

CALIFORNIA
STATE
UNIVERSITY
CHICO

SCHOOL OF
EDUCATION

RESIDENCY IN SECONDARY EDUCATION PROGRAM HANDBOOK

M.A. IN EDUCATION
AND
SINGLE SUBJECT CREDENTIAL

*Preparing Educators to Be
Effective ♦ Reflective ♦ Engaged*

2018-2019

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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.

Conceptual Framework

Five Pillars of Social and Ecological Justice: Inclusivity, Democracy, Sustainability, Service, and Inquiry

Pedagogical Approach

Praxis-based Pedagogy: Action and Reflection, Praxis. Linking theory with practice with a commitment toward social and ecological justice.

SOE Conceptual Framework

Inclusivity - Honoring inclusivity requires acknowledging that diversity is dynamic and ubiquitous and encompasses the abundance of differences among all living things. The acknowledgment and affirmation of diversity serves as the foundation for appreciating and building an inclusive community. Employing a social and ecological justice lens extends diversity beyond traditional consideration,¹ to include biodiversity. Diversity stems from the relationships and interactions among all these facets and when embraced, is at the core of an inclusive and resilient community. Inclusivity requires teachers to actively and intentionally engage with these understandings of diversity toward developing socially just, and sustainable communities.

Democracy - In a strong democracy, people participate individually and collaboratively, and act responsibly in the best interest of their communities and the public good. The fundamental principles of a strong democracy include: a) the right to participate, b) the responsibility to participate, and c) the will to make decisions that are fundamentally for the good of the whole. This "whole" includes all living and nonliving aspects of Earth's systems. Mutual engagement in inclusive communities requires that teachers and students utilize restorative justice practices to negotiate and resolve conflict, in order to make anti-oppressive decisions that sustain democratic practices while advocating for social and ecological justice. Teachers play a central role in supporting students to engage with democratic practices. These practices promote inquiry, individual and collective agency, critical dialogue and debate, civic engagement. These are rooted in ecological and anti-oppressive literacy – in service for and with oppressed communities.

Sustainability - Sustainable communities work toward intentionally cultivating socially and ecologically just systems. Sustainable communities recognize that humans are part of and mutually dependent upon ecological systems and that underserved communities are increasingly and directly impacted in harmful ways by oppressive policies and practices. Mutually engaging with living economies, cultures, and democracies supports the development of healthy, socially just communities within a diverse global context. Teachers play a crucial role in supporting students to act responsibly toward sustaining and respecting life and the environment in all its forms.

Service - Service in education is a core value to a democratic society vested in principles such as empathy, individual responsibility, and collective action. Service is indicative of understanding how each person is part of a socio-political network, interconnected to a global community. Service goes beyond one-time community volunteerism to a more inclusive vision in which teachers work for and with diverse communities to communicate issues and ideas, solve problems, promote civic engagement, and enhance the wellbeing of all members of the community. Service draws from a vision of a socially and ecologically just society. Understanding the global interrelationships of environmental, geopolitical, economic, and social networks supports continual growth toward a more just and sustainable democracy. Teachers and students design and enact curricula that support underserved communities toward social and ecological justice.

Inquiry - The inquiry process is a fundamental framework for teaching and learning. Critical inquiry provides a structure wherein teachers and students co-construct knowledge through exploration, analysis, synthesis, and creative thinking. Critical inquiry and knowledge

¹ Diversity based on, but not limited to, ability, age, culture, disability, gender identity and expression, language, race/ethnicity, sexuality, regional and national origin, political affiliation, religion, socio-economic background, and intellectual diversity.

construction honors and draws on indigenous knowledge and cultural and ethical practices that support the preservation of the public commons and the public good.² Cultivating knowledge through questioning encourages transformative practices that draw on reasoning and analysis³ toward a strong democracy. Inquiry that fosters healthy social and ecological relationships includes cultural, political, economic, environmental, and geographic factors. Centering social and ecological justice at the core of the inquiry process contributes toward co-creating the knowledge, dispositions, and practices toward a just world. Teachers and students develop critical inquiry questions and engage in research projects while taking action toward cultivating meaningful solutions in response to problems they identify within their local communities.

Pedagogical Approach

Praxis-based Pedagogy - Praxis-based pedagogy draws on the tenets of critical pedagogy and cultural organizing in order to engage educational practitioners in action and reflection.⁴ By linking theory with practice, teachers work alongside students employing liberatory practices in their classrooms, local communities, and beyond. Praxis-based pedagogy requires grappling with knowledge, power, and language with the intention of abolishing systems of oppression and dispossession. Students and teachers critically engage with socio-political, economic, and ecological analyses of oppressive policies and practices while leveraging their collective knowledge from a historical context as historical beings. As change agents, students and teachers draw on their lived experiences, critical consciousness, and collective agency with a commitment toward social and ecological justice by naming and confronting the oppressive systems and practices that exist today. Creating and sustaining classroom communities that embrace practices rooted in cultivating hope, healing, and care are crucial components of building thriving communities driven by action and reflection. It is within this context that legacies are shared, realized, and new stories have the potential to transpire. Classroom communities engaging with praxis-based pedagogy imagine their communities as they ought to be, while teaching and learning for social and ecological justice.



