

CALIFORNIA
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SCHOOL OF
EDUCATION

CONCURRENT PROGRAM: EDUCATION SPECIALIST & MULTIPLE OR SINGLE SUBJECT CREDENTIAL PROGRAM HANDBOOK

*Preparing Educators to Be
Effective ♦ Reflective ♦ Engaged*

2019-2020

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TABLE OF CONTENTS

SECTION 1

[Credential Program Overview](#)

SECTION 2

[Credential Program General Policies and Procedures](#)

SECTION 3

[Course Information](#)

SECTION 4

[Teaching Practicum Policies](#)

SECTION 5

[Teaching Practicum Information and Supervision Forms](#)

SECTION 6

[Chico Observation Rubric for Educators \(CORE\) Rubric Forms](#)

SECTION 7

[Teaching Performance Expectations \(TPEs\) and SOE Professional Dispositions](#)

SECTION 8

[California Teaching Performance Assessment \(CalTPA\)](#)

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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

Concurrent Contacts

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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 resources 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 and 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 Initial, Mid, and Final Three-Way Meeting Plan with his or her university supervisor.

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. All teaching practica assignments are arranged by the Field Placement Coordinator, who works with school districts to identify qualified Cooperating Teachers. 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 a Teacher Performance Assessment (TPA), which is completed during the Fall semester for Concurrent candidates. These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, teaching practica, and the TPA, 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.

SECTION 2: CREDENTIAL PROGRAM GENERAL POLICIES AND PROCEDURES
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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). CTC standards of program quality 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

Be sure to promptly notify the School of Education office, the Office of Graduate Studies, your supervisor, Cooperating Teacher, and Credential Analyst if your local address, telephone number, email address or name changes. It is important to report these changes quickly to ensure that you will receive all information without delay.

3. E-mail address and Internet access

School of Education credential programs require that you 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 you check your email regularly. If you do not use your Wildcat Mail account, you should forward your Wildcat emails to an account that you do use. Information and course resources will be accessible electronically. It is also required that you have *Microsoft Word* software in order to complete and submit the CalTPA assessment.

4. Subject Matter Competence

Subject Matter Competence (SMC) is required before beginning Teaching Practicum I. Subject matter competence must be demonstrated through successful completion of all applicable CSET exams for the credential being pursued, or, for Single Subject and Education Specialist candidates only, by successful completion and verification of a CTC-approved undergraduate subject-matter program. Inquire at the School of Education office if you have questions about subject matter competence.

5. Basic Skills Requirement

Verification of completion of the Basic Skills Requirement is required before entering Teaching Practicum I. This requirement may be satisfied by completing the California Basic Educational Skills Test (CBEST) exam, or, for Multiple Subject and Education Specialist candidates only, 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 Education Specialist and Multiple Subject candidates can be recommended for their credential. This exam is to be completed during or at the completion of the credential program, after the relevant instruction and preparation has been provided through program coursework.

7. Class absence policy

- a. It is expected that candidates attend all sessions of each course.
- b. If one class session is missed, the course grade may 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.

8. Grades and GPA

Credential courses use an A, B, C, and NC (no credit) grading system. The lowest passing grade that you can receive 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 your 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. If you receive an NC grade in any course in any semester, you cannot proceed in the program in a following semester until you have successfully repeated the course in which you received the NC. Candidates are not automatically dropped from a course if they do not attend. A 'no show' will result in an NC. It is your responsibility to withdraw from courses you do not plan to attend.

Candidates must also maintain a GPA of at least 3.0 during the program. That means that your GPA must be 3.0 or above for you to progress from the first semester to the second semester of the program. All courses listed on the program plan course sequence are used in the GPA calculation. Should your GPA fall below 3.0, you will be asked to confer with your adviser and possibly retake the course(s) in which you received the lowest grade(s). To participate in Teaching Practicum II you must have successfully completed Teaching Practicum I. To be recommended to the CTC for the credential you must have successfully completed the entire program, including passing PACT, and have a program GPA of at least 3.0.

9. Candidate evaluation

Candidates are evaluated in a variety of ways. Evaluations are based on (1) observations made of your teaching performance and professional dispositions by University Supervisors and Cooperating Teacher, (2) performance in program courses, (3) successful completion of the TPA, and (4) your ability to communicate clearly, accurately and correctly, especially in writing. If it is determined that you are not meeting department expectations in any area, you may be asked to confer with the Program Coordinator and/or other faculty so that we can assist and support you.

10. 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.

11. 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 *Credential Recommendation Information* sheet to begin the process. Forms may be picked up from the Credential Services office located in Tehama 213 or Tehama 209, or they may be downloaded from: <http://www.csuchico.edu/soe/credential-services.shtml>

The form must be submitted to the Credential Services office by the third Friday of February (for spring semester or summer finishers) or the third Friday of September (for fall semester finishers). A \$10 late fee will be charged after that date.

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 your credential has been issued, if you would like to earn another credential you may certainly do so. Please contact the School of Education for advising on how you can earn a second credential.

14. Supplementary Authorizations

Supplementary and Degree 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 five 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 five years, and must be valid during the credential recommendation process at the end of the credential program (required for Multiple Subject and Education Specialist candidates only).
- c. Certificate of Clearance (COC): Your fingerprints must be cleared by the CTC before you can begin 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. HCSV 450 or HCSV 451, Health Education for Elementary (or Secondary) School Teachers: The HCSV 450 and HCSV 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. Internships

Periodically, credential candidates in high demand content areas are extended internship opportunities by school districts. If you are extended such an opportunity, you must contact the School of Education to make an appointment with the Intern Coordinator for requirements and approval.

17. 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.

<p style="text-align: center;">SECTION 3: COURSE INFORMATION</p>

Concurrent Program: Multiple Subject & Education Specialist (Mild/Moderate Disabilities) Credentials Course Sequence

<http://www.csuchico.edu/soe/credential/special/ms-concurrent/program-coursework.shtml>

Concurrent Program: Single Subject & Education Specialist (Mild/Moderate Disabilities) Credentials Program Course Sequence

<http://www.csuchico.edu/soe/credential/special/ss-concurrent/program-coursework.shtml>

Class Schedules available here: <http://www.csuchico.edu/schedule/>

Please note: Concurrent courses are designed to be taken in face-to-face sections with your cohort. Requests to take ONE online section of a course due to extenuating circumstances MAY be honored if there is room available in an online section, but this is not guaranteed. Requests must be submitted in writing to Dr. Erin Whitney at ewhitney@csuchico.edu.

Concurrent Credential Program Course Descriptions

Fall Courses

EDUC 501 A/B- Assessment of Teaching Performance

This course addresses technical aspects of the teacher performance assessment CalTPA. Candidates learn how teaching performance assessments are evaluated. Scoring tools such as rubrics are explored. Technological topics include formatting and uploading responses, scanning documents for submission, and understanding online evaluations systems. 1 hour lecture. You may take this course more than once for a maximum of 2.0 units. Credit/no credit grading. Formerly SPED 501.

EDTE 529-Teaching Practicum II (Multiple Subject)

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-8 classroom. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating K-8 schools. Credit/No Credit grading only. Prerequisites: successful completion of Practicum I courses. This course is a Multiple Subject Program course and is not applicable to a master's degree program. **Required for Multiple Subject Concurrent candidates only.**

EDTE 538-Teaching Practicum II (Single Subject)

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating 7-12 grade schools. This is a Single Subject Program course and is not applicable to a master's degree. 27 hours supervision. Credit/no credit grading. **Required for Single Subject Concurrent candidates only.**

EDTE 536-Subject Area Pedagogy II

This course increases the candidates' awareness and understanding of issues, trends, challenges, and democratic practices of their selected areas of specialization. Teacher candidates advance their knowledge and skills in teaching academic content standards-based curriculum in the subject area guided by multiple measures of assessing student learning. They make and reflect on instructional decisions informed by educational theories and research, state-adopted materials and frameworks, and consultations with other professionals. This course is a Single Subject Program course and is not applicable to a master's degree. 4 hours lecture. ABC/no credit grading. **Required for Single Subject Concurrent candidates only.**

EDTE 663- Literacy Development and Assessment

This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This course enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts that is aligned with the California English Language Arts Academic Content Standards, the California Reading/Language Arts Framework, and the English Language Development Standards. Candidates learn to explicitly teach basic decoding, vocabulary, comprehension, and fluency skills and strategies to all students, including those with varied reading and language levels and background experiences and knowledge. Candidates work closely with classroom teachers, supervisors, and instructors to study and apply basic principles and practices of reading language arts instruction in carefully selected field experience sites. Candidates develop knowledge about factors influencing reading development, instructional strategies, beginning reading skills, content area reading, organizational practices, in-depth assessment practices, and materials. Candidates learn about teaching the language arts in rural educational settings, with an emphasis on incorporating strategies, approaches, and materials to support “at-risk” learners, English Learners, and special populations. Technology is used throughout the course as a tool of instruction and in candidate assignments. 4 hours lecture.

