form and two CORE Observation Records. Prior to submitting forms, it is recommended content be shared with teacher candidate and signed. The final letter of recommendation is to be typed on school letterhead. The letter should be made available prior to the student teacher's Phase II Exit Meeting.

**University Supervisors** complete a CORE Observation Record after each formal observation and review it with the student teacher. In addition, two Teaching Practicum 1 Evaluation Forms are submitted; one mid-semester and one at the end of the semester. Teacher candidate must have a minimum rating of 3 relevant to TPEs and Dispositions to be recommended for Phase II. The final letter of recommendation must be available at the Phase II Exit Meeting.

**Teacher candidate** reflects on their Phase II field site performance and completes the Teaching Practicum 2 Evaluation Form for mid 3-way meeting and Exit meeting at the end of the semester. Each student teacher will select two areas (strength and growth) to expand upon during the Phase II Exit Meeting.

## SECTION 4: TEACHING PRACTICUM POLICIES & INFORMATION

### **Policies and procedures regarding classroom experience:**

1. All candidates entering a Phase I or II are required to have verification of Certificate of Clearance.
2. All candidates entering Phase I or II are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).
3. Dress appropriately. Most school districts have expectations that teachers dress professionally. Candidate will be expected to adhere to the dress policy at assigned school. Clothing should be clean and be neither provocative nor revealing. (See Policy on Professional Conduct for Credential Candidates below.)
4. Punctuality is a vital and necessary characteristic for all professionals. If candidate must be late or absent, it is candidate's responsibility to promptly notify the school site office, the Cooperating Teacher, and University Supervisor. If candidate is expected to carry out a specific responsibility in a class, candidate must be sure that Cooperating Teacher has lesson plans. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.
5. Do not discuss confidential information in non-professional settings. Never, under any circumstance, post information about your students, Cooperating Teacher, or school site in any form of social media.
6. Contact parents and confer with them only with the full knowledge and agreement of your Cooperating Teacher.
7. Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.
8. Remain in the school each day as long as necessary to fulfill professional responsibilities.
9. If candidate borrows any material from placement school, candidate must be certain to return it as soon as possible.
10. Plan all lessons in advance and make them available to your Cooperating Teacher and University Supervisor. Lesson plans should be carefully designed so that any professional can clearly understand candidate's intentions. When appropriate, candidate may use and expand on the lessons in teachers' manuals.
11. Be sure to retain supporting documentation of Phase I and Phase II activities for required reflections and assessments.
12. Study the appropriate Common Core State Standards, English Language Development Standards, K- 12 academic content standards, and curriculum frameworks in your subject areas. Familiarize yourself with California State, county, and school district documents, teachers' manuals, published curriculum guides, and other relevant documents.
13. Show initiative. Volunteer to plan and teach lessons.
14. Attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow. When candidate becomes a holder of a credential, certificate, or permit which authorizes candidate to work with, observe, or have knowledge of children as part of your official duties, candidate is required to report every instance of child abuse which becomes known to candidate or which candidate reasonably suspects to have occurred to a child with

whom candidate has had professional contact. Candidate must report observations to a Child Protective Agency immediately, or as soon as practicably possible, by telephone and send a written report to the Child Protective Agency within 36 hours after candidate becomes aware of the abuse of the child. Candidate's duty to report is individual, and no supervisor or administrator may impede or inhibit your duty to report, although candidate may also report to university supervisor or school administrator. Candidate's failure to report instances of child abuse known or reasonably suspected is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars (\$1000) or both. Reference: California Penal Code Section 11166.5. Candidate's duty is to report, not investigate. If candidate has any knowledge or reasonable suspicion of child abuse candidate should not hesitate to inform Cooperating Teacher immediately.

### **The Cooperating Teacher, (Mentor, or Local Support Teacher)**

Cooperating Teachers are dedicated professionals who work closely with University Supervisors to help candidates become successful teachers. They provide supervision, guidance, instruction, and coaching for candidates, and they regard the program as a gradual introduction to teaching for the candidate. Candidate's Cooperating Teacher's responsibilities include:

- Introducing candidate to administration, staff, and colleagues; orienting candidate to school activities and culture.
- Providing a suitable workspace for candidate in the classroom.
- Establishing planning time with candidate.
- Sharing with candidate the use of student assessment data to inform instructional practices.
- Modeling effective teaching and management strategies.
- Helping candidate make connections between course assignments, classroom practice, and student learning. (Candidates are responsible for letting the Cooperating Teacher know, in a timely manner, about course assignments that involve the classroom placement.)
- Providing candidate with multiple and varied opportunities to teach.
- Guiding candidate to develop lesson plans using evidenced-based instruction.
- Conducting observations and giving candidate clear written and verbal feedback with suggestions for developing your teaching.
- Discussing with candidate how to make curricula accessible to all students and meet the needs of diverse learners.
- Providing a classroom that supports a diverse, democratic, and socially responsible environment.

Selection of Cooperating Teachers is a collaborative process between schools and the

University. Cooperating Teachers exhibit the following characteristics before assuming the additional responsibility of guiding a credential candidate.

- Have at least three years of successful K-12 teaching experience.
- Hold a valid California teaching credential that authorizes them for the subject and services they are providing.
- Be recognized by the site principal as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as, a Cooperating Teacher.
- Understand the aims, structure, and procedures of the professional education program.
- Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

### **The University Supervisor**

As representatives of CSU, Chico in the schools, University Supervisors promote close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. Your University Supervisor will:

- Observe lessons and hold brief post-observation conferences with candidate. Normally, the first visit is intended for the supervisor to get acquainted with the Cooperating Teacher and credential candidate and to establish a schedule of visits. Candidate will be formally observed teaching at least six times during the semester, one of which will be a midterm evaluation. At the end of the practicum experience, an additional three-way conference should be scheduled to complete the final CORE Competency/Disposition Evaluation Form. Additional observations may occur as needed by your Cooperating Teacher or your University Supervisor.
- Provide written feedback to candidate for each observation.
- Support the Cooperating Teacher in directing classroom activities, planning, selection of instructional strategies and materials, management, and other tasks.
- Serve as a resource person to the candidate and the Cooperating Teacher.
- Schedule a three-way conference as quickly as possible to develop specific plans for improvement if there are problems such as candidate's competence or commitment to teaching.
- Act as a liaison between candidate and program faculty.
- Prepare a letter of reference at successful completion of Phase II (if requested).

- Assist Cooperating Teachers in further development of their supervisory responsibilities, if requested. In addition to supervising student teachers, many supervisors are responsible for teaching courses and conducting other duties at the University or a local school district. Since University Supervisor assignments change from semester to semester, candidate will not necessarily have the same University Supervisor for Phase I and Phase II.

In an effort to continuously improve our program, we regularly ask Cooperating Teachers and candidates to evaluate University Supervisors. In addition, all Phase I and Phase II candidates are required to complete a classroom environment survey each semester. The survey provides important information regarding the suitability of candidate's teaching practica placement.

### **Reassignment policy in Phase I or Phase II**

Regular communication with candidates Cooperating Teacher and University Supervisor is essential. If a candidate has concerns or problems regarding classroom placement, candidate should first discuss them with Cooperating Teacher. If this doesn't lead to a solution, contact your University Supervisor, Field Placement Coordinator, Program Coordinator, or the School of Education Director.

Although rare, if reassignment seems advisable, the University Supervisor will report this to the Program Coordinator and Field Placement Coordinator, who will consult with the school administrators and the Cooperating Teacher to make necessary reassignment. The newly assigned Cooperating Teacher will be informed of the circumstances of the proposed transfer prior to accepting a reassigned student teacher.

### **Substitute teaching during the program**

A long-term substitute position does not fulfill the requirements of a teaching practicum placement. Short-term (two weeks or less) substitute work is only possible if it does not impede the fulfillment of teaching practicum requirements. Candidate must have received approval from Cooperating Teacher and University Supervisor before substituting. Candidate will only substitute in assigned classroom to support Cooperating Teacher. Permits for substitute teaching can be obtained by contacting the Office of Education in the county where candidate will be substituting. Contact Program Coordinator for more information about substitute teaching during the credential program.

### **Workers' Compensation Coverage**

While candidate is working in the schools, candidate is covered by California Workers Compensation

insurance. If candidate is injured, candidate must complete the “Employee’s Claim for Workers’ Compensation Benefits” form within one working day of the injury. To make a claim, this form must be returned to the School of Education office. If candidate is unable to fill out the form because of very serious injury, candidate’s designee may complete the claim form within the same time frame. In the event of death, the claim form can be filed by a relative. However, be aware that this is *not* personal liability insurance. Candidate may obtain liability insurance from private carriers, or by becoming a member of Student California Teachers Association, SCTA.

### **Policy on Professional Conduct for Credential Candidates**

As candidates in teacher preparation programs, School of Education credential candidates must demonstrate not only their teaching competency but also their fitness for the profession of teaching. Candidates have an impact on their school communities through their teaching and professional conduct. Each candidate should be aware of how his or her professional conduct and appearance may influence children, young adults, and other professionals in a school community.

To aid each candidate in experiencing a successful placement and gaining employment after student teaching, the School of Education has developed this policy on professional conduct for credential candidates. Noncompliance with these standards may affect a credential candidate’s evaluations, recommendations, and/or status in a student teaching placement.

The School of Education Policy on Professional Conduct is based upon the California Commission on Teacher Credentialing, Teaching Performance Expectations (TPEs). TPE 12, Professional, Legal and Ethical Obligations states that:

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met...They maintain a non-hostile classroom environment. [They] understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

The following section of the Policy on Professional Conduct provides more specificity regarding the elements of professional dress and appearance. It is a requirement that candidates dress appropriately for the public-school environment. The following list was compiled with the goal of helping credential candidates move from the role of student to professional teacher.

Inappropriate clothing, appearance and behavior includes, but not limited to:

- Exposed midriffs, exposed bra straps, low cut tops, extremely tight clothing, spaghetti straps and backless dresses or tops, mini-skirts, and mini-skirts. (Shorts should be walking-style and a modest length.) Tops should not expose the hip or waist area during typical school activities like writing on the board or leading P.E.
- Bare feet or sandals that do not comply with each school's sandal policy. For example, some schools require that all sandals be securely strapped to the foot and do not allow
- "flip flops" or other loose footwear.
- Clothing and/or tattoos that advertises or promotes the use of alcohol, tobacco or behaviors not appropriate for a school setting, including anything that is sexually suggestive, explicit or derogatory or advocates violence and/or has racial comments.
- Oversized tank tops, frayed, tattered or torn clothing, "sagged" pants or hip hugger pants that expose underclothing or bodyparts.
- Visible body piercing that constitutes a safety hazard or distraction during teaching.
- Dismissal from a professional education program is a serious action.
- All coordinators, supervisors, and faculty, must be mindful that precise, careful, written documentation of all behaviors, which precipitated the dismissal recommendation, is essential.
- Copies of all written communications and notifications throughout the process are also necessary documentation; this includes emails and notes of phone conversations.
- In order for the University to recommend a candidate for a teaching credential, the candidate must demonstrate that he or she has developed necessary competence as defined by the standards of the Commission on Teacher Credentialing for preparing candidates in the specific areas of the credential. It is the institution's responsibility to assure that all candidates it recommends for credentials meet the standards of candidate competence (competence includes knowledge, skill and dispositions associated with teaching effectiveness) 1 and character appropriate to the public trust of education.
- Lack of appropriate hygiene
- Offensive language
- Each site may have a student dress code, and there is typically an unspoken dress code for adults. Just as we use informal English and more formal English without being told to "code switch," for different settings, understanding and adhering to the unspoken dress code can affect each candidate's success in a student teaching placement and success in gaining employment later. Please be aware that some people are sensitive to scented toiletries. Please use your professional judgment in this matter. It can be helpful to remember that first impressions often make lasting impressions, and candidates can choose the impression they make through their appearance. If candidates are uncertain about what clothing or appearance is appropriate, they are encouraged to discuss the matter with their supervisor or Cooperating Teacher. In all cases, candidates shall comply with California State University, Chico School of Education Policy on

Professional Conduct for Credential Candidates.