² Doing so preserves the rich cultural practices that promote the cultural and ecological commons while avoiding constructing knowledge that is oppressive and anthropocentric.

³ Utilizing multiple perspectives, formulating questions, literary analysis, evaluative thinking, and connections between inter- and intra-relationships. Students develop evaluative skills that include the use of evidence, logic, source analysis, reasoned and ethical judgment, hypothesis development, testing, drawing conclusions.

⁴ Cammarota, 2010; Freire, 1970.

SECTION 1: CREDENTIAL PROGRAM OVERVIEW

Candidate Proficiencies

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

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

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

Effective Practice

- **Subject Matter Knowledge:** Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.
- **Pedagogical/Professional Practice:** Candidates demonstrate a sizeable repertoire of pedagogical/professional practice and select strategies, techniques, and technological 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 program plan with the assistance of his or her faculty adviser.

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

Placement Coordinator, who works with school districts to identify qualified School Site Teacher Partners (SSTPs). SSTPs 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 SSTP 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 the Performance Assessment for California Teachers (PACT), which is completed during Practicum II. These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, teaching practica, and the PACT, 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.

Residency in Secondary Education (RiSE) Program Overview

The RiSE Program, a comprehensive partnership between the university's School of Education and three high-need rural school districts in northern California, was developed to: (1) increase the pool of well qualified teachers in mathematics, science, English and special education for our rural schools; (2) support prospective and in-service teachers in effectively implementing the Common Core and Next Generation Science Standards; (3) promote improvement and equity in student achievement, particularly in math and science; (4) increase the number and diversity of college-bound students in the north state region; and (5) promote greater interest among those students in pursuing STEM-related majors.

RiSE is a 12- to 18-month pathway leading to a Master's degree in Education and a secondary or special education credential. It is an integrated program that Residents are expected to complete in its entirety. There is no option provided for Residents to complete one degree and not the other.

In the RiSE Program, the teaching practicum takes the form of a teacher residency. A teacher residency differs from traditional student teaching in significant ways. Teacher residents begin working

with their mentor teachers prior to the opening of the school year and work full-time, four days per week at the school site for the entire academic year. Residents assume responsibility for co-planning and co-teaching with their mentors from day one, and participate with their mentors in a variety of classroom-, school- and district-related activities. They are, in effect, additional faculty members in the classrooms and at the schools where they are assigned. This residency is built around a teaching model called “co-teaching.” In co-teaching, two teachers jointly make instructional decisions, and share responsibility and accountability for student learning. Mentors and Residents receive training in co-teaching models prior to implementing co-teaching in their classrooms. During the residency semesters, the Mentor and the Resident co-teach in the Mentor’s classroom.

Where possible in the RiSE program, general and special education Residents work together as a cohort and collaborate on course and fieldwork assignments to incorporate both perspectives. During the full-time, two-semester residency, Residents and their Mentors participate in daily co-teaching and engage in intense collaboration around diagnosing student needs, designing interventions, monitoring student progress, and adjusting instruction as needed. At their school sites, Residents work with their mentors and other faculty to examine assessment data and student work and to explore the implications for teaching practice and student learning. Residents also engage in site-based inquiry and action research leading to completion of their Master’s culminating project.

Through recruitment and intensive preparation of candidates, the RiSE Program looks to expand the pool of highly qualified teachers in high demand content areas who are specially prepared to support improvement and equity in student achievement on state adopted academic standards in high-need school settings. Through professional learning communities, evidence-based teaching practices, and enhanced professional development opportunities, this partnership seeks to overcome persistent achievement gaps in the partner schools.

Program Coursework Structure and Sequence

Upon completion of all program prerequisites, Residents begin the RiSE program during the first summer session in June. Most courses in the program are Master’s level and include both special education and general education (single subject) Residents working together. The program includes coursework that focuses on investigation of the literature, theories and principles associated with education. In addition, it includes field-based assignments and research that

support the application of these theories and principles to the rural classroom and school context. Through the sequence of the seminars and residency experience, Residents gradually progress from learning to teach, to teaching for learning, to improving professional practice.

In August of the first summer, Residents and their Mentors attend a three-day workshop designed to (1) prepare them for the residency experience through examination of co-teaching and state-adopted content standards, and (2) begin the process of inquiry leading to site-based action research for their Master's project/scholarly paper. Immediately following the workshop, Residents and Mentors work together to plan for and begin the school year.

During the residency year, the Residents work four full days per week in collaboration with their Mentors at their assigned school sites. This collaboration includes instructional planning, co-teaching, conducting assessment and analyzing results, determining needs and identifying and implementing appropriate interventions. Residents are expected to engage with their Mentors in all classroom, school and district activities, and function as members of the school faculty. In order to allow the maximum time possible in the schools, most program coursework is conducted on evenings and some Saturdays on the University campus.

MASTER'S DEGREE (MA) IN EDUCATION

First and foremost, RiSE is a pathway that integrates the Master's degree in Education with an English, Mathematics or Science Single Subject Preliminary Credential or an Education Specialist Preliminary Credential.

This MA in Education pathway is 30 units. Residents will complete the MA pathway with a culminating activity (EDMA 696P) scholarly paper to demonstrate their mastery of the discipline as well as their ability to integrate the learning from multiple courses.