SPED 562-Methods for Teaching Science/Social Science/Arts: General and Special Education

Prerequisites: Admission to Special Education teacher preparation program or faculty permission. This course addresses the major themes and basic fields of study underlying science, social science, and fine arts, K-6, and includes the instructional strategies, materials, and assessment formats that allow students to investigate areas of study. Fields of science history/social science and fine arts include the content standards for California public schools, current research, and national curriculum documents. 3 hours lecture. ABC/no credit grading. ***Required for Multiple Subject Concurrent candidates only.***

SPED 692-Classroom Management for Individuals with Exceptional Needs

Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students. 3 hours seminar. You may take this course more than once for a maximum of 6.0 units.

SPED 560-General and Special Education Methods for Teaching Mathematics

Prerequisites: Admission to Special Education professional preparation program or faculty permission. This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations, and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices. 2 hours seminar.

Spring Courses

SPED 501- Seminar for Field Experience

Field practicum in general education cross-cultural setting. Development of awareness of the general education curriculum, instruction and management teaching skills and knowledge, assessing diverse student needs and academic progress, adapting classroom management techniques, and participating in collaborative activities.

SPED 529-Teaching Practicum II: Education Specialists

Prerequisite: Admission to the School of Education Special Education Program.

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist Program course and is not applicable to a master's degree. 27 hours supervision. You may take this course more than once for a maximum of 27.0 units. Credit/no credit grading.

SPED 520-Assessment and Evaluation in General and Special Education

Prerequisites: SPED 343 or equivalent. This course is also offered as PSYC 516.

Study techniques used in assessing skills and needs of general and exceptional learners. Topics include examination of standardized tests in general and special education; use and interpretation of standardized test results; development and use of teacher-made techniques for assessment; principles of curriculum-based assessment; and consideration of cultural and linguistic diversity factors in assessment. Activities focus on construction of teacher-made instruments and on administration and scoring of selected standardized tests. This course is part of the Level I preparation program for education specialists in mild/moderate/severe disabilities. Enrollment is normally limited to Special Education Credential candidates. Other students may enroll with faculty permission. 3 hours seminar.

SPED 664-Academic Literacy and Assistive Technology

Prerequisite: Admission to Education Specialist Credential Program.

This course addresses organization and management of differentiated reading and social communication instruction and interventions to meet the needs of the full range of learners. In this course, students demonstrate competence in administering, interpreting and utilizing the results of formal and informal assessments of the literacy and communication skills of students with disabilities for the purposes of developing and implementing academic literacy. Students conduct assessments, provide instruction, and special education services to individuals with academic language and/or communication needs in the areas of language and literacy development, including specific literacies required to meet state-adopted content standards and student IEP goals. Students learn how to apply these literacy assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. Students learn how to use assistive technology for purposes of enhancing literacy and communication and increase access to the general education curriculum. 3 hours seminar.

SPED 672-Curriculum and Instruction -- Mild/Moderate Disabilities

Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. Curriculum, instructional models, methods, and materials for students with mild/moderate disabilities. Modifications of core curriculum and instructional approaches used in specialized or generalized settings. 3 hours discussion.

SPED 680-Advanced Methods and Curriculum for Students with Autism Spectrum Disorders

Prerequisites: Admission to Education Specialist Credential Program, SPED 580.

The purpose of this course is to provide education specialist candidates and interns with in depth knowledge of educational services for students who have an Autism Spectrum Disorder (ASD). Students evaluate and apply evidence-based practices in language curricula, core curricula and behavioral programs and strategies designed specifically for K-12 students with ASD. Students in this course learn and apply appropriate accommodations, modifications and other academic supports for students with ASD in general education environments. 3 hours seminar.

SPED 691-Collaboration and Laws in Special Education

Prerequisites: Admission to Special Education Professional Preparation program or faculty permission. Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, general education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. Development of conferencing, guidance and referral skills for use with students with disabilities and their families. Includes understanding and application of laws and regulations which relate to Federal, state and Local Master Plan compliance requirements in Special Education. Development of sensitivity to multicultural, community-based, and socio-economic factors involved in serving the individual and family. 3 hours lecture.

CSU, Chico • School of Education

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Concurrent Teaching Practicum 2 • Fall 2019

Multiple Subject: EDTE 529

Single Subject: EDTE 538

Instructor:	Dr. Erin Whitney
Office location:	Tehama 407
Telephone:	530-898-6129
E-mail:	ewhitney@csuchico.edu
Office hours:	Thursdays 9:00-1:00 or by appt.
Class days and times:	All day M, T, W, F (Approximately August 12-Dec. 20 th)
Classroom:	School Placement
Prerequisites:	Concurrent Program Prerequisites

Course Usage of BlackBoard Learn

Copies of the course syllabus and major assignments may be found on BlackBoard Learn. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at <http://portal.csuchico.edu>. (Insert applicable information regarding your online resources, and expectations for how students will use the system.)

Course Description and Goals

Course Description: This teaching practicum provides carefully planned, substantive, supervised field experiences in the K-8 OR 7-12 classroom. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating schools. Credit/No Credit grading only.

Course Rationale: Experience in the teaching role has been shown to be critical to developing effective teachers. School experience provides an opportunity to translate theory into practice. Teachers learn to create, in the classroom, a model for living and learning in a democratic society.

Course Goals: The Concurrent Teaching Practicum is a full-day, four-day-a-week, eighteen-week experience.

1. Candidates will further develop their understanding of major educational ideas and emphases developed in program and/or prerequisite coursework.
2. Candidates will meet all California Teaching Performance Expectations (TPEs).
3. Candidates will successfully complete Cycle 1 AND Cycle 2 of the CalTPA (Teacher Performance Assessment). Successful completion of Teaching Practicum II is dependent upon successful completion of the CalTPA.
4. Candidates will demonstrate competence as a beginning teacher and readiness to enter a teacher induction program.
5. Candidates will demonstrate competence in implementing democratic practices in their classroom placement.

Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:	MS TPE	Assessment(s)
<p>Engage and Support All Students in Learning:</p> <p>1.1 Apply knowledge of students</p> <p>1.2 Maintain ongoing communication with students and families</p> <p>1.3 Connect subject-matter to real-life contexts</p> <p>1.4 Use a variety of developmentally and ability-appropriate instructions strategies, resources, and assistive technology</p> <p>1.5 Promote students’ critical and creative thinking and analysis</p> <p>1.6 Provide a supportive learning environment for students’ first and/or second language acquisition</p> <p>1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts</p> <p>1.8 Monitor student learning and adjust instruction while teaching.</p>	<p>TPE 1 (1.1-1.8)</p>	<p>CORE Observation Rubric 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p>MS Checklist 1.2, 1.7</p>
<p>Create and Maintain Effective Environments for Student Learning:</p>	<p>TPE 2 (2.1-2.6)</p>	<p>CORE Observation Rubric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

Upon successful completion of this course, students will be able to:	MS TPE	Assessment(s)
<p>2.1 Promote students' social-emotional growth, development, and individual responsibility</p> <p>2.2 Create learning environments that promote productive student learning</p> <p>2.3 Establish, maintain, and monitor inclusive learning environment</p> <p>2.4 Know how to access resources to support students</p> <p>2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom</p> <p>2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions.</p>		<p>MS Checklist</p> <p>2.4</p>
<p>Understand and Organize Subject Matter for Student Learning:</p> <p>3.1 Demonstrate knowledge of subject matter</p> <p>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter</p> <p>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction</p> <p>3.4 Plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge</p> <p>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</p>	<p>TPE 3</p> <p>(3.1-3.8)</p>	<p>CORE Observation Rubric</p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p>MS Checklist</p> <p>3.7, 3.8</p>

Upon successful completion of this course, students will be able to:	MS TPE	Assessment(s)
<p>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</p> <p>3.7 Model and develop digital literacy by using technology to engage students and support their learning</p> <p>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</p>		
<p>Plan Instruction and Design Learning Experiences for All Students:</p> <p>4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes</p> <p>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</p> <p>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development</p> <p>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</p> <p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs</p> <p>4.6 Access resources for planning and instruction, including the expertise of community and school</p>	<p>TPE 4 (4.1-4.8)</p>	<p>CORE Observation Rubric 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8</p> <p>MS Checklist 4.1, 4.6</p>

Upon successful completion of this course, students will be able to:	MS TPE	Assessment(s)
<p>colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking</p> <p>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</p> <p>4.8 Use digital tools and learning technologies across learning environments as appropriate.</p>		
<p>Assess Student Learning:</p> <p>5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments</p> <p>5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time</p> <p>5.3 Involve all students in self-assessment and reflection on their learning goals and progress</p> <p>5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families</p> <p>5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals</p> <p>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</p> <p>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</p> <p>5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan,</p>	<p>TPE 5 (5.1-5.8)</p>	<p>CORE Observation Rubric 5.1, 5.2, 5.3, 5.4, 5.8</p> <p>MS Checklist 5.4, 5.6, 5.7</p>