**Candidate Dismissal Policy**

Process	Notes
<b>Step 1 - Improvement Plan</b>	
<p>If the candidate is not developing necessary competence, the University Supervisor or University faculty member notifies the Program Coordinator(s), Cooperating Teacher, site administrator and candidate in writing of this finding. An improvement plan/contract is developed by the course instructor and/or University Supervisor in consultation with the Cooperating Teacher and approved by the Program Coordinator and Director (and other involved parties as appropriate) and presented to the candidate in writing.</p>	<p>Notes of meeting(s) and recommended action(s) are given to the candidate in writing at a meeting attended by, but not limited to, the University Supervisor, Cooperating Teacher and the candidate. The notes and recommended action(s) are signed by the candidate and program coordinator and are placed in the candidate file.</p> <p>Copies of all written communication, including electronic mail notification, throughout the process are placed in the candidate file.</p> <p>If the candidate continues to demonstrate ineffective teaching behaviors, skills, and/or competence, the site administrator (if applicable) is notified of candidate difficulties and potential actions; and the Program Coordinator, University Supervisor, Cooperating Teacher, and SOE Director discuss concerns for additional insight and/or second opinion. If new insight about the candidate's performance or a second opinion provides additional suggestions, those suggestions are presented to the candidate in writing, an agreement is signed by the Program Coordinator and candidate, and the suggestions are implemented. If no additional insight is gained, Step 2 is initiated.</p>

	<p>If major improvement is needed, an improvement plan/contract that includes timeline and expectations is presented to the candidate in writing. The improvement plan/contract must be signed by the candidate and the program coordinator and placed in the candidate's file. If candidate declines to sign the corrective plan, Step 2 is initiated. The corrective plan/contract is communicated to the University Supervisor, Cooperating Teacher, course instructor, and administrator(s).</p> <p>If a candidate is dismissed from a field placement for the first time, he or she must sign an improvement plan/contract before being assigned a new placement.</p> <p>Dismissal from a second placement will mean dismissal from the program.</p> <p>Candidates who violate EM 96-38, the Code of Student Rights and Responsibilities, may also be referred to Student Judicial Affairs.</p>
<p><b>Step 2 - Decision to Dismiss</b></p>	
<p>If the improvement plan does not result in the candidate developing the necessary competence by the date designated in the plan, and continuation in the program is not recommended, a decision to dismiss the candidate from the program may be made by the Program Coordinator and SOE Director, in consultation with the University Supervisor, Cooperating Teacher, and program faculty.</p>	<p>The candidate is notified of dismissal from the program verbally (in person if possible) and byletter, signed by the program coordinator and director, through certified, receipt requested, mail. The dismissal letter contains appeal procedures for the candidate and a copy of the Notice of Inquiry<sup>3</sup> that must be returned to the School of Education in order to initiate any appeal. A copy of the dismissal letter from the SOE Director is sent to the Dean of the College of Communication and Education (CME), the site administrator, the Cooperating Teacher, the Director of Student Judicial Affairs, the Credentials Analyst, and placed in the candidate's file.</p>

<b>Step 3 - Informal Grievance Process</b>	
Should the candidate (now grievant) elect to appeal (the first step in University grievance procedure), he/she will submit a Notice of Inquiry to the Director and meet with the Program Coordinator, and SOE Director. The Director of Student Judicial Affairs or designee attends the meeting as advisor to the process. <sup>2</sup>	This meeting is designed to gather any additional information and to review the dismissal decision. A decision on the grievant's request will be made and communicated by the SOE Director to the grievant by letter, through certified, receipt requested, mail. That letter, a written summary of the meeting, and the Notice of Inquiry will be placed in the grievant's file. Copies will be forwarded to the CME Dean and the Director of Student Judicial Affairs. The grievant will be referred to the CME Dean's office if he/she wishes to pursue a further appeal.
<b>Step 4 - Appeal to the Office of the Dean</b>	
Should the grievant elect to pursue a further appeal, he/she will be referred to the College of Communication and Education to request a meeting with the Dean or his or her designee.	The meeting with the Dean, or his or her designee, must precede any further action.
<b>Step 5 – Formal Grievance</b>	
Should resolution not be reached upon consultation with the CME Dean or his or her designee, the grievant will be referred to the Student Judicial Affairs Office.	University approved formal grievance processes will be followed. Refer to EM 94-22, the <i>Student Grievance Procedures</i> .

A professional education program provides opportunities for a candidate to learn the theoretical understandings and develop appropriate teaching practice to demonstrate the competencies required to be recommended for a credential. The University instructor(s), supervisor and Cooperating Teacher will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, then it may be necessary to dismiss the candidate from the professional education program.

The following process will be implemented to correct any serious lack of teaching competence and/or to dismiss from a program should correction be unsuccessful:

The letter of Dismissal to the candidate will clearly and unequivocally state that:

You have been dismissed from the (name of teacher preparation) program for the reasons previously discussed and documented. You are not eligible to enroll or participate in any California State University, Chico course(s) leading to a recommendation for a credential while an appeal is in process.

School of Education policy requires that you be notified of appeal procedures regarding this dismissal. Initial processing of appeals is conducted through the School of Education. Should you wish to appeal this decision, you must call the School of Education office to arrange a meeting at which information about your appeal will be gathered. You, the Program Coordinator, the School of Education Director, and the Director of Student Judicial Affairs will attend that meeting. Please return the Notice of Inquiry to the School of Education Director prior to your scheduled meeting time. This Notice of Inquiry must be received before any further action can be taken.

## **SECTION 5: TEACHING PERFORMANCE EXPECTATIONS (TPES) AND SOE PROFESSIONAL DISPOSITIONS**

### **California Standards for the Teaching Profession (CSTP)**

Aligned with Teaching Performance Expectations (TPE)

The TPEs are standards that define the areas of teaching performance expected of credential candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. TPEs define credential candidate success in a credential program. TPEs also guide the curriculum of credential programs. As you participate in a credential program, courses will provide instruction in areas related to the TPEs, supervisors and Cooperating Teachers evaluate your teaching on the TPEs, and you will be asked to analyze and reflect on your own growth in relation to the TPEs.

### Understanding and Organizing Subject Matter (CSTP 3)

*TPE 1A: Specific Pedagogical Skills for Subject Matter Instruction for Multiple and Single Subject*

- a. Reading-Language Arts
  - o Demonstrates the ability to teach the state-adopted academic content standards for students in English-Language Arts.
  - o Understands how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications.
  - o Knows how to strategically plan and schedule instruction to ensure that students meet or exceed the standards.

- o Creates a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts.
  - o Understands how to make language comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language tools for thinking, learning, and communicating.
  - o Understands how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text.
  - o Understands that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.
  - o Teaches students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.
  - o Understands how to teach the advanced skills of research-based discourse; incorporates technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focuses on analytical critique of text and a variety of media; and provides a greater emphasis on the language arts as applied to work and careers.
  - o Knows how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, and how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.
- b. Mathematics
- o Demonstrates the ability to teach the state-adopted academic content standards for students in mathematics.
  - o Enables students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems.
  - o Helps students understand different mathematical topics and make connections among them.
  - o Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
  - o Provides a secure environment for taking intellectual risks and approaching problems in multiple ways.
  - o Models and encourages students to use multiple ways of approaching mathematical problems, and encourages discussion of different solution

strategies.

- o Fosters positive attitudes toward mathematics, and encourages student curiosity, flexibility, and persistence in solving mathematical problems.
- o Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.
- o Assigns and assesses work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

c. Science

- o Demonstrates the ability to teach the state-adopted academic content standards for students in science.
- o Balances the focus of instruction between science information, concepts, and investigations.
- o Explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation.
- o Emphasizes the importance of accuracy, precision, and estimation.
- o Encourages students to pursue science interests, especially students from groups underrepresented in science careers.
- o Teaches students to provide ethical care, when live animals are present in the classroom.
- o Demonstrates sensitivity to students' cultural and ethnic backgrounds in designing science instruction.
- o Guides, monitors, and encourages students during investigations and experiments.
- o Demonstrates and encourages the use of multiple ways to measure and record scientific data, including the use of mathematical symbols.
- o Structures and sequences science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students.
- o Establishes and monitors procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

d. History/Social Science

- o Demonstrates the ability to teach the state-adopted academic content standards for students in history-social science.
- o Uses timelines and maps to give students a sense of temporal and spatial scale.
- o Teaches students how social science concepts and themes provide insights into historical periods and cultures.
- o Helps students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- o Enables students to learn and use analytical thinking skills in history and social science while attaining the state-adopted academic content standards for students.

- o Connects essential facts and information to broad themes, concepts and principles, and relates history-social science content to current or future issues.
  - o Teaches students how cultural perspectives inform and influence understandings of history.
  - o Selects and uses age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.
  - o Asks questions and structures academic instruction to help students recognize prejudices and stereotypes.
  - o Creates classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourages students to reflect on and share their insights and values.
  - o Designs activities to counter illustrate multiple viewpoints on issues.
  - o Monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.
- e. The Arts
- o Helps students understand and experience the arts from multiple perspectives by designing lessons that address artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, connections, relationships, and applications across the curriculum.
  - o Demonstrates the ability to address the state-adopted academic content standards in the arts for Pre-K through grade 8 students.
  - o Enables students to understand basic elements and concepts in dance, drama/theater, music and visual art and to use these concepts and elements to create and produce expressive artworks.
  - o Helps students design and solve real-world problems using concrete, verbal, symbolic, and graphic representations.
    - o Provides a secure environment that encourages cultural understanding, creative risk-taking, and approaching problems in multiple ways.
    - o Models and encourage students to use multiple ways to express ideas and issues in the arts and they encourage different solutions to given Arts tasks.

### Assessing Student Learning (CSTP 5)

#### *TPE 2: Monitoring Student Learning During Instruction*

- a. Uses progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.
- b. Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- c. Anticipates, checks for, and addresses common student

misconceptions and misunderstandings.

### *TPE 3: Interpretation and Use of Assessments*

- a. Understands and uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.
- b. Knows about and can appropriately implement the state-adopted student assessment program.
- c. Understands the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- d. Uses multiple measures, including information from families, to assess student knowledge, skills, and behaviors.
- e. Know when and how to use specialized assessments based on students' needs.
- f. Knows about and appropriately uses informal classroom assessments and analyzes student work.
- g. Teaches students how to use self-assessment strategies and provides guidance and time for students to practice these strategies.
- h. Understands how to familiarize students with the format of standardized tests.
  - i. Knows how to appropriately administer standardized tests, including when to make accommodations for students with special needs.
  - j. Knows how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.
- k. Interprets assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.
- l. Gives students specific, timely feedback on their learning, and maintains accurate records summarizing student achievement.
- m. Explains to students and their families the students' academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade report is derived.
- n. Clearly explains to families how to help students achieve the curriculum.

### Engaging & Supporting all Students in Learning (CSTP 1)

#### *TPE 4: Making Content Accessible*

- a. Incorporates specific strategies, teaching/instructional activities, procedures, experiences, and instructional materials that address state-adopted academic content standards.
- b. Explains content clearly and reinforces content in multiple ways.
- c. Provides opportunities and adequate time for students to practice and apply what they have learned.

- d. Teaches strategies to read and comprehend a variety of texts and a variety of information sources.
- e. Models active listening.
- f. Encourages student creativity and imagination; motivates and encourages student effort.
- g. Fosters access and comprehension for all learners.
- h. Balances instruction by adjusting lesson designs relative to students' current level of achievement.

*TPE 5: Student Engagement*

- a. Clearly communicates instructional objectives.
- b. Ensures active and equitable participation of all students.
- c. Ensures student understanding of what they are to do during instruction and monitors student progress toward academic goals.
- d. Encourages students to share and examine points of view during lessons.
- e. Uses community resources, student experiences, and applied learning activities to make instruction relevant.
- f. Asks stimulating questions and teaches students to respond to and frame meaningful questions.

*TPE 6A: Developmentally Appropriate Teaching Practices in Grades K-3 (Multiple Subject only)*

- a. Understands how to create a structured day with opportunities for movement.
- b. Designs academic activities that suit the span of young learners.
- c. Instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn.
- d. Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy).
- e. Understands that some children hold naïve understandings of the world around them.
- g. Provides educational experiences that help students develop more realistic expectations and understandings of their environment.
- h. Knows how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or disabilities.

*TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4-8 (Multiple Subject only)*

- a. Builds on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in the state-adopted academic content standards for students.
- b. Teaches from grade level texts.
- c. Designs learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.
- d. Helps students develop learning strategies to cope with increasingly

- challenging academic curriculum.
- e. Assists students, as needed in developing and practicing strategies for managing time and completing assignments.
  - f. Develops students' skills for working in groups to maximize learning.
  - g. Builds on peer relationships and supports intellectual risks such as sharing ideas that may include errors.
  - h. Distinguishes between misbehavior and over-enthusiasm, and responds appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

*TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9-12 (Single Subject only)*

- a. Establishes intellectually challenging academic expectations and provides opportunities for students to develop advanced thinking and problem-solving skills.
- b. Frequently communicates course goals, requirements, and grading criteria to students and families.
- c. Helps students to understand connections between the curriculum and life beyond high school, and communicates the consequences of academic choices in terms of future career, school and life options.
- d. Supports students in assuming increasing responsibility for learning, and encourages behaviors important for work such as being on time and completing assignments.
- e. Understands adolescence as a period of intense social peer pressure to conform, and supports signs of students' individuality while being sensitive to what being "different" means for high school students.

*TPE 7: Teaching English Learners*

- a. Knows and applies theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English.
- b. Familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion.
- c. Implements an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.
- d. Draws upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities.
- e. Understands how and when to collaborate with specialists and para-educators to support English language development.

- f. Based on appropriate assessment information, selects instructional materials and strategies to develop students' abilities to comprehend and produce English.
- g. Uses English that extends students' current level of development yet is still comprehensible.
- h. Knows how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.
- j. Uses systematic instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- k. Allows students to express meaning in a variety of ways, including in their first language.
- l. Uses questioning strategies that model or represent familiar English grammatical constructions.
- m. Plans lessons for English language development taking into account how cognitive, pedagogical, and individual factors affect students' language acquisition.

#### Planning Instruction and Designing Experiences (CSTP 4)

##### *TPE 8: Learning about Students*

- a. Draws upon an understanding of patterns of child and adolescent development to understand their students.
- b. Using formal and informal methods, assesses students' prior mastery of academic language abilities, content knowledge, and skills, and maximizes learning opportunities for all students.
- c. Through interpersonal interactions, learns about students' abilities, ideas, interests and aspirations.
- d. Encourages parents to become involved and supports their efforts to improve student learning.
- e. Understands how multiple factors, including gender and health, can influence students' behavior, and understands the connections between students' health and their ability to learn.
- f. Based on assessment data, classroom observation, reflection and consultations, identifies students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

##### *TPE 9: Instructional Planning*

- a. Plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- b. Establishes clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement.

- c. Uses explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations.
- d. Plans how to explain content clearly and makes abstract concepts concrete and meaningful.
- e. Understands the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and improves successive uses of the strategies based on experience and reflection.
- f. Sequences instruction to the content to be taught connects to preceding and subsequent content.
- g. In planning lessons, selects or adapts instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.
- h. Connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.
- i. To accommodate varied student needs, plans differentiated instruction.
- j. When support personnel, such as aides and volunteers are available, plans how to use them to help students reach instructional goals.

#### Creating and Maintaining Effective Environments for Student Learning (CSTP 2)

##### *TPE 10: Instructional Time*

- a. Allocates instructional time to maximize student achievement in relation to state- adopted academic content standards and instructional goals.
- b. Establishes procedures for routine tasks and manages transitions to maximize instructional time.
- c. Based on reflection and consultation, adjusts the use of instructional time to optimize the learning opportunities and outcomes for all students.

##### *TPE 11: Social Environment*

- a. Develops and maintains clear expectations for academic and social behavior.
- b. Promotes student effort and engagement and creates a positive climate for learning.
- c. Knows how to write and implement a student discipline plan.
- d. Establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.
- e. Responds appropriately to sensitive issues and classroom discussions.
- f. Helps students learn to work responsibly with others and independently.
- g. Based on observations of students and consultation with other teachers, recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

#### Developing as a Professional Educator (CSTP 6)

### *TPE 12: Professional, Legal, and Ethical Obligations*

- a. Takes responsibility for student academic learning outcomes.
- b. Aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students.
- c. Resists racism and acts of intolerance.
- d. Appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- e. Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.
- f. Identifies suspected cases of child abuse, neglect, or sexual harassment.
- g. Maintains a non-hostile classroom environment.
- h. Carries out laws and district guidelines for reporting such cases.
- i. Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.
- j. Understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- k. Aware of and acts in accordance with ethical considerations and models ethical behaviors for students.
- l. Understands and honors all laws relating to professional misconduct and moral fitness.

### *TPE 13: Professional Growth*

- a. Evaluates own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- b. Improves teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- c. Uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.

## **Professional Educator Dispositions**

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following dispositions as critical to effective educators:

- The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in

his or her field.

- The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.
- The candidate is committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.
- The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.
- The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, advancement and exit points of the programs. When candidates exhibit behaviors counter to these dispositions, opportunities for advising and remediation are provided. (See Disposition Rubric in Section 6.)

## **Teaching Performance Expectations, Revised 2016**

### **1. 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.

## **2. 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.

## **3. 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.<sup>1</sup>
- 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.

#### **4. 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

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<sup>1</sup> See Subject-Specific Pedagogical Skills in Section 2 for reference.

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

## **5. 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.

## **6. 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.

## **SECTION 6: EVALUATION FORMS & RUBRICS**

The forms listed below will be used throughout the credential program; samples of each follow this page.

- Basic Instructional Model (BIM) – A multiple-strategy lesson plan model.
- Candidate Field Responsibility Check List – A detailed outline of the candidate's field responsibilities for Phase I and II.
- CORE Observation Record - Used by University Supervisor and Cooperating Teacher to evaluate individual lessons presented by the candidate in Phase I and II. Teaching Performance Expectations are listed on the form and each should be demonstrated over the course of the semester. For a detailed list of TPEs, see Section 5.
- Teaching Practicum Evaluation I Form and Teaching Practicum II Evaluation Form - The Candidate, University Supervisor, as well as the Cooperating Teacher, completes this form twice. In the semester. Once for the mid three-way conference and for the final three way conference.
- The CORE Competency/Disposition Evaluation Form - is completed together at the final three-way conference. All form is signed by all parties and is used to determine if the candidate shall proceed to Phase II.
- CORE Rubric – This rubric is used by University Supervisor and Cooperating Teacher in determining TPE ratings for field performance.
- Disposition Form & Rubric – The Cooperating Teacher completes this form in concert with the University Supervisor at each semester's Exit Meeting.
- Practicum & Disposition Midterm/Final Evaluation – This form is completed by the University Supervisor and is based on candidate progress documented on observation forms and agreed upon at a three-way conference. The practicum and disposition rubrics should be reviewed when completing the form. It can be used midterm and is also completed at the end of Phase I and II.
- Credential Candidate Improvement Plan Form – This form is initiated when areas of concern have been identified. The candidate is expected to show continued growth in the specified areas of improvement such as course work, TPEs, and dispositions.

## BASIC INSTRUCTIONAL MODEL (BIM)

### A MULTIPLE STRATEGY LESSON PLAN GUIDE

The Basic Instructional Model (BIM) is a general format for planning lessons. It includes the major components of good lesson plans. It is a format adaptable to several instructional strategies. Whether the teacher is intending to use a direct instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

CANDIDATE NAME: \_\_\_\_\_

DATE/TIME: \_\_\_\_\_

ESTIMATED LESSON LENGTH: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_

SETTING (general, special education, or Rtl group):

PUPILS:  WHOLE CLASS     SMALL GROUP     INDIVIDUAL

#### TOPIC/TEMA

A brief and clear statement of the themes, ideas, attitudes and/or skills students will learn about in this lesson.

#### RATIONALE /JUSTIFICACION:

A justification for teaching the lesson aligned with the standards. Why is this lesson important in terms of scope and sequence? How does this lesson address the content standard? How is the lesson addressing Bloom's Taxonomy/Domains of learning: cognitive (factual/conceptual/procedural/metacognitive), affective or psychomotor

#### CONTENT STANDARD/ ESTANDAR DEL CONTENIDO

One or two K-12 standards being addressed by the content objective of the lesson.

#### ACADEMIC LANGUAGE DEMAND

- ┆ The planning on your part, conceptualization for identifying academic language demand.
- ┆ **Provide a brief narrative** that visualizes how students will participate in this lesson:
- ┆ What are students being asked to do in this lesson, and how are they using language to accomplish that?
- ┆ (How will students collaborate for meaningful interaction, interpret written or spoken text, and produce evidence of their learning)
- ┆ Given this context, what might be difficult for students to access in terms of text structure, genre of the lesson?

#### CONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:

Selected key vocabulary that serves as focus for the lesson. The number of vocabulary words selected depends on the developmental and language level of the pupils.

#### LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE

The purpose of the language to perform effectively in the content standards identified. Language functions include explaining, informing, justifying, comparing, describing, classifying, etc.

#### LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

Parts of speech, verb tenses, subject verb agreement, use of pronouns, prepositions, conjunctions, sentence structure (syntax) complex and compound sentences, questions, word order

#### ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

One or two K-12 ELD and/or ELA standards being addressed by the language objective(s) of the lesson.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

#### STRATEGIES/TECHNIQUES TO SUPPORT ACADEMIC LANGUAGE DEVELOPMENT:

Given the identified academic language demand, how is this lesson being adapted, and scaffolded for the targeted language proficiency level of your students (in your lesson)?

<https://www.supportrealteachers.org/strategies-for-english-language-learners.html>

#### UNIVERSAL ACCESS

- ┆ Description of modifications/differentiation for English Learners.
- ┆ Description of modifications/differentiation for Students with Special Needs.  
<https://goalbookapp.com/toolkit/strategies>

#### **OBJECTIVE(S)/ OBJETIVO: (Content and Language)**

**CONTENT OBJECTIVE:** A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson that connects to the content standard identified above. The objective includes criteria for mastery. It must follow the ABCD format. [A = audience; B= behavior; C = condition; D = degree]. You should be able to complete this statement: *By the end of the lesson, students will be able to...*

**LANGUAGE OBJECTIVE:** A specific and concise identification of the learning outcomes, with regards to language, pupils are to achieve as a result of the lesson.

### **ASSESSMENT(S)/EVALUACION:**

An authentic assessment to determine whether the student has met the standard(s)/objective. A description of the performance or behavior by which learners will demonstrate that each of the standards/objective has been attained. There should be an evaluation procedure matching each content and language standard above.

Formative Assessments:

Summative Assessments:

- Assessment of Content Objective:
  
- Assessment of Language Objective:

### **STRATEGY/TECHNIQUE/ ESTRATEGIA/TECNICA:**

A specification of the main instructional method to be employed in this lesson (not to exceed two or three strategies or techniques in a lesson).

[http://www.fortheteachers.org/instructional\\_strategies/](http://www.fortheteachers.org/instructional_strategies/)

**REQUIRED TEACHER BACKGROUND INFORMATION:** Information the teacher must have in order to teach the lesson well (e.g., review content knowledge, become familiar with curriculum, etc.)

**TASK ANALYSIS:** Task Analyze for Prerequisite Student Skills (i.e., what entry skills must students possess in order to be successful with the lesson).

### **PROCEDURES/ PROCEDIMIENTO:**

Introduction/Introducción

This is the first step in conduction the lesson. Its purposes are to capture attention and to motivate students. Methods for introducing lessons may include:

- ┆ Telling students what will be accomplished.
- ┆ Involving students in some curiosity raising or motivating activity/ - demonstration, or giving children examples to observe.
- ┆ Seeking responses to an open-ended question
- ┆ Involving students in a problem to be solved.
- ┆ Explaining/reviewing expected student behaviors.
- ┆ Describing the evaluation procedures.

Activity Sequence/ Secuencia de actividades

This is a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes: (a) what the teacher does/says, (b) what the learner does, (c) steps for checking understanding, (d) different levels of practice (guided and independent), etc. What the teacher and students do

in (a) and (b) should reflect the chosen teaching strategy.