Guide to Graduate Studies

The following website provides a comprehensive description of the Master's program expectations, processes and timeline:

<http://www.csuchico.edu/graduatestudies/incoming/gradguide.shtml>

By the time you complete 12 units of MA courses in the RiSE program:

1. Meet with your assigned advisor and develop your MA program plan.
2. Ask your MA advisor to approve your plan and submit it to the Graduate Coordinator.

Apply for advancement to candidate status through your MA advisor after completing 15 units and before you begin your final semester.

A student is advanced to candidate status only after demonstrating significant ability and aptitude for the discipline of education. Before advancement to candidate status, the student must complete EDMA 610 and have a graduate GPA of 3.0 or better. It is your responsibility to ask your MA advisor to review your progress and obtain the application for advancement to candidacy form. To apply for candidate status, the following must be submitted to your MA advisor for signature. The packet then gets submitted to the graduate coordinator for review.

1. Application for advancement to candidacy (advisor provides this)
2. Advancement to candidacy form (advisor provides this)
3. A non-scored copy of your Graduate Literacy Writing Assignment from EDMA 610 (the mini-literature review)
4. A paper you have written for another graduate course.

Register for EDMA 696P in the final semester.

You must be advanced to candidate status to enroll in EDMA 696P. Registration in this course requires approval of your MA advisor and the graduate coordinator.

Culminating Activity

The Office of Graduate Studies offers options for the culminating activity to earn the MA in Education. The recommended option for individuals in the RiSE program is the Scholarly Paper with Comprehensive Exam option through enrollment in EDMA 696P. This scholarly paper consists of a review of an educational topic and the findings from an action research study conducted during the teaching residency. A written and/or oral comprehensive examination will assess Master's level competencies.

RiSE Process Timeline

January --- May	<ul style="list-style-type: none"> • Coursework – Education Specialist Residents only
April --- May	<ul style="list-style-type: none"> • Orientation for Residents • Match Residents to sites and Mentors • Introduce mentors to new Residents • Classroom visits by Residents
June and July	<ul style="list-style-type: none"> • Coursework –Single Subject and Education Specialist Residents
August	<ul style="list-style-type: none"> • Three---day RiSE training before school begins • Mentor/Resident pairs prepare for start of school year • Graduate Studies Orientation meeting, week before classes begin
September	<ul style="list-style-type: none"> • Program Plan completed and approved with assigned advisor, signed, and submitted to RiSE Graduate Coordinator
December	<ul style="list-style-type: none"> • Submit paperwork to the University's Human Subjects in Research Committee (HSRC) for review. • Progress reviewed by RiSE Graduate Coordinator, Site Coordinator, and Supervisor for advancement to next semester. • Submit application for Advancement to Candidacy with writing samples attached to Graduate Coordinator for signature
December/ January	<ul style="list-style-type: none"> • Classroom action research scholarly paper/project proposal presentations • MA Culminating Activity Form submitted to RiSE Graduate Coordinator for enrollment in EDMA 696P. • Successful completion of PACT
May	<ul style="list-style-type: none"> • Candidate files with Graduate Studies for Summer Graduation. Graduate Clearance Form approved with assigned advisor, signed, and submitted to RiSE Graduate Coordinator • Recognition ceremony for credential candidates, Thursday evening of finals week
June	<ul style="list-style-type: none"> • Oral exam/project defense and celebration

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, SSTP, 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 PACT 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

- It is expected that candidates attend all sessions of each course.
- If one class session is missed, the course grade may be adjusted accordingly, as indicated in the syllabus.
- 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 SSTP, (2) performance in program courses, (3) successful completion of the PACT, 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 must complete a Request for Recommendation form which can be downloaded from: <http://www.csuchico.edu/soe/credential-services.shtml> or picked up from the Credential Services office located in Tehama 209.

The Request for Recommendation form along with a valid *CPR certificate/card must be submitted to the Credential Services office TOGETHER to be recommended for your teaching credential. The recommendations are made in the order they are received. ALL documents listed in your portal under your "To Do List" must be submitted together (i.e. Request for Recommendation form and CPR). Your "To Do List" will be updated for Fall Finishers by October 1st and Spring Finishers by March 1st.

*CPR certification must be completed in person and include Infant, Child and Adult. The CPR must be valid at the time of the recommendation. No online courses are acceptable.

When the documentation 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.

- 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.
- 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).
- 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.

- 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.
- 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.
- 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