Upon successful completion of this course, students will be able to:	MS TPE	Assessment(s)
differentiate, make accommodations and/or modify instruction.		
<p>Develop as a Professional Educator:</p> <p>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</p> <p>6.2 Recognize their own values and implicit and explicit biases and exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues</p> <p>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues</p> <p>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</p> <p>6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management</p> <p>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</p>	<p>TPE 6 (6.1-6.7)</p>	<p>PI TPE Self-Evaluation 6.1, 6.2</p> <p>Disposition Form 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p>

Textbook

Concurrent Program Handbook

<https://www.csuchico.edu/soe/credential/special/ms-concurrent/forms.shtml>

Classroom Protocol

It is expected that you arrive to your school site in the morning and leave in the afternoon as specified in your cooperating teacher's contract. It is essential that you inform your CT, school-site and University Supervisor if you will be late or absent.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assessment

Assignments

1. Be present in your classroom for the duration of the school day on Mondays, Tuesday, Wednesdays, and Fridays. The Concurrent Program requires 18 weeks of student teaching each semester. You may be absent 3 times over the course of the semester, and must notify your Cooperating Teacher, Supervisor, and Pathway Coordinator via email. Any absences beyond 3 require medical documentation.
2. Engage in the Plan-Teach-Assess-Reflect Cycle emphasized in your program coursework as you participate in the following structured sequence of teaching activities:
 - a. Within the first two weeks of Practicum II, plan with your Cooperating Teacher (CT) and your University Supervisor (US) a series of teaching experiences, increasing in length and complexity to prepare you for the two-week, full-day lead teaching experience described below, and to give you opportunities to meet all of the course objectives and all TPEs. (These are reflected on your CORE Observations, MS Checklist, and Self-Reflection Form.)
 - b. Using the Concurrent Lesson Plan format, plan-teach-assess and reflect on group reading or language arts lessons for at least one week.
 - c. Using the Concurrent Lesson Plan format, plan-teach-assess and reflect on lessons from each of the major curricular areas your CT teaches in the classroom. Use a variety of assessment methods.
 - d. As a significant part of your Practicum experience, observe and teach English language learners and students with IEPs.
3. Plan, teach, assess, and reflect on a two-week, full-day lead teaching experience. Plans are to be approved in advance by your Cooperating Teacher and University Supervisor. Your Cooperating Teacher and your University Supervisor will provide assistance, conduct observations, and offer feedback during your lead teach.
4. Complete and submit Cycle 1 and Cycle 2 of the CalTPA.
5. Meet with your Cooperating Teacher and your University Supervisor for a midterm conference and evaluation.

6. Prepare a bulletin board, which displays the children's work, or relates to current subject matter.
7. Observe the Cooperating Teacher's lessons and become familiar with the daily routine. Teach individuals and small groups.
8. Use available school technology for your lessons.
9. Pacing your Teaching Practicum Experience:
 - By the end of the third week, the candidate should be teaching approximately 25% of the school day including leading such activities as opening exercises and small group instruction.
 - By the end of the sixth week, the candidate should be teaching approximately 50% of the school day.
 - By the end of the tenth week, the candidate should be teaching approximately 75% of the school day.
 - During two of the final four weeks of the Teaching Practicum II semester (typically between Thanksgiving and Winter Break), the candidate should be teaching 95-100% of the school day.
10. Assume responsibility for teaching a part of all curricular programs.
11. Assume responsibility for classroom organization and care of the classroom.
12. Schedule your midterm conference to review your progress during the first half of the Practicum II semester. If directed by your University Supervisor, complete a mid-term self-evaluation selected by your University Supervisor.
13. Work with your Cooperating Teacher to evaluate progress, keep records, and prepare information for pupil report cards.
14. Complete all course requirements found in the course syllabus.
15. With your cooperating teacher, prepare the class for your departure.

Assessments (See Supervision Packet for documents)

CORE Observation Rubric

Used by the University Supervisor and Cooperating Teacher to evaluate individual lessons presented by the candidate in both practicum placements. 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 in the MS Program Handbook.

Exit Interview and Induction Preview Sheet

Completed by the candidate and presented to the Cooperating Teacher and University Supervisor at the 3-way Culminating Conference. The candidate reflects on TPE strengths, identifies growth needs, establishes growth goals, and develops an implementation plan.

MS Checklist

Completed by the candidate and signed off by the Cooperating Teacher. The checklist is submitted to the University Supervisor at the end of each practicum placement.

Candidate Disposition Form

Used by the University Supervisor and Cooperating Teacher to evaluate teacher dispositions.

Grading Policy

Grading:

CR—Credit

NC—No Credit

Writing Format

APA (American Psychological Association) is the writing format used by the Education profession. The reference for this academic writing format is the *Publication Manual of the American Psychological Association*, 6th Ed. American Psychological Association. October 2009. ISBN: 978-1-4338-0561-5 (softbound). Online references and examples of APA writing format can be found at apastyle.org. Sample papers can be found in the APA Manual 6th Edition in Chapter 2 beginning on page 40.

University Policies and Campus Resources**Academic Integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found on the [Student Judicial Affairs web site](#).

IT Support Services (Optional)

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the [ITSS web site](#). Additional labs may be available to students in your department or college.

Student Services (Optional)

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the [current students page of the CSU Chico web site](#).

Americans with Disabilities Act

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[Accessibility Resource Center](#)

530-898-5959

Student Services Center 170

arcdept@csuchico.edu

Student Learning Center (Optional)

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The University Writing Center has been combined with the Student Learning Center. You can also visit the [Student Learning Center web site](#).

Blackboard ALLY

Chico State is committed to providing you the best learning experience possible. With this goal we have activated Blackboard ALLY in your courses. ALLY is a revolutionary product that focuses on making digital course content more accessible to all students. You will now be able to download any content in this course in the format that fits best with your learning style. PDF, HTML, .EPUB and Audio files are now available for most content items. Here is a link to more [information on formats available](#) as well as what each format offers. Should you have any questions or experience issues while using ALLY please contact the Office of Accessible Technology and Services at oats@csuchico.edu or 530-898-6532.

CSU, Chico • School of Education

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.

EFFECTIVE • REFLECTIVE • ENGAGED

SPED 529, Teaching Practicum II: Education Specialist • Spring 2020

Instructor:	Dr. Erin Whitney
Office location:	Tehama 407
Telephone:	530-898-6129
E-mail:	ewhitney@csuchico.edu
Office hours:	TBD
Class days and times:	M, T, W, F for 18 weeks (Approx. Jan. 6 th -May 15 th)
Classroom:	School site
Prerequisites:	Admission to Concurrent Pathway Program

Course Usage of BlackBoard Learn

Copies of the course syllabus and major assignments may be found on BlackBoard Learn. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at <http://portal.csuchico.edu>. (Insert applicable information regarding your online resources, and expectations for how students will use the system.)

Course Description and Goals

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist Program course and is not applicable to a master's degree. Credit/no credit grading.

Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:	TPE	Assessment(s)
1. Apply pedagogical practices that provide access to the core curriculum, create gender-fair and culturally inclusive learning environments, foster high expectations for academic performance from all participants in all contexts, and lead to high achievement for all students		
2. Demonstrate basic ability to plan, teach, assess and reflect based upon state-adopted academic content standards for students; using appropriate instructional strategies and materials.		
3. Use Universal Design for Learning and differentiated instructional strategies to ensure that all students have access to the core curriculum.		
4. Apply concepts and strategies that contribute to respectful, productive and effective communication with families.		
5. Demonstrate appropriate use of computer-based technology for information collection, analysis and management in the instructional setting and be able to select and evaluate a wide array of technologies for effective delivery of instruction.		
6. Apply knowledge of human learning in designing, planning and delivering instruction that supports developmentally appropriate teaching strategies.		
7. Apply strategies for democratic classroom practice.		
8. Given the opportunity, apply pedagogical theories and practices for English language development that lead to the acquisition of listening, speaking, reading and writing skills in English; employ practices that promote management of first-and-second languages, classroom organization, and participation by		

Upon successful completion of this course, students will be able to:	TPE	Assessment(s)
specialists and paraprofessionals; use assessment information to diagnose language abilities and develop lessons that promote students ¹ access to the state-adopted academic content standards; use appropriate entry level, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.		
9. Adhere to high standards of professional conduct and develop professionally through examination and reflection on teaching practices and collegial interactions with other members of the profession.		

Required Texts/Readings

Concurrent Program Handbook
Spring Supervision Packet

Classroom Protocol

Candidates are expected to go to their placement sites all day Monday, Tuesday, Wednesday, and Friday. During soloing candidates are expected to be at their school sites full time. Three absences are allowed and must be documented on Time Sheet and communicated to Cooperating Teacher, Supervisor, and Program Coordinator. Additional absences must be made up.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assessment

Assignments: All documents will be provided in Spring Supervision Packet

Field Assignment Tracking Form & Time Sheets

- For each semester, you will need to complete several tasks at your school site. The Field Assignment Tracking form should be filled out throughout the semester

and your CT will sign off of each task as you complete it. This form will be turned into your supervisor at the end of each semester. In addition, you are required to keep a time sheet, which also must be signed by your CT.