1. Activate Prior Knowledge and Skills: (How will you engage prior learning, e.g. “Think back to yesterday when we learned...”)
2. Teacher Modeling: (**I DO IT**. How will you demonstrate or model the skills, strategies or required understanding to meet your objective? How will you check for understanding?)
3. Guided Practice: (**WE DO IT**. How will you practice the skills, strategies or understanding as a group? What formative assessments might you use? What evidence will you collect to determine student understanding?)
4. Independent Practice: (**YOU DO IT**. How will your students practice what they learned?)

#### Closure/Clausura

This section provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson. The closure activity engages students in demonstrating what they have learned. These activities and/or assignments provide the opportunity for the lesson’s summative evaluation.

#### Content Extensions/Extensiones del contenido

How will you challenge students who finish early? How will you meet the needs of students who are gate or need an extra challenge?

#### Content Integration:

How could you connect your lesson to other content areas?

#### **MATERIALS/MATERIALES:**

A list of items which must be available for this lesson, including directions for distribution and cleanup.

#### **PERSONAL TEACHING OBJECTIVES:**

What is something that you would like to achieve this lesson beyond students meeting the objectives? (ie., classroom management, student engagement, transitions between lesson segments, etc.)

#### **ASSESSMENT OF PERSONAL TEACHING OBJECTIVES:**

How will you know if your personal teaching objective is met? What will it look like?

Name: \_\_\_\_\_

## BILINGUAL AUTHORIZATION MULTIPLE SUBJECT PROFESSIONAL PREPARATION PROGRAM

### Candidate Field Responsibility Check List

#### PHASE I - FALL

The Supervised Fieldwork Experience is designed to: (a) extend your understanding of major ideas and emphases developed in your program and your prerequisite coursework and (b) provide opportunities to satisfy the Teacher Performance Expectations (TPEs) and the Teaching Performance Assessments (TPAs) in the program. Each candidate has at least one substantive bilingual field experience during the program year that includes student instruction in a public school classroom. Your cooperating teacher (CT) or University supervisor (US) must initial each box to verify that you have satisfactorily completed the task and are making progress toward satisfying the California Commission on Teacher Credentialing (CCTC) professional program standards. In addition, all students must keep a classroom observation journal. The journal is shared with the University supervisor during each visit and is submitted to the EDTE 570 instructor for course credit.

<p>The candidate:</p> <p><b>Disposition 1 (D1)</b> = appreciates and values human diversity</p> <p><b>Disposition 2 (D2)</b> = believes all children can learn</p>	<p><b>DISPOSITIONS</b></p> <p><b>Disposition 3 (D3)</b> = is committed to continuous self-directed learning and reflective practice</p> <p><b>Disposition 4 (D4)</b> = takes pride in the education profession</p> <p><b>Disposition 5 (D5)</b> = is committed to the use of democratic values</p>
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### EDTE 575: MULTIPLE SUBJECT FIELD EXPERIENCE RESPONSIBILITIES

WEEK*	STANDARD TPE DISPOSITION	TASKS	DATE	CT/US INITIALS
1 - 3	<b>STD:</b> 5, 7A, 9, 10, 12, 13, 14, 15, 18 <b>TPE:</b> 7, 8, 9 <b>DISP:</b> 3	Observe CT. Take initiative by working with students individually, and in small groups under the instruction and guidance of your CT. Interview the CT regarding (write responses in your Reflective Journal):  class demographics, including number of EBs, ELPAC, Language Proficiency levels, special population students, and mainstream students role of specialists available to assist in meeting the needs of EBs, special population students, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, Title I resource teacher..... procedures for reporting suspected cases of child abuse, neglect, or sexual harassment Teacher Interview assignment is submitted to the EDTE 570 instructor in the Reflective Journal.		
	<b>STD:</b> 8A, 11, 13,			

3 - 4	<p>15  <b>TPE:</b> 1, 6, 7, 11  <b>DISP:</b> 2, 3</p>	<p>Present cooperating teacher's lesson plans, in <b>one subject</b> area to a <b>small group</b>, using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for EBs and all learners.</p>		
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WEEK*	STANDARD TPE DISPOSITION	TASKS	DATE	CT/US INITIALS
4 - 6	<b>STD:</b> 8A, 11, 13, 15 <b>TPE:</b> 1, 4, 6, 7, 11, 13 <b>DISP:</b> 2, 3	Present cooperating teacher's lesson plans, in <b>one subject area to the whole class</b> , using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for EBs and all learners.		
6	<b>STD:</b> 7A, 8A 11, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 9, 13 <b>DISP:</b> 2, 3	Implement <b>reading strategies</b> presented in seminars. Develop and present your own reading lessons to a <b>small group</b> . Use lessons that include beginning reading, phonological awareness, print and letter recognition, explicit phonics, word identification strategies, spelling, vocabulary development, reading comprehension, and/or the writing process. <b>Schedule an observation by the university supervisor for at least one of the lessons and provide the university supervisor with typed lesson plan and completed Self-Reflection Forms.</b>		
7 - 9	<b>STD:</b> 5, 7A, 8A, 11, 12, 13, 15 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 8, 9, 13 <b>DISP:</b> 1, 2, 3	Same as week 6, but to the <b>whole class</b> . Develop a profile of an EB student in your classroom. Issues to be addressed will include, but are not limited to: family background, educational history, language proficiency level, first language literacy and its relation to second language development, and ELD Standards. Case Study assignment is submitted to the EDTE 573 instructor. (See assignment description in EDTE 673 syllabus).		
3 - 9	<b>STD:</b> 8A, 11, 13 15 <b>TPE:</b> 1, 4, 6, 9, 13 <b>DISP:</b> 2, 3	Develop and present <b>two sequential</b> lessons to the <b>whole class</b> , using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content. Identify content and language standards being addressed. <b>Schedule an observation by the university supervisor for at least one of the lessons in each area and provide the university supervisor with typed lesson plans, assessment tools implemented, language level(s) addressed, and completed Self-Reflection Form.</b>		
10 - 11	<b>STD:</b> 8A, 13, 15 <b>TPE:</b> 1, 6, 7, 9, 13 <b>DISP:</b> 2, 3	Develop and present at least <b>two sequential mathematics</b> lessons or a mini-unit using teaching strategies presented in seminars for the whole class. Use instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote language development and (d) facilitate comprehension of grade - level or advanced content. Integrate <b>mathematics</b> with one other subject area in at least one of the lessons. <b>Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan, language and content standards addressed, and a completed Self-Assessment Form.</b>		

11 - 16	<b>STD:</b> 7A, 8A 11, 13, 15 <b>TPE:</b> 1, 4, 6, 8, 9, 13 <b>DISP:</b> 2, 3	Design a <b>science and/or mathematics</b> mini-unit. Develop and present at least <b>five</b> sequential lessons using systematic instructional strategies presented in seminars that: (a) are consistent with state - adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content. Integrate language arts with science in at least two sequential lessons. <b>Schedule at least one observation by the university supervisor and provide a typed lesson plan and a completed Self-Reflection Form..</b>		
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STANDARD TPE DISPOSITION	ADDITIONAL ACTIVITIES - PHASE I	DATE	CT/US INITIALS
<b>Weeks 1 – 16 Responsibilities</b>	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> <li>▫ Maintaining classroom organized throughout the day</li> <li>▫ Straightening classroom at the end of the day</li> <li>▫ Preparing materials including test booklets</li> <li>▫ Assisting with the evaluation of benchmark tests</li> <li>▫ Assisting CT with clerical responsibilities associated with instruction</li> <li>▫ Collaborating with CT and other staff with preparation for and during after school activities and events</li> <li>▫ Share yard duty responsibility with CT</li> </ul>		
<b>STD: 15 TPE: 8</b>	Attend “Back to School Night”		
<b>STD: 6, 15 TPE: 8, 13 D: 3</b>	Collaborate with a peer in a lesson study cycle. Together develop a lesson that one of you will teach and videotape. View and analyze the lesson together. Submit a written reflection about what was learned through the lesson study process. (See EDTE 673 syllabus for assignment description).		
<b>STD: 13, 15 TPE: 3, 7</b>	Identify the purpose, content and uses of the EnglishLanguageProficiencyAssessmentofCalifornia(ELPAC). Participate/learn abouttheadministration of the ELPAC.		

<b>STD:</b> 13, 14, 15 <b>TPE:</b> 7, 9 <b>D:</b> 3	Identify the specialists and special programs available to support learning for EB, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, fine arts specialist, physical education specialist, Title I resource ...) Describe the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
<b>STD:</b> 15	Prepare at least one bulletin board relating to your own developed lessons in any presented subject.		
<b>STD:</b> 15	Attend at least one faculty meeting each month.		
<b>STD:</b> 15	Attend/Participate/Collaborate in 5 hours of school events emphasizing parental and/or community engagement. Examples include; attend a school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
<b>STD:</b> 15 <b>TPE:</b> 1, 13	Attend one staff development day offered by your school district or regional education agency on topics related to reading and writing.		
<b>STD:</b> 14, 15 <b>TPE:</b> 12	Attend an Individualized Educational Plan (IEP) meeting and discuss with CT, the SpEd. referral process.		
<b>STD:</b> 15 <b>TPE:</b> 3, 8	Participate in scheduled parent conferences.		
<b>STD:</b> 15	Participate in yard duty assignment in conjunction with your cooperation teacher.		

nm 5/18

## BILINGUAL MULTIPLE SUBJECT PROFESSIONAL PREPARATION PROGRAM

### Candidate Responsibility Checklist

#### PHASE II – SPRING

The Supervised Fieldwork Experience is designed to: (a) extend the knowledge, skills, and dispositions developed in your program and your prerequisite coursework and (b) provide opportunities to satisfy the Teacher Performance Expectations (TPEs) in the program. Each candidate has at least one substantive bilingual field experience during the program year that includes student instruction in a public school classroom. In order to be recommend Multiple Subject Credential with Bilingual Authorization, you must satisfactorily complete the following sequence of supervised school based experiences that include, but are not limited to the following: (a) take initiative immediately by working with students in accordance with the instructions of your cooperating teacher (CT); (b) assume responsibilities by monitoring students; (c) read to the class using varied genres; (d) acquire knowledge of Emergent Bilinguals (EBs) linguistic development; (e) take responsibility for all the housekeeping tasks and for classroom organization, including management of L<sub>1</sub> and L<sub>2</sub>; (f) use a variety of reading and instructional strategies that promote English language development and facilitate comprehension of grade-level or advance content for EBs; (g) implement varied behavior management strategies; (h) become familiar with all areas of the curriculum and with appropriate use of technology to enhance learning; and (i) assume instructional and classroom management responsibilities for two weeks.

Your cooperating teacher (CT) or University supervisor (US) must initial each box to verify that you have satisfactorily completed the task and are making progress toward satisfying the California Commission on Teacher Credentialing (CCTC) standards. In addition, all students must keep a classroom observation journal. The journal is shared with the University supervisor during each visit.

#### Dispositions of Educators:

- D1:** Appreciate and value human diversity, recognize community and cultural norms, show respect for students' varied talents and perspectives, seek to foster culturally-appropriate communications and demonstrate best practice in his or her field.
- D2:** Believe that all children can learn, appreciate their varying abilities, and persist in helping all children achieve success.
- D3:** Commit to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.
- D4:** Demonstrate pride in the education profession and participate in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.
- D5:** Commit to the expression and use of democratic values and to create a learning environment that fosters active engagement in learning and encourage positive social interactions.

**EDTE 577: MULTIPLE SUBJECT STUDENT TEACHING RESPONSIBILITIES**

<b>WEEK*</b>	<b>STANDARD/ TPE</b>	<b>TASKS</b>	<b>DATE</b>	<b>CT/US INITIALS</b>
1 - 2	<b>STD: 5,7A, 9, 10, 12, 13, 14, 15,18</b>  <b>TPE: 7, 8, 9</b>  <b>DISP: 2, 3</b>	Observe cooperating teacher. Take initiative by working with students individually, and in small groups under the instruction and guidance of your cooperating teacher. Interview the CT regarding (write responses in your Reflective Journal): classroom arrangement and organization, including management of L1 and L2 instruction implementation of the reading/language arts and ELD programs, and availability of materials class demographics, including number of EBs, EB's ELPAC levels, special population students, and mainstream students parent engagement role of specialists available to assist in meeting the needs of EBs, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist ...) role of paraprofessionals in meeting the needs of EBs, special population students, including those who have experienced trauma, homelessness, foster care, incarceration and/or medically fragile. Teacher Interview assignment is submitted to the EDTE 676A instructor in the Reflective Journal.		
2 - 3	<b>STD: 8A, 11, 13, 15, 18</b> <b>TPE: 1, 6, 7, 11</b>	Design and develop daily lesson plans, in one subject area to a small group, using instructional practices that promote English Language Development (ELD) and facilitate comprehension of grade-level or advanced content for EBs by connecting subject matter to real-life contexts.		
4	<b>STD: 8A, 9, 11, 13, 15</b> <b>TPE: 1, 4, 6, 7, 11, 13</b>	Present cooperating teacher's lesson plans, in one subject area to the whole class, using instructional practices that promote ELD and facilitate comprehension of grade-level or advanced content for EBs. Identify the technology and media equipment available in your classroom and school site.		
5	<b>STD: 8A, 9, 11, 13, 15</b> <b>TPE: 1, 4, 6, 7, 11</b>	Combine responsibilities of week 2 through 4.		