**SECTION 3:
COURSE INFORMATION**

Residency in Secondary Education: Single Subject Program Course Sequence

PREREQUISITE COURSES • Required prior to formal program admission		Units	Taken or Equivalent
CMST 131	Speech Communication Fundamentals (or equivalent)	3	
EDTE 451	Adolescent Health for Secondary Teachers	3	
POLS 155	American Government: National, State, Local (or equivalent)	3	
EDTE 534	Teaching Special Populations	3	
ENGL 471	Theory/Practice of Second Language Acquisition	3	
EDTE 302	Access and Equity in Education	3	
EDTE 255	Introduction to Democratic Perspectives in K-12 Teaching	3	
EDTE 530	Fundamentals of Teaching Practice	3	
SUMMER 1 COURSES • (formal program admittance required)		Units	Taken or Equivalent
EDMA 600	*Critical Perspectives in Education	3	
EDMA 610	*Introduction to Inquiry in Education	3	
EDTE 533	*Subject Area Pedagogy I	3	
FALL COURSES		Units	Taken or Equivalent
EDMA 611	*Research Seminar in Education	3	
EDTE 532	*Literacy Development	3	
EDTE 536	*Subject Area Pedagogy II	3	
EDTE 501	Assessment of Teaching Performance	1	
EDTE 662	Teaching Residency I	6	
SPRING COURSES		Units	Taken or Equivalent
EDMA 696P	*MA Professional Paper/Exam	3	
EDTE 580	Education Psychology	3	
EDTE 537	*Applications for Democratic Education	3	
EDTE 665	*Teaching Residency II	6	

*Denotes courses applied to MA in Education requirements

Residency in Education: Single Subject Program Course Descriptions

Summer Courses

EDMA 600—Critical Perspectives in Education

This foundation course examines current and historical issues related to supporting the important connection between social justice and democracy in public education and society. Students explore, research, and discuss past and current socio-political issues and trends in education, with particular focus on diverse student populations in our schools and the democratic professional practices that best serve our educational communities.

EDMA 610—Introduction to Inquiry in Education

This course develops the knowledge and skills educators need as consumers and producers of educational research. Introduction to skills for accessing, comprehending, planning, and conducting educational research and basic statistics.

EDTE 533—Subject Area Pedagogy I

This course assists teacher candidates in applying democratic practices to subject matter content as they develop their skills in planning, facilitating, and assessing student learning in their selected disciplines. Teacher candidates design short-term and long-term curricula to deliver content-specific instruction that is consistent with the state-adopted academic content standards and the basic principles and primary values of the underlying disciplines. They consider various instructional designs, create engaging experiences for all learners, and develop content-appropriate methods of assessing student learning.

Fall Semester Courses

EDMA 611— Research Seminar in Education

Assists in the development of research proposals and the communication of research. Master's candidates gain insight into the conduct of educational research, develop the proposal for their thesis or project, and draft a summary of related previous research.

EDTE 532—Literacy Development

This course examines issues of language and literacy development for first and second language learners with an emphasis on the adolescent learner. Theory and research on the effects of prior knowledge, motivation, and culture on reading and writing are addressed. Specific reading, writing, speaking, and listening strategies to support comprehension of academic content by diverse student populations are emphasized. Assessment techniques specific to literacy development are explored. The central theme of the course is helping students (grades 7-12) become strategic readers and critical consumers of information in a democratic society.

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.

EDTE 662—Teaching Residency I

This first of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in K-8 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating K-12 schools.

Spring Semester Courses

EDMA 696P—Professional Paper with Comprehensive Exam

A culminating study of major educational issues and trends occurring in the field of Education. It is a preparation course for the MA in Education professional paper with comprehensive exam. Students

completing the professional paper with comprehensive exam must take this course in the final semester of their program. The written professional paper that aligns with the Guide to Graduate Studies and comprehensive exam are given as part of this course.

EDTE 580—Educational Psychology

This course is designed to help candidates understand how students' cognitive, personal-social, and physical development, and cultural and linguistic backgrounds are related to effective teaching and interpersonal relations in secondary schools. Major segments of instruction include the study of how students learn, remember, and make use of the knowledge they have acquired and how students' educational growth is assessed in schools. Each candidate begins to use this knowledge to organize and manage a learning environment that supports student development, motivation, and learning.

EDTE 537—Applications for Democratic Education

To meet the needs of students in a democratic and diverse society, teachers must be change agents in their school and community. This capstone course advances candidates' knowledge and skills in developing applications for authentic democratic classroom and school practice.

EDTE 665—Teaching Residency II

This second of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in K-8 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidates engage in site-based inquiry and action research. Placements are determined through a collaborative effort of the university and colleagues in cooperating K-12 schools.

MY | SOE

California State University, Chico

Accessing My SOE for Co-Teaching Online Workshop

Required Device Setup:

For the best experience, you should have the following device setup. It is OK to use different computers, tablets, or even smart phones to access the course over different sessions, so long as they all meet the following requirements:

- A relatively fast connection to the Internet (cellular G3 or DSL)
- Speakers or headphones

Registering as a First Time User:

1. Visit <http://mysoe.net> and click "Register"
2. Choose the *Co-Teaching Online Workshop* and click "Register"
3. Remember your login and password. A welcome email will be sent to your email address.

Cooperating Teachers (Mentor teachers) are welcome to create their own username in order to access any of the resources available on the My SOE website. **But when credential candidates and cooperating teachers are working together on the modules, be sure you are logged in using the candidates username in order to facilitate data-tracking.**

Problems?

If you experience any difficulty registering for your course, please contact My SOE Support at:

mysoe@csuchico.edu

Suggested Timeline for Co-Teaching Online Workshop

The *Co-Teaching Online Workshop* at <http://mysoe.net> is designed to provide new credential candidate/cooperating teacher pairs with an introduction to co-teaching strategies and activities for developing their partnership. **The module is designed for the co-teaching pair to participate together.** The suggested timeline below breaks the units down into approximately 1 hour sessions every other week for the first half of the semester. Co-teachers should schedule approximately an hour together for each session at one computer station somewhere where they can hear the audio and be able to talk with each other.