Lesson Plans and Procedures

- As you prepare for your teaching career, the process of lesson planning will involve not only “content” or learning objectives, but also several other factors (e.g. materials, strategies for student engagement, technology, state and local standards, the academic ability of your students, academic language challenges, classroom management, and assessment). The lesson plan format is designed to help you consider all of these factors! In addition, there are several things you can do to help you learn how to plan successfully not just for one lesson, but also for a week, a month, a semester, and finally for an entire school year. Therefore, you are required to do the following:
- Keep a weekly plan. The weekly plan should contain as a minimum the specific (1) topics/objectives, (2) activities, (3) materials, and (4) assignments for each teaching period along with the overall intended learning outcome or learning objective. Keep this plan up-to-date and have it ready to share with your Supervisor. Check early with your CT to see what weekly plan form is available or may be preferred and make a copy of this weekly (daily) plan for your University Supervisor’s folder for review during observations.
- Write out a “Daily” Plan for Routine Lessons. Throughout the school day, there will be daily lesson routines are general plans of instruction that describe what you and the students will be doing within each time period. Daily plans are lessons that are basically the same every day with a little different content.
- Write out all the individual lessons that you teach. All plans must be acceptable before you will be allowed to teach any lesson. Write your lesson plan in advance so that you will have time to get approval or make revisions. Share it with your CT in plenty of time for any changes, suggestions, and comments.
- Many CTs will not allow you to teach if your lesson plan is not pre-approved. Not having your lessons ready puts a burden on your CT because alternative lessons, often hastily prepared, will have to be implemented; this is extremely unfair to the students. Such failure to produce on your part will be considered a form of unprofessional conduct and may result in your removal from student teaching.

Formal Observations

- When your CT or Supervisor are conducting a formal observation, the following sequence plan must be followed:
 1. Candidate completes the Lesson Plan template.

2. The Lesson Plan is provided to the University Supervisor 24 hours prior to the scheduled observation, or as agreed upon, via email or hard copy.
3. Candidate teaches the lesson and Supervisor observes and takes notes using the CORE rubric form.
4. Candidate and University Supervisor have a post conference after the lesson is taught.
5. Candidate completes Reflection and provides to Supervisor (via email or hard copy)
6. Supervisor provides a copy of evaluation form, via email or hard copy.
7. Finally, at the end of the semester, as you prepare for “solo” phase of the semester, your CT must approve your 10-day plan which must include a two-week plan as well as a daily plan. At your mid-way conference, you and your CT will outline together what he/she will require from you to show that you are ready for your solo.

Grading Policy

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NC—No Credit

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<p style="text-align: center;">SECTION 4: TEACHING PRACTICUM POLICIES</p>
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1. All candidates entering a Teaching Practicum are required to have verification of Certificate of Clearance.
2. All candidates entering Teaching Practicum are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).

As a credential candidate, you are responsible to both the CT and the University Supervisor.

You are also more generally responsible to the site administrator, since you are both a guest of the school and a temporary member of the school faculty. You are expected to conform to the same professional standards as regular faculty members. Therefore, you must follow the following guidelines:

- Prior to Teaching Practicum, call and set up an initial meeting with your Cooperating Teacher.
- Introduce yourself to the principal and the school secretary; give him or her your phone number and home address; obtain the phone number of the school.
- Obtain needed information, such as:
 - School and classroom daily schedules,
 - Classroom rules
 - Tentative weekly time for planning with Cooperating Teacher
 - Major curricular units to be taught this semester
 - List of pupil names
 - What you should do if a child or an adult is seriously hurt inside or outside the classroom, and you would then be the only adult left to supervise the children
- Find out what school or district policies, situations, or circumstances you should know, such as:

- Where you should park.
- Duplicating materials and equipment.
- Use of school resources.
- Sign-in/sign-out procedures.
- Other relevant school policies.
- Become familiar with teachers, aides and support staff in both the classroom and school.
- Assume responsibility for assisting your Cooperating Teacher with classroom organization, preparation, and routine tasks.
- Complete all tasks assigned by your Cooperating Teacher. Participate in appropriate school responsibilities with your Cooperating Teacher, such as:
 - yard, cafeteria and bus duty
 - faculty meetings, staff development, back to school night, open house, field trips, and other special events.
 - a parent conference, if approved by parent or guardian, and school personnel.
 - an Individual Educational Program (IEP), or planning conference, if approved by parent or guardian and school personnel.
- Observe the Cooperating Teacher's lessons and become familiar with the daily routine. Help individuals and small groups.
- Use available school technology for your lessons.
- Learn and follow the procedures at your specific school site. Obtain a copy of the school handbook, read it carefully, and be consistent with it as you carry out site policies and procedures. Ask questions when you are in doubt.
- Punctuality and attendance are vitally important. If some unforeseen circumstance should cause you to be late, notify the school office and CT. If you find that illness will cause you to be absent, notify the CT the night before (or as soon as possible) and your University Supervisor. Accurate records must be kept of all late arrivals and/or early departures from the site, so please fill out an absence report.

- Don't forget to provide the CT with plans and any other materials necessary to teach in the areas for which you were to be responsible on the day of absence.
- Long-term absence policy: when student absence warrants this action, the School of Education will require extended placements to compensate for time that has been missed.
- The School of Education allows a candidate a maximum of three days per semester absence from assigned school site placement without penalty. **A candidate may miss up to three days per semester but will be required to make up any additional days, which will potentially result in additional supervision fees and/or a program semester to meet credential competence requirements.** An important aspect of professionalism is organizing one's time so that site duties are carried out and do not fall to other professionals. However, circumstances can occur that require a teacher candidate to miss a site day, such as family emergencies and personal illness. You must record ALL absences on your time sheet and submit an absence request to your Supervisor and Program Coordinator via email prior to the absence.
- If the CT, site administrator or University Supervisor feel that a candidate is ill or should not be on site for any reason, he/she may dismiss a candidate from the site days regardless of the number of prior absences from the site.
- Respect the professional rights and personal dignity of your CT. Assume no authority not specifically delegated, except in an emergency. While you will want to graciously accept and follow through with suggestions and criticism, you are also expected to be imaginative and creative in your teaching. This is a careful balance that needs to be accomplished.
- Consistency for your pupils is important. Support the CT, especially in matters of discipline. If you have questions about procedures and your role in the classroom, consult with your CT in private.
- Maintain confidentiality. Do not discuss student problems, school politics, parents, or confidential matters outside of your classroom or on social media. If other staff members do, do not join the conversation. Keep your behavior professional and ethical at all times.

- Conserve school resources. Supplies for classrooms are scarce and expensive. Generally, if you are preparing materials for classroom use by the children, the supplies used come from the school. If you are preparing materials for the unit you have prepared, and will keep, providing the supplies is your responsibility. Those materials prepared at school expense belong to the CT. Those materials prepared by the candidate and provided at his/her expense belong to the candidate.
- Follow the schedule of Phased-In classroom responsibilities. Note that you should not be assigned yard duty, bus duty, etc. without your CT present, and that you should not be left alone with students for long periods of time. Be certain you know of medical problems of pupils and essential emergency procedures.
- Be a member of your school community. In addition to its teachers and administrators, each school will have other staff members with special assignments, such as the speech therapist, psychologist, school nurse, etc. As the credential candidate, you should become familiar with the schedule of the visitations and responsibilities of these specialists. If possible, you might join the coffee fund, go to social functions when invited, and become as much a part of the staff as possible.
- Do not use cellular phones or engage in texting in your placement site, courses, or in seminars except at breaks. Provide people who may need to reach you in case of emergency with the school site and/or classroom phone numbers. All calls from outside the school must be routed through the school office during the school day.
- Professionals constantly seek continued opportunities for growth. As a credential candidate, you participate in seminars designed to provide you with the research-based strategies for effective teaching. You are also encouraged to gain valuable assistance in improving your teaching by studying your classroom teachers' guides, by seeking additional materials at your school district's instructional media center, the county media center, or at educational supply stores, and by joining the professional organization(s) which most appeal to your interests and needs, such as Council for Exceptional Children (CEC) and Student California Teachers Association (SCTA).
- Time is often a credential candidate's greatest need. No formal policy governs credential candidates' commitments outside the preparation program. However, a credential candidate's future employment depends, in large part, on success during

the preparation program. Experience has shown that credential candidates should plan ahead to make the student teaching semesters as free from other obligations as possible. For this reason, Concurrent students are not allowed to take courses outside their preparation program without special permission from the Program Coordinator.

- Identify any problems or needs early. It is natural to experience challenges in classroom management, instruction, or in professional relations. Sit down with your CT at least once a week to identify any problems and brainstorm solutions. Both your CT and university supervisor are willing and available to provide you with support, suggestions, and materials. Do not hesitate to ask questions!
- Dress appropriately. Most school districts have expectations that teachers dress professionally. You will be expected to adhere to the dress policy at your assigned school. Clothing should be clean and be neither provocative nor revealing. (See Policy on Professional Conduct for Credential Candidates below.)
- 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.
- Contact parents and confer with them only with the full knowledge and agreement of your Cooperating Teacher.
- Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.
- Remain in the school each day as long as necessary to fulfill professional responsibilities.
- If you borrow any material from your placement school, be certain to return it as soon as possible.
- Plan all lessons in advance and make them available to your Cooperating Teacher and University Supervisor (check with Cooperating Teacher and University Supervisor to determine if they prefer to receive plans electronically or via hard copy). Lesson plans should be carefully designed so that any professional can clearly understand your intentions. When appropriate, you may use and expand on the lessons in teachers' manuals.
- Be sure to retain supporting documentation of Teaching Practicum I and Teaching Practicum II activities for required reflections and assessments.