\*Suggested schedule

WEEK*	STANDARD/ TPE	TASKS	DATE	CT/US INITIALS
6-13	<p><b>STD: 7A, 9, 11, 12, 13, 18, 19</b></p> <p><b>TPE: 1, 2, 3, 4, 5, 6, 7, 8, 9, 13</b></p>	<p><b>Phase II (PAAID)</b> Candidates will work with their class throughout the semester assessing and evaluating the student's reading behaviors. Compile and submit the PAAID assignment to the EDTE 676B instructor(s) by due date on course syllabus. Candidates will: provide a graphic representation of the school and class demographics based on CA Smarter Balanced web page;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify previous interventions and their results;</li> <li><input type="checkbox"/> report the ELPAC scores and date of last administration</li> <li><input type="checkbox"/> discuss the relationship between the student's level of L1 proficiency and English language proficiency</li> <li><input type="checkbox"/> gather samples of at least one reading/writing assessment instrument and procedure;</li> <li><input type="checkbox"/> conduct a teacher interview re: student level of performance and previous interventions;</li> <li><input type="checkbox"/> develop a student portfolio including: student teacher and student selected writing samples w/ rationale for selection; student goal statements; ELPAC, SBAC scores; and benchmark assessments;</li> <li><input type="checkbox"/> analyze all data;</li> <li><input type="checkbox"/> design appropriate intervention(s) and implement it; identify ELD standards to be addressed by the intervention</li> <li><input type="checkbox"/> assess student progress using appropriate measures for initial, progress monitoring, and summative assessment of EB's reading/language arts skills;</li> <li><input type="checkbox"/> provide recommendations for future instruction</li> </ul>		
6	<p><b>STD: 7A, 8A, 11, 13, 15, 18, 19</b></p> <p><b>TPE: 1, 2, 3, 4, 6, 7, 9, 13</b></p>	<p>Implement <b>reading</b> strategies presented in seminars. Develop and present your own sequential reading lessons to a <b>small group</b> for <b>one week</b>. Use lessons that include beginning reading, phonological awareness, print and letter recognition, explicit phonics, word identification strategies, spelling, vocabulary development, reading comprehension, and/or the writing process. In planning the lessons consider: (a) EBs' ELPAC levels, (b) the connection between L<sub>1</sub> and L<sub>2</sub> literacy, and (c) strategies that foster ELD. Plan instruction using appropriate types of reading (i.e. shared reading, guided reading, paired reading, independent reading, and reading out loud to your students). Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.</p>		
7	<p><b>STD: 7A, 8A, 11, 13, 15, 18, 19</b></p> <p><b>TPE: 1, 2, 3, 4, 6,</b></p>	<p>Continue week 6 responsibilities. In addition, develop and present <b>two</b> sequential lessons to the <b>whole class</b> in <b>physical education</b> and <b>two sequential</b> lessons in <b>art</b>, using instructional practices that promote ELD and facilitate comprehension of grade-level or advanced content for EBs. Schedule an observation by the university supervisor for at least one of the lessons and provide the university supervisor with typed</p>		

	<b>7, 9, 13</b>	lesson plans, assessment tools implemented, and, after the observation, a completed Lesson Reflection Form.		
8-10	<b>STD: 3.4, 5, 7A, 8A, 9, 10, 11, 12 - 18, 19 TPE: 1 - 13</b>	Develop and present lessons for one content area for at least one week. Integrate mathematics with the content area in at least two lessons. Integrate the language arts in the remaining lessons. Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		

\* Suggested Schedule

WEEK*	STANDARD/ TPE	TASKS	DATE	CT/US INITIALS
11-14	<b>STD: 7A, 8A, 9, 11, 12, 13, 15, 18, 19</b>  <b>TPE: 1, 4, 6, 7, 8, 9, 11, 10, 12, 13</b>	Design a unit with a multicultural perspective. Integrate language arts, mathematics, music and/or art, and technology with social science. Develop and present <b>ten</b> sequential lessons using systematic instructional strategies presented in seminars that promote ELD and facilitate comprehension of grade-level or advanced content. Design a Service Learning project supporting the unit concepts. Identify content standards and the appropriate ELA and/or ELD standards to match the EBs' ELPAC levels. In the unit rationale specify how the unit assists EBs in developing L <sub>2</sub> literacy. Write a letter to parents informing them about the unit content and how they can support their student's learning. Identify and explain the appropriate measures for initial, progress monitoring, and summative assessment of students' understanding of ELD and content standards addressed in the unit. Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		
12 - 15	<b>STD: 3 – 15, 17, 18, 19</b>  <b>TPE: 1 - 13</b>	Assume instructional and classroom management responsibilities for a minimum of <b>two weeks</b> . This includes planning and delivery of appropriate and systematic instruction for mainstream, EBs and special population students in reading/language arts, technology use, ELD and content areas. It also consists of management of parent volunteers, paraprofessionals and coordination with specialist.		

\* Suggested Schedule

STANDARD/TPE	ADDITIONAL ACTIVITIES - PHASE II	DATE	CT/US INITIALS
<b>Weeks 1 – 16</b> <b>Responsibilities</b>	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> <li>▫ Maintaining classroom organized throughout the day</li> <li>▫ Straightening classroom at the end of the day</li> <li>▫ Preparing materials including test booklets</li> <li>▫ Assisting with the evaluation of benchmark tests</li> <li>▫ Assisting CT with clerical responsibilities associated with instruction</li> <li>▫ Collaborating with CT and other staff with preparation for and during after school activities and events</li> <li>▫ Share yard duty responsibility with CT</li> </ul>		
<b>STD: 10, 11, 15</b> <b>TPE: 8, 13</b>	Attend the school's "Open House."		
<b>STD: 7A, 15</b> <b>TPE: 1, 7</b>	Observe reading programs in two literacy environments. Document observations and share with classroom teachers for questions and clarification. Determine what reading intervention programs are available at the school site and the referral process for students.		
<b>STD: 8A, 10 15</b> <b>TPE: 10, 11</b>	Prepare at least two bulletin boards related to your own lessons in any content area.		
<b>STD: 13, 14, 15</b> <b>TPE: 7, 2, 3, 8</b>	Identify the English Language Proficiency Assessment of California (ELPAC) levels of the EBs in your class.		
<b>STD: 13, 14, 15</b> <b>TPE: 7, 9</b>	Identify the specialists and special programs available to support learning for EBs, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, fine arts specialist, physical education specialist, Title I resource ...) Describe the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
<b>STD: 10, 11, 15</b> <b>TPE: 8, 13</b>	Write a letter to parents introducing yourself and your expectations for parent engagement. Invite parents to identify areas where they could participate.		
<b>STD: 10, 11, 15</b>	Attend at least one faculty meeting each month.		
<b>STD: 10, 11, 15</b> <b>TPE: 8, 12, 13</b>	Collaborate/Develop 5 hours of school events emphasizing parental and/or community engagement. Examples include; school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
<b>STD: 10, 11, 15</b> <b>TPE: 8, 12, 13</b>	Attend one staff development day offered by your school district or regional education agency.		
<b>STD: 14, 15</b> <b>TPE: 9</b>	Attend an Individualized Educational Plan (IEP) meeting and discuss with CT SPED referral process. (Parent permission is required.)		
<b>STD: 10, 11, 15</b> <b>TPE: 8, 12, 13</b>	Participate in scheduled parent conferences as appropriate to second semester.		
<b>STD: 15</b> <b>TPE: 8, 12, 13</b>	Participate in yard duty assignment <b>in conjunction</b> with your cooperation teacher.		

<b>STD: 15</b>	Observe at least one lesson taught by a classroom teacher (other than your CT) or special program teacher at your school site.		
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Name: \_\_\_\_\_

**BILINGUAL AUTHORIZATION SINGLE SUBJECT PROFESSIONAL PREPARATION PROGRAM  
Candidate Responsibility Check List**

**PHASE I - FALL**

The Supervised Fieldwork Experience is designed to: extend your understanding of major ideas and emphases developed in your program and your prerequisite coursework and provide opportunities to satisfy the Teacher Performance Expectations (TPEs) and the Teaching Performance Assessments (TPAs) in the program. Each candidate will assume at least partial responsibility for two class periods – one in your content area and the second in an English Language Development (ELD) classroom setting-; and share responsibilities with your CT for a third class period. Your cooperating teacher (CT) or University supervisor (US) must initial each box to verify that you have satisfactorily completed the task and are making progress toward satisfying the California Commission on Teacher Credentialing professional standards. In addition, all students must keep a classroom observation journal.

<b>DISPOSITIONS</b>	
The candidate: <b>Disposition 1 (D1)</b> = appreciates and values human diversity <b>Disposition 2 (D2)</b> = believes all children can learn	<b>Disposition 3 (D3)</b> = is committed to continuous self-directed learning and reflective practice <b>Disposition 4 (D4)</b> = takes pride in the education profession <b>Disposition 5 (D5)</b> = is committed to the use of democratic values

**EDTE 585: SINGLE SUBJECT FIELD EXPERIENCE RESPONSIBILITIES**

<b>WEEK*</b>	<b>STANDARDS TPES DISPOSITIONS</b>	<b>TASKS</b>	<b>DATE</b>	<b>CT/US INITIALS</b>
1 – 3	<b>STD:</b> 5, 7B, 9, 10, 12, 13, 14, 15, 18 <b>TPE:</b> 7, 8, 9 <b>DISP:</b> 3	Observe CT. Take initiative by working with students individually, and in small groups under the instruction and guidance of your CT. Interview the CT regarding (write responses in your Reflective Journal): class demographics, including number of EBs, Language Proficiency levels, special population students, and main-stream students role of specialists available to assist in meeting the needs of EBs, special population students, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, Title I resource teacher.....procedures for reporting suspected cases of child abuse, neglect, or sexual harassment Teacher Interview assignment is submitted to the EDTE 580 instructor in the Reflective Journal.		
3 - 4	<b>STD:</b> 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 6, 7, 11 <b>DISP:</b> 2,3	Present cooperating teacher's lesson plans in one class, using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		

WEEK*	STANDARD TPE DISPOSITIONS	TASKS	DATE	CT/US INITIALS
4 - 6	<b>STD:</b> 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 4, 6B, 7, 11, 13 <b>DISP:</b> 2, 3	Present cooperating teacher's lesson plans in <b>two</b> classes, using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. <b>Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.</b>		
6	<b>STD:</b> 7B, 8B, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 13 <b>DISP:</b> 2, 3	<b>Develop, present and evaluate your own lesson</b> for one class and continue presenting cooperating teacher's lesson plans in one other class, using instructional practices that: (a) are consistent with state -adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for EBs and all learners. <b>Schedule an observation by the university supervisor</b> for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form. (See Syllabus EDTE 681 for assignment description). Integrate reading strategies presented in seminar into your content area lessons. Develop lessons for teaching comprehension skills, implement strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences. (See Syllabus EDTE 682 for assignment description).		
7 - 9	<b>STD:</b> 5, 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 13 <b>DISP:</b> 1, 2, 3	Plan, present, and evaluate your own lessons in two classes, using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. Continue assisting cooperating teacher in the third class. Develop a profile of an EB student in your classroom. Issues to be addressed will include, but are not limited to: family background, educational history, language proficiency level, first language literacy and its relation to second language development, and ELD Standards. Case Study assignment is submitted to the EDTE 673 instructor. (See assignment description in EDTE 673 syllabus).		
10-12	<b>STD:</b> 7B, 8B, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 13 <b>DISP:</b> 2, 3	Develop, present and evaluate your own lessons in two classes, using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote English Language Development (ELD) and (d) facilitate comprehension of grade-level or advanced content for EBs and all learners. Integrate reading strategies presented in seminar into your content area lessons from this week on. Develop lessons for teaching comprehension skills, implement strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences		