Week	Online Unit	Implementation
Weeks 1-3	1. Co-Teaching Overview 2. Co-Teaching Partners: Interview	Try two co-teaching strategies
Weeks 4-5	3. Co-Teaching Partners: Values 4. Importance of Planning 5. Co-Teaching Triad Partnership	Try two different co-teaching strategies
Weeks 6-7	6. Co-Teaching Partners: Strengths 7. Co-Teaching Partners: Communication	Try two different co-teaching strategies
Week 8-9	Continue co-planning	Continue co-teaching
Weeks 10-11	Continue co-planning	Continue co-teaching
Weeks 12-13	Continue co-planning	Continue co-teaching
Weeks 14-15	Continue co-planning	Continue co-teaching

Six Co-Teaching Strategies



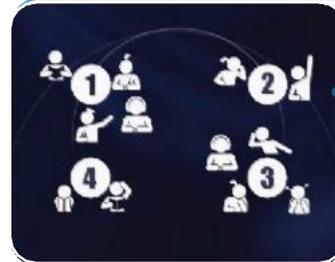
One Teach, One Assist

- One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



One Teach, One Observe

- One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



Station Teaching

- Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



Parallel Teaching

- Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



Alternative (Differentiated) Teaching

- One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



Team Teaching

- Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

CSU, Chico • School of Education

The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

EFFECTIVE • REFLECTIVE • ENGAGED

EDTE/SPED 662: Teaching Practicum I • Fall 2018

Instructor	Phone	Room	Email	Office Hours
Dr. Jennifer Oloff-Lewis	898-5184	Tehama 447	joloff-lewis@csuchico.edu Email for faster reply	TBD

Course Usage of Blackboard Learn

Copies of the course syllabus and major assignments may be found on Bb Learn. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at <http://portal.csuchico.edu>.

Course Description and Goals

Description

Reflective practitioners are teachers who recognize that theory informs practice and practice informs theory. Classroom experience provides the opportunity for becoming collaborative, informed, and reflective practitioners.

This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 classroom, including opportunities to observe and apply democratic practices. During their field experiences, candidates will participate in both co-teaching and solo teaching. Teacher candidate placements are determined through a collaborative Single Subject Program and completion of Block Two courses. This course is a Single Subject Program course and is not applicable to a master's degree program.

Goals: This practicum will provide credential candidates with multiple, systematic opportunities to:

1. Teacher Residents will apply an understanding of major ideas and emphases developed in program and/or prerequisite coursework to observations and structured, supervised co-teaching and solo teaching experiences in a rural public school setting;

2. Teacher Residents will apply an understanding of the Teacher Performance Expectations (TPEs) to observations and structured, supervised teaching experiences in a rural public-school setting;
3. Teacher Residents will develop an understanding of the challenges and methods of providing equal access to education for all learners in the classroom, including English Language Learners (ELs);
4. Along with your co-teacher, Teacher Residents will apply the Plan-Teach-Assess-Reflect cycle to a sequence of supervised school-based observation and teaching experiences designed to contribute to their professional preparation as teachers.
5. Teacher Residents will develop teaching and collaboration skills through consistent co-planning, co-teaching, and co-reflection along with your cooperating teacher.

Student Learning Objectives

Through a planned sequence of school-based activities designed to provide a gradual transition from observation and practice to daily responsibility for whole-class instruction, credential candidates will:

1. Observe teachers and students in a variety of class settings for the purpose of identifying the appropriateness of curricular content, materials and methods, instruction and strategies including SDAIE for ELs, and management practices related to theory, as specified in Standard 4, 5, 6, 7, 9, 12; TPE 4, 7; Assignment 1, 2, 3, 6, 7, 8.
2. Adjust instruction according to traits and individual differences of students at different stages of cognitive, linguistic, physical, social and emotional development, as specified in Standard 1, 3, 4, 5, 6, 7, 9, 12, 13, 14; TPE 4, 7, 9; Assignment 1, 2, 3, 6, 7, 8.
3. Identify the ethnic, cultural, gender and socioeconomic diversity of students in classrooms and report on techniques used to assess and meet their needs, interests, and learning styles, as specified in Standard 3, 4, 5, 7, 9, 12, 13; TPE 8; Assignment 1, 2, 3, 6, 7, 8.
4. Prepare lesson plans that align to the state-adopted academic content standards and/or frameworks and include rationale, goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated, reflect an understanding of cross-cultural and linguistic understandings, address student interests and learning styles and provide equal access to the core curriculum, as specified in Standard 1, 3, 4, 5, 6, 7, 8,

9, 12, 13; TPE 1, 4, 7, 9; Assignment 1, 2, 3, 6, 7, 8.