- 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.
- Show initiative. Volunteer to plan and teach lessons.
- Attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow.
- When you become a holder of a credential, certificate, or permit which authorizes you to work with, observe, or have knowledge of children as part of your official duties, you are required to report every instance of child abuse which becomes known to you or which you reasonably suspect to have occurred to a child with whom you have professional contact. You must report your 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 you become aware of the abuse of the child. Your duty to report is individual, and no supervisor or administrator may impede or inhibit your duty to report, **although you may also report to your supervisor or administrator**. Your failure to report instances of child abuse known or reasonably suspected to you 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. Your duty is to report, not investigate. If you have any knowledge or reasonable suspicion of child abuse you should not hesitate to inform your Cooperating Teacher immediately.

Emergency Preparedness

- Your safety as a teacher candidate is of primary importance to the School of Education at California State University, Chico, and the public schools in which you are placed for student teaching. Emergencies, disasters, accidents, and injuries can occur at any time without warning. Be prepared physically and mentally to handle emergencies as an individual as well as an organizational responsibility. In order to minimize the effects of these emergencies, please discuss these safety principles with your CT, university supervisor, and colleagues.
- Follow Instructions from the School Emergency Procedures: Obtain a copy of the school handbook and emergency procedures. Become very familiar with these

instructions and the buildings on your school campus. Instructions from police, fire, or other emergency personnel on the scene always take precedence over any other instructions you receive.

- **Stay Alert:** Know what is going on so you can react appropriately. The initial response is the most important factor in saving lives and property.
- **Report:** If you hear or observe something unusual that causes you concern about the safety of students and/or school personnel, you should share your concerns immediately. Have emergency phone numbers readily available.
- **React Based on the Situation:** Every incident is different and no “checklist” will apply to every situation. Preventing yourself and others from getting hurt is always paramount.
- **Maintain Personal Accountability:** Make sure you know the whereabouts of everyone for whom you are responsible.

Reassignment policy in Teaching Practicum I or Teaching Practicum II

Regular communication with your Cooperating Teacher and University Supervisor is essential. If you have concerns or problems regarding your classroom placement, you should first discuss them with your 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 Cooperating Teachers 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 Policy

- The credential candidate, by application and upon prior approval by the University Supervisor, site administrator, and CT, could be available for limited substitute teaching (*no more than five days per semester*) within the particular classroom of placement and only on the actual days of the student teaching field experience, not

coursework days. Credential candidates may not substitute for teachers other than their own CT. The credential candidate would be responsible for the necessary paperwork and fees for the emergency credential process.

- The University would not be held responsible or liable for any situations arising from being a paid substitute teacher on those days. The credential candidate is advised to become a member of SCTA (Student California Teacher Association) and to have liability insurance coverage.
- A credential program *may* develop specific program policy for students who request to substitute teacher for pay in their assigned classroom(s) or school site while earning field experience course credit. If approved by the CT, Supervisor, and site administrator, the student would need to hold a valid Emergency Permit and be supervised by a credentialed teacher.

Workers' Compensation Coverage

- While you are working in the schools, you are covered by California Workers Compensation insurance. If you are injured, you 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 you are unable to fill out the form because of very serious injury, your 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. You may obtain liability insurance from private carriers, or by becoming a member of Student California Teachers Association, SCTA.

The School Site Teacher Partner (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. Your 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 the 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. (Candidate is responsible for letting the Cooperating Teacher know, in a timely manner, about course assignments that involve the classroom placement.)
- Providing candidates multiple and varied opportunities to teach.
- Guiding candidates to develop lesson plans using evidenced-based instruction.
- Conducting observations and giving candidate clear written and verbal feedback with suggestions for developing his/her teaching.
- Discussing with the 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 you. 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. You will be formally observed teaching at least four times during the semester, one of which will be a midterm evaluation. At the end of the practicum experience, an additional 3-way conference should be scheduled to complete the final evaluation form (Culminating Conference form for Teaching Practicum I candidates and Exit Interview and Induction Preview form for Teaching Practicum II). Additional observations may occur as needed as determined by your Cooperating Teacher or your University Supervisor.
- Provide written feedback to you for each observation.
- Support the Cooperating Teacher in directing your classroom activities, planning, selection of instructional strategies and materials, management, and other tasks.
- Serve as a resource person for you and your Cooperating Teacher.
- Schedule a 3-way conference as quickly as possible to develop specific plans for improvement if there are problems such as your competency or commitment to teaching.
- Act as a liaison between you and program faculty.
- Prepare a letter of reference at successful completion of Teaching Practicum 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, you will not necessarily have the same University Supervisor for Teaching Practicum I and Teaching Practicum II.

In an effort to continuously improve our program, we regularly ask Cooperating Teachers and candidates to evaluate University Supervisors. In addition, all Teaching Practicum I and Teaching Practicum II candidates are required to complete a classroom environment survey each semester. The survey provides

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-skorts. (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 body parts.
- Visible body piercing that constitutes a safety hazard or distraction during teaching.
- 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

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.

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:

Process	Notes
Step 1 - Improvement Plan	
<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. 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 Director discuss concerns</p>

	<p>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. 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>Step 2 - Decision to Dismiss</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 by letter, 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 Inquiry³ that must be returned to the department 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>
<p>Step 3 - Informal Grievance Process</p>	
<p>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</p>	<p>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</p>

Affairs or designee attends the meeting as advisor to the process. ²	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.
Step 4 - Appeal to the Office of the Dean	
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.
Step 5 – Formal Grievance	
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> .

¹Skills, behaviors and competencies are defined in the CTC Standards of Program Quality and Effectiveness for Multiple and Single Subject Programs and the Teaching Performance Expectations.

² These steps have been created in reference to EM 94-22, Revision to Student Grievance Procedure, April 27, 1994. They are a modification, which preserves the effect of the Informal Grievance Procedures. A grievant who has not found resolution after Step 3 may continue the Informal Grievance Procedure by meeting with the Dean of the College of Communication and Education, or his/her designee.

³ The Notice of Inquiry is a document that allows a grievant to provide information contesting their dismissal and request a specific remedy. It is included in EM 94-22.

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 PRACTICUM INFORMATION AND SUPERVISION FORMS
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The forms listed below will be used throughout your credential program; samples of each follow this page. You will receive a complete packet of these forms in Word format that can be printed out or typed into.

Concurrent Lesson Plan – The lesson plan template used in the General Education semester of the Concurrent Program.

Education Specialist Lesson Plan- The lesson plan template used in the Education Specialist semester of the Concurrent Program

Phase-in Schedule of Student Teaching Responsibilities – A recommended schedule of candidate responsibilities during Teaching Practicum II.

Concurrent Program Assignment Forms- To be used by the University Supervisor, Cooperating Teacher, and candidate throughout the placement.

Timesheet – Used to keep track of your hours at your field placement.

Absence Report Form – To be submitted to in the event that you must be absent from your field placement or program courses.

Initial Three-way Conference Form – Preliminary agreement between candidate, Cooperating Teacher, and University Supervisor regarding the roles and responsibilities during the semester.

Mid-semester Three-way Conference Form – Mid-semester verification of all documentation, planning, and satisfactory progress required for Teaching Practicum II.

Final Three-way Conference Checklist – Final verification of all documentation required at the end of Teaching Practicum 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.