WEEK*	STANDARDS TPES DISPOSITIONS	TASKS	DATE	CT/US INITIALS
13 - 15	<b>STD:</b> 7B, 8B, 11, 12, 13, 14, 15, 18  <b>TPE:</b> 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13  <b>DISP:</b> 2, 3, 4, 5	<p>Assume instructional and classroom management responsibilities in two classes for a minimum of three to five days. ("Soloing Week") This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>planning and delivery of appropriate and systematic instruction for mainstream, ELs and special population students in reading/language arts, ELD, and content areas;</li> <li>management of available parent volunteers, paraprofessionals and coordination with specialist;</li> <li>providing a balanced and comprehensive curriculum</li> <li>sequencing of activities in a logical and coherent manner engaging students</li> <li>establishing routines</li> <li>adjusting instruction and time to meet students' needs</li> <li>developing positive rapport and a nurturing environment for learning</li> <li>monitoring progress of student learning</li> <li>using and interpreting informal assessments</li> <li>implementing instructional practices that promote ELD and/or facilitate comprehension of grade-level or advanced content for EBs.</li> </ul> <p><b>Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.</b></p>		

\* suggested time frame

STANDARD TPE	ADDITIONAL ACTIVITIES - PHASE I	DATE	CT/US INITIALS
<b>Weeks 1 – 16 Responsibilities</b>	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> <li>▫ Maintaining classroom organized throughout the day</li> <li>▫ Straightening classroom at the end of the day</li> <li>▫ Preparing materials including test booklets</li> <li>▫ Assisting with the evaluation of benchmark tests</li> <li>▫ Assisting CT with clerical responsibilities associated with instruction</li> <li>▫ Collaborating with CT and other staff with preparation for and during after school activities and events</li> </ul>		
<b>STD: 15 TPE: 8</b>	Attend “Back to School Night.”		
<b>STD: 6, 15 TPE: 8 DISP: 2, 3</b>	Collaborate with a peer in a lesson study cycle. Together develop a lesson that one of you will teach and videotape. View and analyze the lesson together. Submit a written reflection about what was learned through the lesson study process. (See EDTE 673 syllabus for assignment description).		
<b>STD: 15 TPE:</b>	Identify the purpose, content and uses of the English Language Proficiency Assessment of California (ELPAC). Participate/discuss the administration of the ELPAC.		
<b>STD: 7B, 15</b>	Determine reading intervention programs available at the school site and the referral process for students		
<b>STD: 13, 15 TPE: 7</b>	Determine what support services are available at the school site and the referral process for EBs and/or their families		
<b>STD: 13, 14, 15 TPE: 7, 9</b>	Identify the specialists and special programs available to support learning for EB, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, , Title I resource ...) Determine the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
<b>STD: 15</b>	Prepare at least one bulletin board.		
<b>STD: 15</b>	Attend at least one faculty meeting each month.		
<b>STD: 15</b>	Attend/Participate/Collaborate in 5 hours of school events emphasizing parental and/or community engagement. Examples include; attend a school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
<b>STD: 15 TPE: 1, 13</b>	Attend one staff development day offered by your school district or regional education agency on topics related to reading and writing.		
<b>STD: 15 TPE:</b>	Become involved in one or more leadership roles for student activities.		
<b>STD: 14, 15 TPE: 12</b>	Attend an Individualized Educational Plan (IEP) meeting (if allowed) and discuss w/ CT SPED referral process.		
<b>STD: 15 TPE: 3, 8</b>	Participate in scheduled parent conferences.		
<b>STD: 15</b>	Conference with a school counselor about her/his duties and responsibilities. Discuss findings with your cooperating teacher.		

## **BILINGUAL SINGLE SUBJECT PROFESSIONAL PREPARATION PROGRAM**

### **Candidate Responsibility Check**

#### **List PHASE II - SPRING**

The Supervised Fieldwork Experience is designed to: (a) extend the knowledge, skills, and dispositions developed in your program and your prerequisite coursework and (b) provide opportunities to satisfy the Teacher Performance Expectations (TPEs) in the program. Each candidate has at least one substantive bilingual field experience during the program year that includes student instruction in a public school classroom. In order to be recommended Single Subject Credential with Bilingual Authorization, teacher candidate must satisfactorily complete the following sequence of supervised school based experiences that include, but are not limited to the following: (a) take initiative immediately by working with students in accordance with the instructions of your cooperating teacher (CT); (b) assume responsibilities by monitoring students; (c) acquire knowledge of Emergent Bilinguals (EBs) linguistic development; (d) take responsibility for all the housekeeping tasks and for classroom organization; (e) use a variety of instructional strategies that promote English language development and facilitate comprehension of grade-level or advance content for EBs; (f) implement varied behavior management strategies; (g) become familiar with all areas of the curriculum and with appropriate use of technology to enhance learning; and (h) assume instructional and classroom management responsibilities for two class periods (in your major area and an ELD period) for the entire semester.

Your cooperating teacher (CT) or University supervisor (US) must initial each box to verify that you have satisfactorily completed the task and are making progress toward satisfying the California Commission on Teacher Credentialing (CCTC) standards. In addition, all students must keep a classroom observation journal. The journal is shared with the University supervisor during each visit.

#### **Dispositions of Educators:**

Appreciate and value human diversity, recognize community and cultural norms, show respect for students' varied talents and perspectives, seek to foster culturally-appropriate communications and demonstrate best practice in his or her field. (D1)

Believe that all children can learn, appreciate their varying abilities, and persist in helping all children achieve success. (D2)

Commit to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines. (D3)

Demonstrate pride in the education profession and participate in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies. (D4)

Commit to the expression and use of democratic values and to create a learning environment that fosters active engagement in learning and encourage positive social interactions. (D5)

## EDTE 587: STUDENT TEACHING RESPONSIBILITIES

WEEK*	STANDARDS TPES DISPOSITIONS	TASKS	DATE	CT/US INITIALS
1 & 2	<b>STD: 5, 7A, 9, 10, 12,13, 14, 15, 18</b> <b>TPE: 7, 8, 9</b>	Update the information you gathered during Phase I to address any changes in your student population regarding: <ul style="list-style-type: none"> <li>▪ classroom arrangement and organization, including management of L<sub>1</sub> and L<sub>2</sub> instruction</li> <li>▪ implementation of the ELD program and availability of materials</li> <li>▪ class demographics, including number of ELs, ELs' ELPAC levels, special population students, and mainstream students</li> <li>▪ parent engagement</li> <li>▪ role of specialists available to assist in meeting the needs of EBs, special population students, and main-stream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, Title I resource teacher)</li> <li>▪ role of paraprofessionals in meeting the needs of all students</li> </ul>		
1 - 15	<b>STD: 3 - 15, 17, 18, 19</b> <b>TPE: 1 - 13</b>	Assume full time teaching responsibilities in at least two class periods and a third period with specific responsibilities articulated with cooperating teacher and university supervisor (i.e., team teaching, extra-curricular club leadership, assigned responsibilities for a small homogeneous group, ). Share lesson plans with the cooperating teacher and supervisor at least one week in advance. Full time responsibilities include planning and delivering instruction, developing necessary curriculum, assessing student progress, organizing and managing the classroom, taking care of housekeeping tasks, reflecting on teaching performance, and participating in extracurricular activities.		
10 -12	<b>STD: 3, 4, 5, 7B, 8B, 9, 10, 11, 12, 13, 14, 15, 18, 19</b> <b>TPE: 1 - 13</b>	Develop and present an instructional unit with a multicultural perspective in your subject area. Integrate language arts, music and/or art, and technology. Develop and present <b>ten</b> sequential lessons using systematic instructional strategies presented in seminars that promote ELD and facilitate comprehension of grade-level or advanced content. Identify content/common core standards and the appropriate ELA and/or ELD standards to match the EB's ELPAC levels. In the unit rationale specify how the unit assists EBs in developing L <sub>2</sub> literacy. Write a letter to parents informing them about the unit content and how they can support their student's learning. Identify and explain the appropriate measures for initial, progress monitoring, and summative assessment of students' understanding of ELD and content standards addressed in the unit. Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		

WEEK*	STANDARD TPE	TASKS	DATE	CT/US INITIALS
6 - 13	<b>STD: 7B, 9, 11, 12, 13, 15, 18, 19</b> <b>TPE: 1, 2, 3, 4, 5, 6, 7, 8, 9, 13</b>	<b>Phase II (PAAID)</b> Candidates will work with a classroom throughout the semester assessing and evaluating the classroom data. Compile and submit the PAAID assignment to the EDTE 676B instructor(s) by due date on course syllabus. <ul style="list-style-type: none"> <li>▪ provide a graphic representation of the school and class demographic information based on Smarter Balanced Assessment web page;</li> <li>▪ describe the ELD program at your schoolsite;</li> <li>▪ identify previous interventions and their results;</li> <li>▪ report the ELPAC scores and date of last administration</li> <li>▪ administer an appropriate informal measure to determine student’s reading abilities in both languages</li> <li>▪ discuss the relationship between the student’s level of proficiency in their first language and English language proficiency</li> <li>▪ gather samples of at least one reading/writing assessment instrument and procedure;</li> <li>▪ conduct a teacher interview re: student’s level of performance and previous interventions;</li> <li>▪ develop a portfolio including: selected writing samples with rationale for selection; goal statements; ELPAC results; SBAC scores; and benchmark assessments;</li> <li>▪ analyze all the data;</li> <li>▪ design appropriate intervention(s) and implement it(them);</li> <li>▪ identify ELD standards to be addressed by the intervention</li> <li>▪ assess student progress using appropriate measures for initial, progress monitoring, and summative assessment of EB’s reading/language arts skills;</li> </ul>		
14-15	<b>STD: 7B, 9, 11, 12, 13, 18, 19</b> <b>TPE: 1-9. 13</b>	In the academic year, you must provide cooperating teacher with all necessary information relative to student progress and assessment. In addition, lesson plans for the last two weeks of school and the final examination must also be submitted.		

\* suggested time frame

STANDARD TPE	ADDITIONAL ACTIVITIES - PHASE II	DATE	CT/US INITIALS
<b>Weeks 1 – 16 Responsibilities</b>	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> <li>▪ Maintaining classroom organized throughout the day</li> <li>▪ Straightening classroom at the end of the day</li> <li>▪ Preparing materials including test booklets</li> <li>▪ Assisting CT with clerical responsibilities associated with instruction</li> <li>▪ Collaborating with CT and other staff with preparation for and during after school activities and events</li> </ul>		
<b>STD: 10, 11, 15 TPE: 8, 13</b>	Attend the school's "Open House."		
<b>STD: 13, 15 TPE: 1, 7</b>	Observe English language development methods in two literacy environments. Document observations and share with classroom teachers for questions and clarification. Determine what ELD intervention programs are available at the school site		
<b>STD: 8B, 10, 15 TPE: 10, 11</b>	Prepare at least two bulletin boards related to your own lessons in any content area.		
<b>STD: 13, 14, 15 TPE: 2, 3, 7, 8</b>	Identify the English Language Proficiency Assessment of California. (ELPAC) levels of the EBs in your classroom.		
<b>STD: 13, 14, 15 TPE: 7, 9</b>	Identify the specialists and special programs available to support learning for EBs, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, fine arts specialist, physical education specialist, Title I resource ...) Describe the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
<b>STD: 10, 11, 15 TPE: 8, 13</b>	Write a letter to parents introducing yourself and your expectations for parental engagement. Invite parents to identify areas where they could participate.		
<b>STD: 10, 11, 15 TPE: 8, 12</b>	Attend at least one faculty meeting each month.		
<b>STD: 10, 11, 15 TPE: 8, 12, 13</b>	Collaborate/Develop 5 hours of school events emphasizing parental and/or community engagement. Examples include; school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
<b>STD: 10, 11, 15 TPE: 8, 12, 13</b>	Attend one staff development day offered by your school district or regional education agency on topics related to reading and writing.		
<b>STD: 14, 15 TPE: 9</b>	Attend an Individualized Educational Plan (IEP) meeting (when appropriate) and discuss with CT SPED referral process. (Parent permission required.)		
<b>1STD: 10, 11, 15 TPE: 8, 12, 13</b>	Participate in scheduled parent conferences.		
<b>STD: 15</b>	Observe at least one lesson taught by a classroom teacher (other than CT) or special program teacher at your school site.		