5. Conduct selected classroom activities and lessons under the careful guidance of a Cooperating Teacher and University Supervisor for the purpose of developing instructional planning, presentation, and pupil assessment skills, as specified in Standard 1, 4, 7, 8, 12, 14, 16; TPE 4, 7, 9; Assignment 2, 3, 6, 7, 8.
6. Conduct activities and lessons that make effective use of materials, methods, and strategies for ELs that are responsive to students' assessed levels of English proficiency and that lead to rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers, as specified in Standard 1, 3, 4, 5, 7, 9, 12, 13, 14; TPE 4, 7, 9; Assignment 1, 2, 3, 5, 7, 8.
7. Demonstrate effective communication by presenting ideas and instruction clearly and meaningfully, adjusting the complexity of his or her language to the linguistic abilities of all students in the class, as specified in Standard 3, 4, 5, 7, 12; TPE 7; Assignment 1, 2, 3, 6, 7, 8.
8. Monitor and evaluate student achievement, using a variety of informal and formal, as well as formative and summative assessments to determine students' progress and plan instruction, as specified in Standard 1, 4, 5, 7, 12, 14; TPE 2, 3; Assignment 2, 3, 6, 7, 8.
9. Observe school operations in the contexts of district and community and be able to describe the roles and responsibilities of families and school staff in meeting the instructional needs of all children, including ELs, as specified in Standard 10, 12, 13; TPE 7; Assignment 4.
10. Adhere to high standards of professional conduct and develop professionally through self- assessment and collegial interactions with other members of the profession, as specified in Standard 5; TPE 12; Assignment 2, 4.
11. Demonstrate knowledge and understanding of the appropriate use of computer-based technology in teaching and learning, as specified in Standard 11; TPE 4; Assignment 6, 7, 8.

Required Texts/Readings/Materials/Equipment
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Your specific subject area instructor will share textbooks, readings, materials and other equipment requirements.

Library Liaison (if applicable)

Irene Korber is the designated Librarian for the School of Education.
530-898-6487 ikorber@csuchico.edu

Classroom Protocol

Attendance is expected. Students are expected to co-teach in their placements four days per week, all day, from the start of the academic year to the end of the school year. Residents are expected to be at the school from the start of the contract day to the end of the contract day. Please see your mentor for details.

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.

Assignments and Grading Policy

1. **Field Tracking Form.** Begin the assignments on the Teaching Residency I Task Sheet found at the end of this section.
2. Maintain a weekly field observation journal, describing your observations and experiences and addressing the questions listed in the *Teaching Residency I Field Journal Reflections*. A copy of this journal should be sent to your supervisor every three weeks.
3. **Content Area Meetings.** Attend all scheduled Content Area Meetings scheduled by your Supervisor. The purpose is to discuss and review strategies related to
 - a. state-adopted student academic content standards and curriculum frameworks;
 - b. students' needs, interests and accomplishments;
 - c. the observed results of the strategies.
4. **Three-way Conferences.** Meet with your Mentor Teacher and your University Supervisor for a midterm conference and evaluation. This three-way conference serves the purpose of (1) reviewing and recording your observations and reflections of the important aspects of teaching and your experiences teaching individual and groups of students, (2) reviewing and recording your strengths and needs for improvement towards meeting the course objectives and showing competence in some of the TPEs, (all areas of needed improvement will be recorded and a plan and timeline for

remediation will be developed), and (3) determining your readiness for assuming more responsibility over instruction.

5. **Plan-Teach-Assess-Reflect Cycle.** Using the co-teaching model, 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. Plan with your Mentor and your University Supervisor (US) a series of co-teaching experiences, increasing in length and complexity.
 - b. Conduct a minimum of three observations of teaching in a classroom other than your assigned placement.
 - c. Assume the lead role in the development and completion of a minimum 5-day instructional plan that balances independent and co-teaching strategies. These plans are to be submitted and approved by your Mentor and Supervisor.
6. **Using Technology.** Use technology appropriately to meet student-learning outcomes.
7. **Lesson Plans.** Develop and submit formal Daily Lesson Plans (DLP) aligned to the state-adopted academic content standards and/or frameworks for the two consecutive days of teaching to your University Supervisor, Cooperating Teacher, and University Instructor, if appropriate.
8. **Unit Plan.** Develop and submit a formal unit plan that aligns to the state-adopted academic content standards and/or frameworks and includes a unit block- out and at least one formal lesson plan using the DLP to your University Supervisor, Cooperating Teacher, and university instructor, if appropriate. Be sure to include all elements specified in the Unit Plan Template.
9. **PACT.** Complete all instructional activities related to the Performance Assessment for California Teachers (PACT)
10. **Residency Evaluation.** Complete the Residency I Self-Evaluation form and participate in the Residency I Culminating Conference with your Mentor Teacher and University Supervisor.
11. **Inquiry.** Engage in action research that leads towards your master's professional paper and poster.
12. **Professional Learning Communities or Department Meetings.** Participate at your school site in collaborative work focused on student outcomes and professional practice.

Successful Completion of All Assignments. It is the candidate's responsibility to complete all requirements on or before the due date given, and to contact the instructor as soon as possible if problems arise. **Late work will not receive full credit unless prior arrangements have been made and a compelling reason given.** In the event that changes in the syllabus are required, the instructor will advise students accordingly.

Note: Be advised that you must adhere to all University and institutional (e.g., school, community college) requirements in completing any assignment involving

human subjects This includes making it clear to administrators, instructors, teachers, students, parent or other individuals that you work with that participation is strictly voluntary. Make sure that you indicate that the assignment (activity or project) is part of a university class and that information will be reported only as part of that instructional task. Observe all policies and procedures at the school or college sites and in reporting information orally and in writing. Contact the instructor with any questions.