University Supervisor Check List for Concurrent Pathway

Supervisor Name: _____

Candidate Name: _____ Fall ____ Spring____

Cooperating Teacher: _____ School: _____

Please check and attach evidence of the following for each candidate's file:

_____ **Field Assignment Tracking Form** (Candidate, Cooperating Teacher)

_____ **Timesheet** (Credential Candidate, Cooperating Teacher)

_____ **4 CORE Observation Packets including Lesson Plans** (Supervisor)

_____ **2 CORE Observation Packets including Lesson Plans** (Cooperating Teacher)

_____ **Initial Three-Way Conference Forms** (Supervisor)

_____ **Mid Semester Three-Way Conference Form** (Candidate, Cooperating Teacher)

_____ **Final Three-Way Conference Checklist** (Supervisor)

_____ **Self-evaluation TPE/ Disposition Form** (Credential Candidate)

_____ **CORE Competency/Disposition Evaluation Form** (Supervisor, Cooperating Teacher)

Spring Semester:

_____ **Exit Interview and Induction Preview Sheet** (Credential Candidate, Cooperating Teacher & Supervisor)

_____ **Confirmation of Completion of Candidate Exit Survey** (Credential Candidate)
(generated by SOE)

Concurrent MS/SS Lesson Plan Template

*Intended for use across Concurrent Pathway Credential Program Courses.
Must be used for all observed lessons.*

Candidate Name: _____ Date/Time: _____

Grade Level: _____ Content Area: _____

Unit: _____ Estimated Lesson Length: _____

Setting (*choose one*): () whole class () small group () Individual

Co-Taught Lesson: () yes () no

Co-Taught Strategy Used (*if applicable*): _____

MAIN CONCEPT/BIG IDEA (*Essential understanding you expect students to know as a result of this lesson.*)

RATIONALE (*Why is this concept and/or skill important for students to learn/be able to do?*)

STANDARDS (*Content Standards and ELD Standards.*) <https://www.cde.ca.gov/be/st/ss/index.asp>

LESSON OBJECTIVE/S (*Students will be able to*)

Webb's Depth of Knowledge Guide:

http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf

Bloom's Taxonomy: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

STUDENT ASSETS AND NEEDS/PRIOR KNOWLEDGE (*Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson. What should students already know and/or be able to do BEFORE engaging in this lesson?*)

ACADEMIC LANGUAGE DEMAND *(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 and/or spoken text, and produce evidence of their learning?)*

CONTENT VOCABULARY *(List the key vocabulary and/or phrases students need to understand in order to have access to the content.)*

UNIVERSAL DESIGN FOR LEARNING *(How will you provide multiple means of engagement, representation, and action & expression?)*

http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

STRATEGIES FOR ENGLISH LANGUAGE LEARNERS *(Which SDAIE strategies will you use?)*

<http://orh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf>

STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS *(List accommodations and/or modifications for specific students specified in IEPs, 504 Plans, etc.)*

GROUPING *(Explain how you will group students for this lesson, ie. whole group, small group, pairs, individual—and your rationale for why you think this will support student learning.)*

INSTRUCTIONAL SEQUENCE: *(The components in the instructional sequence should be written as explicitly described steps that clearly communicate the actions taken. Anyone reading through the steps in the instructional sequence, such as a substitute teacher, should be able to execute the lesson smoothly, including facilitating the transitions between components and applying formative assessments. The instructional sequence should align to a direct or indirect instruction format and may be specific to the content area selected for the lesson. Include specific information about what other teachers or aides will do if available.)*

Lesson Sequence	Teacher will...	Students will...
Introduction: <i>(How will you introduce the objective and rationale of your lesson? How will you “hook” them?)</i>		
Lesson Steps/ Activity Sequence: <i>(Be specific about how you will model, and/or guide the lesson. What steps will you follow? How will you group students? How will you facilitate transitions?)</i>		
Closure: <i>(How will students revisit and review what they learned during the lesson, such as paraphrase, whip around, summary paragraph, numbered heads together, sentence frames, the three W’s of what, why and how, etc.?)</i>		
CONTENT EXTENSIONS <i>(How will you challenge students who finish early? How will you meet the needs of students who are identified as GATE or need an extra challenge?)</i>		
CONTENT INTEGRATION <i>(How could you connect your lesson to other content areas?)</i>		
SOURCES <i>(Cite all sources used in planning and implementing this lesson. List sources in APA format.)</i>		
MATERIALS AND SUPPLIES NEEDED <i>(What texts, materials, and/or educational technology will you and/or your students use during the lesson?)</i>		
PERSONAL TEACHING FOCUS <i>(List the area(s) you want your university supervisor or CT to focus on during the observation.)</i>		

**Concurrent
Post-Lesson Reflection**

To be completed and submitted to Supervisor after observed lessons

Candidate's name: _____ Date: _____

Class Period/Time _____ Unit: _____ School Site: _____

Setting Type: _____ Lesson Title: _____

I. General student response and engagement during the lesson:

II. How was your time management and pacing of the lesson? What, if anything, would you change the next time you teach this lesson?

III. Were there any necessary adaptations that you had to make during the lesson?

a. Special adaptations for certain needs (i.e. IEP or ELA modifications or accommodations)?

IV. What were the results of the assessment activities? What did the assessments show you (i.e. did the students understand the lesson or do they need additional instructions, practice, etc.)?

V. Based on student completion of the lesson activities, how will you follow-up or provide additional activities, or connect this lesson to another lesson in this unit?

Overall, how would you rate this lesson:

INEFFECTIVE

SOMEWHAT EFFECTIVE

EFFECTIVE

Concurrent/ Education Specialist Mild/Moderate Lesson Pre-Planning **PART A**

Teacher's Name:	Date:
Setting: <input type="checkbox"/> Whole Group <input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Other (explain):	Title of Lesson:

1. **Lesson Objective(s) or Intended Learning Outcome(s):** (include both content and language)

Students will be able to...

2. Briefly describe the theoretical framework and/or research that inform **your Instructional Design:** (for example research-based instructional design such as Direct Instruction, task analysis, Evidence-based Instruction, cooperative learning, etc.).
3. Individualized Education Program (**IEP**) **Goals** or English Language Development (**ELD**) **standards** (if applicable):
4. **Common Core State Standard (CCSS)** that are the target of student learning (list the complete text of the relevant parts of each standard):
5. **Classroom learning environment and behavior management considerations:**
6. **Instructional Time** (minutes planned):
7. **Assessment/Data Collection Procedure:**
8. How will you **provide feedback** to students based on the **interpretation of the data** collected?
9. **Materials** (resources, equipment, augmentative devices etc. to be gathered and used for the lesson):
10. **Modifications/ Accommodations:** (be specific)
11. **In-class assignment:**
12. **Homework assignments** (if applicable):

PART B

Teacher's Name:	Date:
Setting: <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual (1:1) <input type="checkbox"/> Other (explain): 	Title of Lesson:
Materials Needed:	Accommodations Needed:
Introduction of Lesson Objective(s) or Intended Learning Outcome(s):	<i>Approximate Time:</i>
Modeling/Input: Explicit Instruction:	<i>Approximate Time:</i>
Guided Practice:	<i>Approximate Time:</i>
Assessment (data collection procedure) What?	<i>Approximate Time:</i>
Independent Practice (in-class or assigned homework):	<i>Approximate Time:</i>
Summary/Closure:	<i>Approximate Time:</i>
Feedback to students, based on data collected:	<i>When?</i>

CONCURRENT/ EDUCATION SPECIALIST POST-LESSON REFLECTION
PART C

Name:

Lesson Title:

School:

Date of Lesson:

Rate your overall feeling of the success of the lesson on a scale of 1- 5: (1 being least effective and 5 most effective) Self-reflect and base your score on the strengths and weaknesses of the lesson.

SCORE: _____.

1. What would you **change or do differently** if you were to teach this lesson again?
2. How was the **pacing** of the lesson? (Re-teach, check for understanding, instruction time)
3. Was there loss of **instructional time**?
4. **Were students engaged** during the lesson? (Present & Attentive, Actively Participated, Led the discussion/activity)
5. **What adaptations** did you make during the lesson, or feel that you should have made, based on the behavior management, student engagement or the overall understanding of the concepts being taught.
6. Discuss what you believe your student/s learned from the lesson and the **evidence** you have to support this statement.
7. Based on the students' understanding from your formal or informal assessments of the lesson (data collected), **describe your plan for follow-up lessons** /activities, or generalization and expansion of knowledge from this lesson.
8. Any **other comments** you would like to add on your own reflection towards professional growth.

Phase-in Schedule of Student Teaching Responsibilities

<p>PHASE I: <u>WEEKS 1-3:</u></p> <ul style="list-style-type: none"> • Orientation • Observation • Participation 	<p><u>WEEK ONE - TWO</u></p> <ul style="list-style-type: none"> • Learns student’s names • Becomes familiar with rules & routines • Observes instruction, follows lesson plans prepared by CT • Help with roll taking, handing out/collecting material, recording grades, supervision outside classroom <p><u>WEEK TWO - THREE</u></p> <ul style="list-style-type: none"> • Begins limited Instruction-administering tests, tutoring, conducting short, informal segments of the lesson, reading stories to class after lunch. •Tutors individual students or small groups as assigned by CT • Constructs teaching aids and helps with classroom bulletin boards or other instructional material • Becomes familiar with content to be taught later in the semester.
<p>Phase II: Weeks 3 to 7 or 8</p> <ul style="list-style-type: none"> • Assumes Partial Responsibility • Teaches lessons for observation and feedback from Supervisor and CT 	<ul style="list-style-type: none"> • Manages routine tasks. • Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Writes detailed lesson plans. • Continues to develop instructional materials for lessons. • Receives specific feedback & suggestions on instructional performance CT and University Supervisor • More examples are listed below)
<p>Phase III: Weeks 7-8 to 13-14</p> <ul style="list-style-type: none"> • Maintains Partial Responsibility • Completes a Two “Turnaround” Days (see description below) 	<ul style="list-style-type: none"> • Continues with duties from previous phases • Develops instructional outline plan with Cooperating Teacher for 10-day (or more) solo. • Completes “<i>2-day Turnaround</i>” toward end of phase III)
<p>Phase IV: Week 14-15 to 18th</p> <ul style="list-style-type: none"> • Completes Official Solo Teaching (10-day minimum) 	<ul style="list-style-type: none"> • Continues with duties from previous phases. • Implements an effective discipline plan, including contacting parents if necessary. • Assumes partial responsibility for developing the instruments for student evaluation. • Completes details of planning for 10-day solo. • Completes solo teaching. • Recommends student grades or progress on IEP goals to CT.