## Teaching Performance Expectations, Revised 2016

### 2. TPE 1: Engaging and Supporting All Students in Learning

- 6.8. 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.
- 6.9. 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.
- 6.10. 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.
- 6.11. 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.
- 6.12. 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.
- 6.13. 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.
- 6.14. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- 6.15. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

### 7. TPE 2: Creating and Maintaining Effective Environments for Student Learning

- 7.1. 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.
- 7.2. 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.
- 7.3. 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.
- 7.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- 7.5. Maintain high expectations for learning with appropriate support for the full

range of students in the classroom.

- 7.6. 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.

## **8. TPE 3: Understanding and Organizing Subject Matter for Student Learning**

- 8.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 8.2. 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.
- 8.3. 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.<sup>2</sup>
- 8.4. 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.
- 8.5. 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.
- 8.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 8.7. 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.
- 8.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

## **9. TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

- 9.1. 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.
- 9.2. 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.

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<sup>2</sup> See Subject-Specific Pedagogical Skills in Section 2 for reference.

- 9.3. 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.
- 9.4. 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.
- 9.5. 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.)
- 9.6. 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.
- 9.7. 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.
- 9.8. 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

## **10. TPE 5: Assessing Student Learning**

- 10.1. 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.
- 10.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 10.3. 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.
- 10.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 10.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

- 10.6. 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.
- 10.7. 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.
- 10.8. 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.

## **11. TPE 6: Developing as a Professional Educator**

- 11.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 11.2. 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.
- 11.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 11.4. 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.
- 11.5. 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.
- 11.6. 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.
- 11.7. 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

## Self-Reflection Form

Credential Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete both sections of this form after every formal observation. Using the CORE Rubric, and Disposition Rubric, describe areas of strength and areas for future focus in today's lesson and your future lessons. Be specific. Submit within 48 hours of your observation.

### CORE Competencies

#### CORE Competency 1 – Culture of Learning

- Facilitating student behavior and equitable teaching practices

Strengths:

Future Focus:

#### CORE Competency 2 – Essential Content

- Planning and delivering lessons effectively
- Planning instruction and designing learning experiences for all students

Strengths:

Future Focus:

#### CORE Competency 3 – Academic Ownership

- Maintaining high academic expectations
- Building thinking skills

Strengths:

Future Focus:

#### CORE Competency 4 – Demonstration of Learning

- Leading instruction
- Checking for understanding
- Responding to student misunderstanding

Strengths:

Future Focus:

## Dispositions

Disposition 1 - The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.

Strengths:

Future Focus:

Disposition 2 - The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.

Strengths:

Future Focus:

Disposition 3 - The candidate is committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.

Strengths:

Future Focus:

Disposition 4 - The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

Strengths:

Future Focus:

Disposition 5 - The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Strengths:

Future Focus:

## TEACHING PRACTICUM I EVALUATION FORM

Credential Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete both sections of this form based on Teaching Practicum I experience. Note areas of strength and areas for future focus. **This form will be completed for the Mid Semester 3-way Conference and the 3-way Teaching Practicum I Culminating Conference.**

### CORE Competencies

#### CORE Competency 1 – Culture of Learning

- Facilitating student behavior and equitable teaching practices

#### CORE Competency 2 – Essential Content

- Planning and delivering lessons effectively
- Planning instruction and designing learning experiences for all students

#### CORE Competency 3 – Academic Ownership

- Maintaining high academic expectations
- Building thinking skills

#### CORE Competency 4 – Demonstration of Learning

- Leading instruction
- Checking for understanding
- Responding to student misunderstanding

Completed by: Cooperating Teacher, Credential Candidate, Supervisor (circle)



## CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

### CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

1	2	3	4	5
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

#### CORE Teacher Skills

- Facilitating Student Behavior and Equitable Teaching Practices
- Establish and maintain clear expectations for positive classroom behavior by consistently communicating classroom routines, procedures, and norms. (TPE 2.6)
- Maintain high expectations for learning with equitable support for ALL students by supporting the acquisition and use of academic language to promote subject matter knowledge. (TPEs 2.5, 3.5)
- Promote social-emotional growth, development, and individual responsibility (i.e. positive interventions and supports, restorative justice, and/or conflict resolution) (TPE 2.1)
- 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. (TPE 2.3)
- Create and sustain learning environments that promote productive learning, encourage positive interactions, reflect diversity, and are culturally responsive. (TPE 2.2)
- Foster a caring and inclusive classroom community where all students are engaged and treated equitably, while maintaining high expectations for learning and/or behavior. (TPE 2.1)
- Recognize their own values and implicit and explicit biases, the ways in which they may affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. Exhibit positive dispositions of caring, support, acceptance, and fairness students, families, and colleagues. (TPE 2.1)
- Demonstrate professional responsibility for all aspects of student learning and classroom facilitation, 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. (TPE 6.5)
- Conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)

## CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

## ESSENTIAL CONTENT Are all students working with content aligned to the appropriate standards for their subject and grade?

1	2	3	4	5
<p>The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

## CORE Teacher Skills

### Planning and Delivering Lessons Effectively

- Use knowledge of both subject matter and students to organize curriculum so that all learners, including English learners and students with special needs, understand and have access to the content. (TPE 3.2)
- Use multiple means of representing, expressing, and engaging all students to demonstrate their knowledge of the subject matter. (TPE 3.4)
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all students within learning activities to promote subject matter knowledge. (TPE 3.5)
- Use and adapt resources and instructional materials (including technology) to engage students, support learning and provide equitable access to the curriculum. TPE (3.6,3.7)

### Planning Instruction and Designing Learning Experiences for All Students

- Use knowledge of students' (including cultural, linguistic backgrounds, as well as learning needs) to inform instructional planning and learning experiences. (TPE 4.1, 4.2)
- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities for all learners. (TPE 4.4)
- Provide access to the curriculum for all students through the use of various instructional strategies. (TPE 4.4)
- Encourage active student participation in learning by planning a range of communication strategies that allow for interaction with the teacher and classmates. (TPE 4.7)

## CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

### ACADEMIC OWNERSHIP Are all students responsible for doing the thinking in this classroom?

1	2	3	4	5
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could not.</p> <p>Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could not.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

## CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

### CORE Teacher Skills

#### Maintaining High Academic Expectations

- Promote the persistence of students to engage with challenging work. (TPE 2.5)
- Support students' use of oral and written language to clearly express their ideas. (TPE 2.5)

#### Building Thinking Skills

- Structure and deliver lesson activities so that students do an appropriate amount of the thinking required by the lesson. (TPE 1.5)
- Pose questions or provide lesson activities that encourage students to cite evidence to support their thinking. (TPE 1.5)
- Provide opportunities for students to respond to and build on their peers' ideas. (TPEs 2.2, 4.7)
- Provide support necessary for students to complete instructional tasks requiring higher-order thinking skills. (TPE 1.6)

## CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

### DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1	2	3	4	5
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have Achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

### CORE Teacher Skills

#### Leading Instruction

- Implement instruction that provides access to California content standards through developmentally, linguistically, and culturally appropriate learning activities. (TPEs 4.3, 4.4)
- Use communication strategies and activity modes between teacher and students, and among students that are clear, coherent, and support student understanding. (TPE 4.7)
- Differentiate instruction as needed in response to student learning needs, including extra support and enrichment. (TPEs 4.5, 5.7, 5.8)

#### Checking for Understanding

- Assess students' prior knowledge and accurately check students' understanding at key moments (transition points) in the lesson to adjust instruction and keep students actively engaged in learning. (TPEs 1.1, 1.8)
- Develop and use appropriate assessment types, including formative and summative assessments that yield useable data on students' progress toward grade-level standards. (TPEs 5.1, 5.2)

#### Responding to Student Misunderstanding

- Provide feedback that facilitates students self-assessing and reflecting on progress; assist students in modifying learning tactics; provide students with opportunities to revise or reframe their work. (TPE 5.3)
- Recognize the root of student errors and re-teach or re-frame content to address the underlying cause of misunderstanding. (TPEs 1.8, 5.2., 5.7)

CORE Observation Record

Candidate/Intern Name \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ University Supervisor \_\_\_\_\_

**PART I. Observation Notes**

Time	What is the teacher candidate doing?	What are the students doing?	Questions/Notes

**CORE Observation Record**

Candidate/Intern Name \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ University Supervisor \_\_\_\_\_

**PART II. CORE Rubric evidence and score**

Rubric Element		Essential Question	Rubric Rating				
			1	2	3	4	5
1	Culture of Learning	Are all students engaged in the lesson from start to finish? Evidence:					
2	Essential Content	Is content aligned to the appropriate standards for subject and grade? Evidence:					
3	Academic Ownership	Are all students responsible for doing the thinking in this classroom? Evidence:					
4	Demonstration of Learning	Do all students demonstrate that they are learning? Evidence:					

**Part III: Observation Summary**

**CORE Observation Record**

Candidate/Intern Name \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ University Supervisor \_\_\_\_\_

**Part IV: Co-Teaching Observation Notes**

Co-Taught Lesson:

- Yes
- No

<u><b>Co Teaching Strategy Used</b></u>			
One Teach/One Observe		Alternative/Differentiated Teaching	
One Teach/One Assist		Station Teaching	
Parallel Teaching		Team Teaching	

	<u><b>Instructional Practices</b></u>	Evident	Somewhat Evident	Not Evident
1.	Co-teaching strategies are clearly indicated in the lesson plan			
2.	Both teachers are present and moving about the room during the lesson			
3.	Both teachers are actively involved with students (except during One Teach, One Observe strategy)			
4.	Both teachers have a role in enhancing student learning throughout the lesson			
5.	Both teaching voices are heard during the lesson (except One Teach, One Observe)			
6.	Collaborative language is used by both teachers (we, us, our)			
7.	There is positive teacher/teacher rapport			
8.	Classroom has a collaborative and community feel			

<b>DISPOSITIONS RUBRIC</b>	<b>Unacceptable (1)</b>	<b>Acceptable Beginning Practice (2)</b> <sup>11</sup>	<b>Acceptable Professional Practice (3)</b> <sup>12</sup>	<b>Exceptional Practice (4)</b>
<b>Disposition #1</b>				
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Inequitably interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably; attempts to respond to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices and attempts to model them.	Interacts and responds with all students equitably; looks for and creates opportunities to respond to and enhance cross-cultural understandings; invites and integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices.
<b>Disposition #2</b>				
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don't understand; focuses on higher level students only; does not seek to help students.	Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students.	Recognizes the assets and resources that all students bring to the classroom Looks for and inquires about a variety of strategies to engage all levels of student abilities: Tries various means to help students who don't understand; encourages students at all levels; seeks strategies to be more effective with all students.	Looks for, inquires about, and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.
<b>Disposition #3</b>				
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback	Sometimes makes observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement	Frequently/Often makes observations and asks questions about and shares insights regarding classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes workable plans for increasing his/her knowledge; accepts constructive feedback and uses it for improvement	Consistently asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge; seeks out constructive feedback and uses it for improvement

<sup>11</sup> Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

<sup>2</sup> Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II.