Course Grading & Evaluation:

The course will be graded as Credit/No Credit.

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 at:

<http://www.csuchico.edu/sjd/integrity.shtml>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

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 their website, <http://www.csuchico.edu/itss>. 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 at:

<http://www.csuchico.edu/current-students>.

Disability Services

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Disability Support Services (DSS) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Disability Support Services website is <http://www.csuchico.edu/dss>.

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 SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a XX (specify if desired). I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

CSU, Chico • School of Education

The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

EFFECTIVE • REFLECTIVE • ENGAGED

EDTE/SPED 665: Teaching Practicum II • Spring 2019

Instructor	Phone	Room	Email	Office Hours
Dr. Jennifer Oloff-Lewis	898-5184	Tehama 447	joloff-lewis@csuchico.edu	TBD

Course Usage of Blackboard Learn

Copies of the course syllabus and major assignments may be found on Bb Learn. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at <http://portal.csuchico.edu>.

Course Description and Goals

Description

Reflective practitioners are teachers who recognize that theory informs practice and practice informs theory. Classroom experience provides the opportunity for becoming collaborative, informed, and reflective practitioners.

This second course in teaching practica continues the sequence of carefully planned, substantive, supervised field experiences in the 7-12 grade classroom. During their field experiences, candidates will participate in both co-teaching and solo teaching. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating 7-12 grade schools. Credit/No Credit grading only. Prerequisite: successful completion of Practicum I (EDTE/SPED 662). This course is a Single Subject Program course and is not applicable to a master's degree program.

Goals

1. Teacher Residents will apply an understanding of major ideas and emphases developed in program and/or prerequisite coursework to sustained supervised co-teaching and solo teaching experiences in a rural public-school setting;

2. Teacher Residents will demonstrate a competency of the Teacher Performance Expectations (TPEs) in supervised teaching experiences in a rural public-school setting;
3. Teacher Residents will develop a further understanding of the challenges and methods of providing equal access to education for all learners in the classroom, including English Language Learners (ELs);
4. Along with your co-teacher, Teacher Residents will apply the Plan-Teach-Assess-Reflect cycle to all supervised school-based teaching experiences designed to contribute to professional teacher preparation.
5. Teacher Residents will develop collaboration skills through consistent co-planning, co-teaching, and co-reflection along with your cooperating teacher.

Student Learning Objectives

Recognizing the diversity of cultural and linguistic backgrounds of learners, prospective teachers will:

1. Engage in the Plan-Teach-Assess-Reflect Cycle emphasized in program coursework, as specified in Standard 1, 3, 4, 6, 7, 8, 9, 12, 14, 16; TPE 13; Assignment 2, 4, 5, 6, 9.
2. Develop and implement lesson and unit plans that demonstrate understanding of a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards in the appropriate discipline, as specified in Standard 1, 3, 4, 5, 7, 8, 12, 14; TPE 1, 4; Assignment 2, 4, 5, 6, 9.
3. Demonstrate effective lesson planning that supports the students' cognitive, linguistic, physical, social and emotional development, as specified in Standard 1, 3, 4, 5, 7, 9, 12, 13, 14; TPE 4, 8, 9; Assignment 2, 4, 5, 6, 9.
4. Prepare and use instructional strategies, activities and materials designed to contextualize key concepts and make grade appropriate or advanced curriculum content comprehensible to all learners, including those with linguistic and other special needs, as specified in Standard 1, 3, 4, 5, 6, 7, 9, 12, 13, 14; TPE 4, 7, 9; Assignment 2, 4, 5, 6, 9.
5. Conduct activities and lessons that make effective use of materials, methods, and strategies for ELs that are responsive to students' assessed levels of English proficiency and that lead to rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level

peers, as specified in Standard 1, 3, 4, 5, 7, 9, 12, 13, 14; TPE 4, 7, 9; Assignment 2, 4, 5, 6, 9.

6. Promote and sustain students' engagement to ensure the active and equitable participation of all students by connecting learning to interests and experiences and by encouraging the development of higher order thinking skills, as specified in Standard 3, 4, 5, 7, 9, 12, 13; TPE 5, 6; 2, 4, 5, 6, 9.
7. Maintain a positive physical and social classroom environment for first and second language learners by optimizing instructional time and encouraging positive student rapport, attitudes and self-concept, as specified in Standard 6, 7, 12, 13; TPE 7, 10, 11; Assignment 5, 6, 9.
8. Communicate effectively, making provision for a variety of levels of English language proficiency and other special needs, as specified in Standard 7, 10, 12; TPE 7; Assignment 6, 9.
9. Monitor and evaluate student achievement, using a variety of informal and formal, as well as formative and summative assessments to determine students' progress and plan instruction, as specified in Standard 5, 6; TPE 2, 3; Assignment 5, 6, 9.
10. Analyze standardized test data and classroom assessment results in order to select instructional materials and strategies and plan differentiated instruction, as specified in Standard 12; TPE 3, 7; Assignment 5, 6, 9.
11. Adhere to high standards of professional conduct, as specified in Standard 5; TPE 12; Assignment 9.
12. Demonstrate appropriate use of technology to enhance planning and instruction, as specified in Standard 11, 12; TPE 4; Assignment 5, 6, 9.