PHASE I – Orientation/Observation/Participation – Weeks 1 – 3

- Attends 3-way conference and sets goals.
- Becomes familiar with rules, regulations, and procedures of classroom, develops skill in communicating rules to pupils.
- Becomes familiar with physical features of buildings.
- Becomes acquainted with and learns names of pupils, becomes aware of friendships and sub-groups and with unique needs of individuals.
- Observes instruction, following lesson plans prepared by CT.
- Participates in classroom routine (roll taking, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.
- Instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates to some extent in related activities i.e., faculty meetings, athletic events, student clubs.
- Tutors individual students or small groups as assigned by CT.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Becomes comfortable with the Concurrent/Education Specialist Candidate Professional Competencies that include the Teacher Performance Expectations (TPEs).

PHASE II – Assuming Partial Responsibility – Weeks 3 – 7/8

- Increases efforts to identify student characteristics and to relate instruction to individual students, meets with individual students having problems, determines how to utilize special student talents.
- Manages routine tasks.
- Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Write detailed lesson plans.
- Continues to develop instructional materials for lessons.
- Participates in faculty meeting, parent teacher conferences, “PTA” meetings, etc.
 - Continues to maintain, time sheets and begins to establish career file.
- Asks CT and university supervisor for specific feedback on instructional performance.
- Develops instructional outline plan with CT for 10-day solo.

PHASE III – Partial Responsibility & Complete a Two-Day Turnaround Experience – Weeks 7/8 - 13/14

- Maintains partial responsibility for planning, preparing materials, and delivering instruction, monitoring student progress, and evaluation.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for 10-day solo.
 - Continues to build resource file.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (including TPEs).
- Attends final 3-way conference.

The “Two-day Turnaround” Experience

The “Two-day Turnaround” experience, in preparation for the two-week solo teaching, will consist of two days in which the credential candidate will be the primary instructor for 80% - 100% of the instructional day. To the degree possible, the credential candidate should be the primary instructor under the CT's supervision for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. For only very short periods of time during the “Two-day Turnaround” should the credential candidate be left alone to be in charge of the classroom. At this point the credential candidate should, with approval and direct guidance of the CT and University Supervisor, assume responsibility for scheduling use of any other personnel in the program and also take the responsibility for ensuring that students get to appointments at their assigned times.

<p>PHASE IV – Complete a Solo Teaching Experience – at least for 10 days (more if possible) Week 14/15 to 18</p>

CREDENTIAL CANDIDATE:

Everything Phase III, and...

- Completes details of planning for 10-day solo.
- Completes solo teaching.
- Recommends student grades to CT.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Completes evaluation of University Supervisor.
- Attends final 3-way conference.

MULTIPLE SUBJECT PROGRAM
PRACTICUM II CHECKLIST
(Please request Single Subject Checklist as applicable)

ASSIGNMENTS	DATE	CT's INITIALS
1. At beginning of practicum, review Practicum II Requirements, Professional Expectations and Practicum II Checklist with Cooperating Teacher (see syllabus).		
2. At beginning of practicum, review the TPE and Disposition rubrics and set goals for the semester.		
3. Using a small binder or electronic format, collect school site documents regarding demographics, policies, procedures, curriculum, and school calendar.		
4. Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, social). Know services for which students qualify (Special Education, GATE). Know students' English language proficiency levels.		
5. Become familiar with school's MTSS and tiered intervention (RTI) process.		
6. With the help of the Cooperating Teacher become familiar with the district's web-based student data collection system or management software.		
7. Attend at least one faculty meeting each month.		
8. Attend staff development and/or grade level meetings.		
9. Attend "Open House" or "Back-to-School Night" (as applicable).		
10. Become familiar with IEP forms and how to gather information and data for their completion.		
11. Attend a minimum of one Individualized Education Plan (IEP) meeting.		
12. Attend a minimum of one Student Study Team (SST) or Response to Intervention (RTI) meeting.		
13. Participate in scheduled parent conferences.		
14. Attend one or more school board meeting(s), if possible.		
15. Attend all required meetings with Cooperating Teacher & University Supervisor		
16. Maintain Lesson/Unit Plan Book in hard or electronic copy.		
17. Observe and teach across content areas for the Multiple Subject credential (math, language arts, social studies, science, physical education, visual/performing arts and health).		
18. Assume full responsibility for teaching all content areas for a minimum of two solo weeks.		
19. Complete all required Cooperating Teacher & University Supervisor observations of teaching.		
20. With Cooperating Teacher & University Supervisor, complete mid and final teaching evaluation forms for Teaching Practicum II and the Exit Interview/Induction Preview Form.		
21. Complete CalTPA teaching event.		

EDUCATION SPECIALIST FIELD ASSIGNMENT TRACKING FORM

(Spring Semester)

Candidate: _____ Date _____

School _____ Setting: RSP or SDC (circle one) Grade Levels: _____

ASSIGNMENTS	DATE	CT'S INITIALS
At beginning of practicum, review Practicum Requirements, Professional Expectations and Practicum Checklist with Cooperating Teacher.		
Review the TPE and Disposition rubrics and set goals for the semester.		
Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, social). Know services for which students qualify (OT, PT, SLP). Know students' English language proficiency levels.		
Using a small binder or electronic format, collect school site documents regarding policies, procedures, curricula used, and school calendar/events schedule.		
Become familiar with school's tiered intervention (RTI) process.		
With the help of the Cooperating Teacher become familiar with the district's web-based student data collection system or management software.		
Attend at least two faculty meetings.		
<u>Attend at least five Individualized Education Plan (IEP) meetings and at least two Student Study Team (SST) meeting in primary placement.</u> Candidate name is required to be on the IEP meeting announcement and meeting attendance approved by school administration.		
Participate in scheduled parent conferences as applicable.		
Participate in yard duty or bus or lunchroom assignments in conjunction with the Cooperating Teacher. (Candidates placed at secondary schools: alternative assignment if necessary.)		
Write a parent letter for opening of solo teaching and submit to CT for approval.		
Maintain Lesson Plan Book and Weekly Lesson Plan Format in hard or electronic format. Maintain accurate timesheets.		
Mod/Severe: Learn self-help schedule of students and participate in toileting, feeding and hygiene as needed.		
Learn student's schedule and routine. Keep a tracking sheet of student's schedule.		
Attend a special event on an evening or weekend.		

Attend all required meetings with Cooperating Teacher & University Supervisor (e.g., cluster meetings, three-way meetings).		
Complete a minimum of 10 solo teaching days.		
Write and implement at least four formal lesson plans that are observed by a University Supervisor, and two that are observed by CT.		
Written Reflection of Performance Assessment Form (PAF) mid- and final scores and comments. (PAF will be completed by CT, Supervisor & candidate; copy goes in Candidate's file.)		Reflection to be turned in to Supervisor

CONCURRENT PATHWAY TIME SHEET

Month: _____

SCHOOL _____

Candidate's Name: _____

CT's Name: _____

Classroom Grade Level(s) _____

Classroom Setting/type: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	
I was late/absent because:						CT's Initials: Date:
I was late/absent because:						CT's Initials: Date:
I was late/absent because:						CT's Initials: Date:
I was late/absent because:						CT's Initials: Date:
I was late/absent because:						CT's Initials: Date:

School of Education Concurrent Pathway

INITIAL THREE-WAY CONFERENCE
(Review goals/objectives, prepare for Solo-Teaching)

Meeting Date: _____ School Site: _____

Present at the meeting:

Candidate signature

Cooperating Teacher signature

University Supervisor signature

Other

A summary of this meeting follows below:

1. The purposes and structure of the Concurrent Education Specialist Pathway, including the three-way conferences during the term were reviewed and each member received a copy of the Concurrent Policies and Procedures.
2. The candidate has a copy of the school handbook, knows the students' names, and is becoming familiar with school-wide and classroom procedures:

Yes Not Yet Has begun a site information binder

3. General Goals that the candidate and cooperating teacher would like to focus on during Phase I:

a. Assessment _____

b. Behavior _____

c. Curriculum _____

d. Other _____

4. Specific routine tasks for which the candidate has partial responsibility during Phase I (see Handbook- Phase I chart):

5. Goals and actions for participation in teaching of reading/language arts.

GOALS	ACTION
READING PROGRAM FOR CLASS: (including TEXT and supplementary program)	Candidate will....

WRITING PROGRAM FOR CLASS (including TEXT and supplementary program)	Candidate will....
Observe/participate in reading instructions at different grade level (3 above or below)	Candidate will....