<b>DISPOSITIONS RUBRIC</b>	<b>Unacceptable (1)</b>	<b>Acceptable Beginning Practice (2)</b> <sup>13</sup>	<b>Acceptable Professional Practice (3)</b> <sup>14</sup>	<b>Exceptional Practice (4)</b>
<b>Disposition #4</b>				
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.	Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students, colleagues & parents/guardians; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications
<b>Disposition #5</b>				
Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Unaware of democratic and social justice values; unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students	Aware of democratic and social justice values; aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students	Is committed to democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally.	Advocates for democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally; lessons show evidence of a responsiveness to preparing students for engaged citizenship;

Tally \_\_\_\_\_ / 20

<sup>13</sup> Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

<sup>2</sup> Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum

**CSU Chico School of Education  
CORE COMPETENCY/DISPOSITION EVALUATION FORM**

**Candidate Name:** \_\_\_\_\_ **School/District:** \_\_\_\_\_

**Practicum Residency:**  I  II  III  IV      **Mid-semester:**       **Final:**

University Supervisor Directions: Based on candidate progress documented on observation forms and agreed upon at the culminating conference, please provide overall ratings for the candidate. Use the CORE (Chico Observational Rubric for Educators) and disposition rubrics to inform your decisions. Indicate the performance level of each with an X and provide a total point value in the areas indicated. For final evaluations, please enter the data on STEPS, the online data system for final evaluations, at <https://steps.csuchico.edu/login.aspx?ReturnUrl=%2flogout.aspx&school=csuchico>.

CORE Competencies	Rating				
	1	2	3	4	5
CORE Competency 1 – Culture of Learning					
CORE Competency 2 – Essential Content					
CORE Competency 3 – Academic Ownership					
CORE Competency 4 – Demonstration of Learning					
<b>TOTAL CORE COMPETENCY POINTS:</b>					
<b>TPEs</b>					
TPE 1 Engaging and Supporting all Students in Learning (CORE Competencies 3, 4)					
TPE 2 Creating and Maintaining Effective Environments for Student Learning (Core Competencies 1, 3)					
TPE 3 Understanding and Organizing Subject Matter for Student Learning (CORE Competency 2)					
TPE 4 Planning Instruction and Designing Learning Experiences for All Students (CORE Competencies 2, 3, 4)					
TPE 5 Assessing Student Learning (CORE Competency 4)					
TPE 6 Developing as a Professional (CORE Competency 1)					
<b>TOTAL TPE POINTS:</b>					
<b>DISPOSITIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Disposition #1 Values diversity					
Disposition #2 Believes all children can learn					
Disposition #3 Committed to continuous learning					
Disposition #4 Demonstrates pride in education					
Disposition #5 Committed to democratic values					
<b>TOTAL DISPOSITION POINTS:</b>					

Supervisor \_\_\_\_\_ Signature \_\_\_\_\_  
 CT/Mentor Teacher \_\_\_\_\_ Signature \_\_\_\_\_  
 Credential Candidate \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

## **SECTION 7: PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS**

Credential candidates in School of Education credential programs will need to successfully complete the California Teacher Performance Assessment (CalTPA) before they are recommended for a teaching credential.

### **Content Area Tasks (CATs)—Multiple Subject candidates only**

Prior to submitting CalTPA, candidates must successfully complete three Content Area Tasks (CATs). This assessment is typically completed during Practicum I in the three respective Curriculum Theory and Practice courses: Mathematics, Science & Social Studies.

Instructions for each task will be provided by the instructors of each course. If for any reason you are not in one of the courses listed above (e.g., you took an equivalency at another institution), contact the Program Coordinator at the beginning of your Practicum I placement.

### **California Teacher Performance Assessment required for all credential programs**

In CalTPA, teacher candidates will plan and teach a series of lessons. The assessment includes a series of written commentaries that include reflection on teaching decisions and how instruction impacts student learning. At the beginning of each Practicum, candidates will be provided with the necessary information to complete Cycle 1 of CalTPA.

The following link will provide you with more thorough information regarding CalTPA policies and requirements:

[https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalTPA\\_TestPage.html](https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html)

## SECTION 8: GLOSSARY

Academic Language	<p>Academic language is the language needed by students to understand and communicate in the academic disciplines. Examples of academic language include specialized vocabulary, conventional text structures within a field (e.g. essays, lab reports) and other language-related activities typical of classrooms, (e.g. expressing disagreement, discussing an issue, asking for clarification).</p> <p>Academic language includes both productive (e.g. speaking, writing) and receptive (e.g. reading, listening) modalities.</p>
Bilingual Program	<p>This program leads to a Bilingual Authorization allowing the holder to provide instruction in another language to English language learners, and either a Preliminary Multiple or Single Subject Credential.</p>
CLAD	<p>Cross-cultural, Language, and Academic Development. This CTC requirement serves to meet the needs of English language learners in the classroom and is embedded in all School of Education credential programs.</p>
Clear Credential	<p>See Professional Clear Credential for more information.</p>
Common Core	<p>The California Common Core State Standards are educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.</p>
Comprehensible Input	<p>Describes understandable and meaningful language directed at people acquiring a second language. Characteristics include focus on communicating a meaningful message rather than on language forms; frequent use of concrete contextual referents such as visuals, props, graphics, and realia; acceptance of the primary language use by the learner; minimal overt correction by instructor; and the establishment of positive and motivating learning environments.</p>
Concurrent Program	<p>A program allowing credential candidates to earn two credentials simultaneously: a Preliminary Education Specialist for Mild/Moderate Disabilities, and either a Preliminary Multiple Subject Credential or a Preliminary Single Subject Credential.</p>
Content AreaTasks	<p>The three Content Area Planning Tasks (social science, science, and math) are part of a state-adopted assessment for credential candidates. These tasks demonstrate your ability to organize curriculum, instruction, and assessment to help your students meet content standards and develop academic language. In addition, they provide evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to curriculum in three content areas: history/social science, science and math.</p>
Contextualization	<p>Embedding language in a context by using manipulatives, pictures, gestures, and other types of realia to make it more meaningful for students.</p>

Core Curriculum	Those subjects which a student must master in order to be promoted to the next grade, or to graduate. The implication is that the curriculum for these subject areas represents a core of knowledge which all students, regardless of language proficiency, must master.
Credential Candidate	A person admitted to the School of Education who is earning a teaching credential.
CSTP	California Standards for the Teaching Profession. See Section 5 for more information.
CTC	Commission on Teacher Credentialing, the California agency responsible for licensing and credentialing professional educators.
Daily Lesson Plan	A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Lesson Plan Format.
Education Specialist Program	This program leads to a Preliminary Education Specialist Credential in either Mild/Moderate Disabilities (for students with specific learning disabilities, mild/moderate intellectual disabilities, emotional disturbance, or other health impairments) or Moderate/Severe Disabilities (for students with Autism, moderate/severe intellectual disabilities, deaf-blindness, emotional disturbance, or multiple disabilities) in grades K-12 and in classes organized primarily for adults through age 22. The credential authorizes instruction, assessment, and special education support to individuals in settings including resource rooms, general and/or special education classrooms.
Emergent Bilingual	A student who speaks a language other than English and is in the process of acquiring English while still developing first language skills and culture.
English as a Second Language (ESL)	English as a Second Language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream/inclusive classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).
English Language Development (ELD)	English Language Development (ELD) is instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.
English Learner (EL)	Students whose first language is not English who are in the process of learning English.

Excess Units	Extra college credits taken in the last semester of your senior year that are in excess of those required for the degree. You may petition the University for excess units if you submit your petition for approval prior to graduation. For salary schedule placement, most school districts currently will count only post-baccalaureate units as shown on the official transcript.
IEP	Individualized Education Program. A mandate of the Individuals with Disabilities Education Improvement Act (IDEIA) that requires a collaborative assessment of a student's abilities in order to develop an educational program to help students with disabilities reach specific educational goals.
Inclusion Requirement	A CTC regulation for special education training of teachers and administrators. CSU, Chico courses that meet this requirement are EDTE 534, Teaching Special Populations, and SPED 343, Overview of Special Education. This requirement applies to all credential programs.
Internship	Intern teachers are issued a temporary intern credential are employed by school districts as teachers of record while they complete a credential program. Generally, most of Teaching Practicum I and Teaching Practicum II requirements are covered by the Intern's position, and Interns complete the same coursework as non-interns
Language Proficiency	To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).
Learning Segment	A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.
Lesson Plan Format	A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Daily Lesson Plan.
Limited English proficient (LEP)	Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.
Linguistically and Culturally Diverse (LCD)	The term "linguistically and culturally diverse" is commonly used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.
Modeling	Giving students clear examples of what is requested of them for imitation. Learners need to see or hear what a developing product looks like.

Multiple Subject Program	Multiple Subject Credential for teaching all subjects in self-contained classroom settings, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults.
NCLB	Public Law 107-110 “No Child Left Behind” Act. Federal legislation that is promoting high quality schools, teacher and student learning across the U.S.
PACT	Performance Assessment for California Teachers. An assessment of credential candidates’ abilities to successfully plan, teach, assess student learning, and reflect on instruction. The School of Education adopted PACT, which was developed and tested by a consortium of universities, in response to Senate Bill 1209.
Preliminary Credential A	A credential issued to candidates who have completed a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years and is nonrenewable.
Professional Clear Credential	The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program. A Professional Clear Credential must be renewed every five years. The credential is renewed through successful achievement of the activities specified by an approved “Professional Growth Adviser” within a school district and the person wishing to renew the credential. For specifics of this process, refer to the Professional Growth Manual published by the Commission on Teacher Credentialing.
Professional Learning Communities (PLC)	Ongoing collaborative efforts to improve student learning through collective inquiry and action research of student assessments, which ultimately inform instruction.
Program Coordinator	A faculty member who is responsible for overseeing the operation of a specific credential program.
Realia	Authentic objects and sources of information used as a resource for students to develop meaning from language.
Recognition Ceremony	A gathering honoring candidates completing credential programs and school personnel with whom they have worked. The Recognition Ceremony is held at the end of each semester.
RICA	The Reading Instructional Competency Assessment, a test required of all Multiple Subject and Education Specialist credential applicants by the CTC. This program leads to either a Preliminary Multiple Subject Credential or a Preliminary Mild/Moderate Education Specialist Credential. In addition to the credential, candidates simultaneously earn an M.A. in Education.

Rural  
Teacher  
Residency  
(RTR)

This program leads to either a Preliminary Multiple Subject Credential or a Preliminary Mild/Moderate Education Specialist Credential. In addition to the credential, candidates simultaneously earn an M.A. in Education.

Scaffolding

Instruction or support mechanisms given in such a way that enable students to safely take risks, handle tasks involving complex language, and reach for higher goals with the help of teachers or more capable peers. Scaffolds are temporary because as the teacher observes that students are capable of handling more on their own, she or he gradually hands over responsibility to them. The ideal scaffolds are support mechanisms that teachers build in order to enable their students to perform at higher levels than they are right now. Built into the concept of scaffolding is the idea of handing responsibility over to the learners for the kinds of actions they engage in. Types of instructional scaffolds include modeling, bridging, contextualization, schema building, metacognitive development, and text representations.

Schema	Clusters of meanings that are interconnected. Schema building is when new information is woven into pre-existing structures of meaning so that students see the connection through a variety of activities.
School Site Teacher Partner	A teacher or other school site mentor who provides day-to-day guidance, assistance, and feedback for a credential candidate in the classroom. Depending on the specific role, this individual may be referred to as a Cooperating Teacher, Mentor, or Local Support Teacher.
SDAIE	Specially Designed Academic Instruction in English. SDAIE is the teaching of grade - level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an appropriate level of proficiency in English <sup>15</sup> and who possess basic literacy skills in their primary language.
Sheltered Instruction A	means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development.
Single Subject Program	This program leads to a Preliminary Single Subject Credential for teaching only the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K- 12, or in classes organized primarily for adults.
Solo Teaching	A period of time during which the credential candidate has assumed all responsibilities of a credentialed teacher in the classroom. <sup>16</sup> The Multiple Subject Programs require a minimum of two weeks of solo teaching in Teaching Practicum II.
Teaching Unit	A group of several lesson plans that align in terms of content and objectives. In the Single Subject Program, two-week teaching experience that occurs at the end of Teaching Practicum I.
Three-Way Conference	Planning and evaluation conferences with a credential candidate, SSTP, and University Supervisor. The initial conference is ordinarily held during the first week of Teaching Practicum I or Teaching Practicum II to discuss procedures, expectations, and long- term and short-term goals. A final conference serves as a summary and evaluation of the credential candidate's professional development. Additional three-way conferences are held as necessary.
TPE	Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.
University Supervisor	A University faculty member who guides and instructs credential candidates through Teaching Practicum I and Teaching Practicum II.

speaking, comprehension, reading and writing

Lesson plans for solo teaching require prior approval of both the Cooperating Teacher and the University Supervisor.

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