6. Single Subject candidates only: please indicate your student teaching schedule for the semester: _____

7. The candidate has attended a faculty meeting. Yes No

7. The substitute teaching policy has been reviewed. Yes No

8. The following program forms were given to Cooperating Teacher and candidate and reviewed.

- Policies and Procedures Handbook
- Lesson Plan Format
- Observation Forms
- Time Sheets
- TPE Rubric

Follow-up or additional comments:

Cooperating Teacher's weekly planning day is _____

Next scheduled visit _____

(Copies of this form are to be provided to the Cooperating Teacher and University Supervisor.)

MID-WAY CONFERENCE
(Review goals/objectives, prepare for Solo-Teaching)

(This form is to be completed together by the CT & Student and may include the University Supervisor. A copy will be given to the Supervisor)

MEETING DATE: _____ **School Site:** _____

PRESENT AT THE MEETING: (signatures)

_____ Candidate's signature	_____ Cooperating Teacher signature
_____ University Supervisor signature	_____ Other

1. In reviewing the goals and objectives from the first Three-Way Conference:

- a. What objectives has the candidate adequately addressed:

- b. What objectives need to carry over into the remaining weeks or need to be added before the Solo Teaching experience:

2. In preparation for Solo Teaching, we have discussed the following:

Dates of Turnaround Days: _____

Dates of Solo Teaching: _____

Resources needed: _____

Candidate's letter to parents regarding his/her Solo Teaching:
Dated letter will be reviewed by cooperating
teacher:

Supervisor has reviewed the Competency Checklist with the cooperating teacher: Yes No

Two-week solo plan and approved by the cooperating teacher on:

Date: _____

3. The following items have been reviewed for updated progress:
 - a. Time sheets are current and signed-off by CT: _____
 - b. Weekly Lesson Plan Book is complete and current: _____
 - c. Field Assignment Tracking Form is updated: _____
 - d. Number of days Candidate has substituted to date (or not): _____
4. Any further questions or concerns? _____

**School of Education
Concurrent Pathway
FINAL THREE-WAY CONFERENCE CHECKLIST**

Candidate: _____ Date: _____

Cooperating Teacher(s): _____ School: _____

Grade: _____ Setting: _____ Supervisor: _____

1. Final Progress Assessment Form (completed and all signatures obtained)
 - Cooperating Teacher
 - Candidate
 - University Supervisor
2. Cooperating Teacher Observation Forms
3. Candidate provides to supervisor the following completed forms:
 - Time Sheets
 - Assignment Tracking Sheet
 - All prior feedback forms from observed lessons
4. Letters for Candidate:
 - Cooperating Teacher
5. Copies of all “solo” lesson plans
6. Required components of PACT have been submitted

Signed by:

Candidate Date

Cooperating Teacher Date

University Supervisor Date

SDAIE Techniques & Practices

Input Simplification

- 1 clear enunciation, slower speech rate; longer pauses; increased redundancy
- 2 controlled vocabulary; limited use of idiomatic speech; simple verb tenses
- 3 shorter, less complex sentences and explanations
- 4 define unusual words and words with double meaning
- 5 readability level of written materials is low
- 6 mini lectures
- 7 use of cognates if possible

Contextualization and Meaning

- 1 contextualized teacher delivery: comprehensible input, phrasing, rephrasing
- 2 Scaffolding; for example, modeling, bridging, contextualizations, schema building, metacognitive development, text representations
- 3 learners encounter a new topic through a shared, alluring, realistic, direct experience, a common introduction which serves as a foundation for (1) new skills to be acquired, (2) concepts to be learned, or investigated, and/or (3) about which the learners are to read, listen, speak, or write.
- 4 gestures; facial expressions; act out meaning
- 5 frequent use of labels
- 6 props & realia
- 7 illustrations, pictures, motion pictures, maps, charts, flowcharts, overheads, and graphs
- 8 bulletin boards with labels whenever appropriate
- 9 word banks
- 10 identify key topics organized around main themes
- 11 extend mental set
- 12 comprehensible input: provision of information and/or experiences that learners recognize as valuable and meaningful

Emphasis on Success and Comprehension

- 1 comprehension is stressed more than form or grammar, semantics more than syntax; utility of ideas, investigations, and skills is the major criterion for success
- 2 hands-on activities, manipulatives
- 3 listening and speaking activities precede reading and writing activities
- 4 reading assignments include pre-reading, during reading, post reading activities
- 5 writing activities preceded by pre-writing activities
- 6 cooperative activities
- 7 adequate time for pupils to complete their work
- 8 appropriate pacing and difficulty level
- 9 variety of grouping strategies
- 10 use of various modalities
- 11 vocabulary development
- 12 review of main topics and key vocabulary

Check Frequently for Attention and Understanding

Formative, Continuous and In-process Evaluation

- 1 confirmation and comprehension checks
- 2 clarification requests
- 3 repetitions
- 4 expansions
- 5 variety of assessment techniques
- 6 interaction: teacher with student, and/or student with student

Summative

- 7 mastery of objective assessed in a variety of ways

SECTION 6:
CHICO OBSERVATION RUBRIC FOR EDUCATORS (CORE) RUBRIC FORMS

You will be observed at least 6 times over the course of the semester: 4 times by your University Supervisor and twice by your Cooperating Teacher. The following forms will be used.

- CORE Observation Record
- CORE Rubric
- Self-Evaluation Form
- Evaluation Form

CHICO OBSERVATION RUBRIC FOR TEACHERS (CORE)

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

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

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 6.2)
- 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 TEACHERS (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 TEACHERS (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 own.</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 own.</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>

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 TEACHERS (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)

SECTION 7: TEACHING PERFORMANCE EXPECTATIONS (TPES) AND SOE PROFESSIONAL DISPOSITIONS
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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.

CA Teaching Performance Expectations, Revised 2016**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.²
- 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 background for both short-term and long-term instructional planning purposes.

² See Subject-Specific Pedagogical Skills in Section 2 for reference.

- 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.

Teaching Performance Expectations

Education Specialist: Mild to Moderate Support Needs

TPE 1: Engaging and Supporting All Students in Learning

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State

- Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
2. Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
 3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
 4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
 5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.
 6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.
 7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Mild to Moderate Support Needs Candidates will:

1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.
2. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Mild to Moderate Support Candidates will:

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.
3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
6. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Mild to Moderate Support Needs Candidates will:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

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 a set of dispositions as critical to effective educators. An updated rubric will be provided to you in August.

SECTION 8: CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CalTPA)

Credential candidates in School of Education credential programs will need to successfully complete the California Teaching Performance Assessment (CalTPA) before they are recommended for a teaching credential. ***Concurrent candidates complete BOTH Cycles of the CalTPA during the Fall semester, while in their General Education placements. Multiple Subject candidates will complete Cycle 1 in Math and Cycle 2 in Literacy. Single Subject candidates will complete both cycles in their Subject Area.***

Overview of the California Teaching Performance Assessment (CalTPA)

Senate Bill 2042 (Chapter 548, Statutes of 1998) and Senate Bill 1209 (Chapter 517, Statutes of 2006) require all multiple and single subject credential candidates attending California preliminary teacher preparation programs to pass a Teaching Performance Assessment (TPA). This assessment is designed to give you the opportunity to develop, refine, and demonstrate your teaching knowledge, skills, and abilities during your teacher preparation program.

The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the *California Standards for the Teaching Profession* and the *Teaching Performance Expectations (TPEs)*. The CalTPA is part of a three-year preparation cycle of growth and development for beginning teachers that includes preliminary credential preparation as well as induction.

The California Teaching Performance Assessment (CalTPA) incorporates performance tasks that increase in complexity but not necessarily in difficulty.

The two cycles of the CalTPA are intended to be completed as you progress through your teacher preparation program. Each teacher preparation program decides how and where each task is embedded in the program coursework and/or related program activities.

Taken as a whole, the performance tasks will ask you to demonstrate that you know how to:

- *find out information about a given class and about specific focus students within the class such as an English learner or a student with identified special needs*
- *plan appropriate subject-specific instruction for all students in alignment with state-adopted K-12 student academic content standards and/or frameworks*
- *implement the instruction according to the lesson plans you have developed, and reflect upon the outcomes of that instruction, including evidence of student learning*

- *design and implement assessment activities appropriate to the lesson and to the learners, and use the assessment results to inform the next round of lesson planning*
- *reflect upon your own professional growth as a member of the teaching profession*

The TPA is designed to be both formative and summative, in that the TPA process will provide you with formative feedback during each task about your performance, and, at the conclusion of the four tasks, will serve as a summative criterion for recommendation for the teaching credential.

All multiple and single subject teacher candidates must successfully complete the TPA in order to be recommended for a preliminary teaching credential. After receiving your preliminary credential, and upon employment in a teaching position, you will participate in an approved induction program leading to a clear credential. The results of the CalTPA will help inform your Individual Induction Plan (IIP), an important basis for the support you will receive during the induction period.

All materials and information necessary for you to complete the CalTPA are available and are public. You will have the opportunity to review the four tasks and their scoring rubrics before you begin the assessment. The formative aspect of the CalTPA system allows you to confer with, collaborate with, and receive support from both instructors and peers while preparing for the CalTPA. To complete the assessment, however, you must submit an individual response to each task that represents your own unaided work.

Further information about the CalTPA will be provided, and can also be found at:
https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html