Required Texts/Readings/Materials/Equipment

Your specific subject area instructor will share textbooks, readings, materials and other equipment requirements.

Library Liaison (if applicable)

New SOE Library Liaison: Irene Korber is the designated Librarian for the School of Education. 530-898-6487 ikorber@csuchico.edu

Classroom Protocol

Teacher Residents are expected to teach for a minimum of 4 days a week. The day of the week is negotiated between the mentor teacher and resident. If there is a holiday, this day will count as the “day off” for that week and the resident is expected to teach for the remaining 4 days.

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.

Assignments and Grading Policy

Assignments

1. **Content Area Meetings.** Attend all scheduled Content Area Meetings scheduled by your Supervisor. The purpose is to discuss and review strategies related to
 - a) state-adopted student academic content standards and curriculum frameworks;
 - b) students’ needs, interests and accomplishments, and
 - c) the observed results of the strategies.
2. **Plan-Teach-Assess-Reflect Cycle.** Using the co-teaching model, engage in the Plan-Teach-Assess-Reflect Cycle emphasized in your program coursework incorporating democratic classroom practice, as you participate in the following structured sequence of teaching activities
 - a) Early in the semester, assume a lead role in the development and completion for a minimum of 3 days of solo teaching. These plans are to be submitted and approved by your Mentor and University Supervisor.
 - b) Co-teach and plan a lesson with another Resident who teaches in a grade level at least three grade levels different from your current assignment.
 - c) By the end of the semester, assume a lead role in the development and completion of a minimum of 10 days of solo teaching. These plans are to be submitted and approved by your Mentor and Supervisor.
3. **Residency Requirements.** The Credential Candidate (resident), supervisor, and mentor will complete the following:
 - Supervisor will conduct a minimum of five (5) formal observations. Resident conferences with University Supervisor after each observation.

- Supervisor will visit with both Mentor and building principal at the beginning of the semester.
 - Supervisor will maintain contact with Mentor and Resident throughout the semester.
 - Three-way Exit Interview/Conference. Complete all forms on the Practicum 2 Checklist including:
 1. Five Observation Forms (Supervisor),
 2. Exit Interview and Induction Preview Sheet (Resident),
 3. Disposition Form (Mentor),
 4. TPE Disposition Evaluation Form (Supervisor/Mentor),
 5. Confirmation of Completion of Candidate Exit Survey (Resident).
4. **Inquiry.** Engage in action research in conjunction with your master's professional paper and poster.
5. **Professional Learning Communities/Department Meetings.** Participate in collaborative work focused on student outcomes and professional practice.

Successful Completion of All Assignments. It is the candidate's responsibility to complete all requirements on or before the due date given, and to contact the instructor as soon as possible if problems arise. **Late work will not receive full credit unless prior arrangements have been made and a compelling reason given.** In the event that changes in the syllabus are required, the instructor will advise students accordingly.

Note: Be advised that you must adhere to all University and institutional (e.g., school, community college) requirements in completing any assignment involving human subjects. This includes making it clear to administrators, instructors, teachers, students, parent or other individuals that you work with that participation is strictly voluntary. Make sure that you indicate that the assignment (activity or project) is part of a university class and that information will be reported only as part of that instructional task. Observe all policies and procedures at the school or college sites and in reporting information orally and in writing. Contact the instructor with any questions.

Course Grading & Evaluation:

The course will be graded as Credit/No Credit.

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 at:

<http://www.csuchico.edu/sjd/integrity.shtml>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

IT Support Services (Optional)

Computer labs for student use are located on the first and fourth floor of the Merriam 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 their website, <http://www.csuchico.edu/itss>. 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 at:

<http://www.csuchico.edu/current-students>.

Disability Services

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Disability Support Services (DSS) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Disability Support Services website is

<http://www.csuchico.edu/dss>.

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 SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a XX (specify if desired). I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

SECTION 4: TEACHING PRACTICUM POLICIES & INFORMATION

Policies and procedures regarding classroom experience

1. All candidates entering a Teaching Practicum I or II are required to have verification of Certificate of Clearance.
2. All candidates entering Teaching Practicum I or II are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).
3. Dress appropriately. Most school districts have expectations that teachers dress professionally. 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.)
4. Punctuality is a vital and necessary characteristic for all professionals. If you must be late or absent, it is your responsibility to promptly notify the school site office, School Site Teacher Partner (SSTP), and University Supervisor. If you are expected to carry out a specific responsibility in a class, you must also be sure that your SSTP has your lesson plans. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.
5. Do not discuss confidential information in non-professional settings. Never, under any circumstance, post information about your students, SSTP, or school site in any form of social media.
6. Contact parents and confer with them only with the full knowledge and agreement of your SSTP.
7. Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.
8. Remain in the school each day as long as necessary to fulfill professional responsibilities.
9. If you borrow any material from your placement school, be certain to return it as soon as possible.
10. Plan all lessons in advance and make them available to your SSTP and University Supervisor (check with SSTP 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.

11. Be sure to retain supporting documentation of Teaching Practicum I and Teaching Practicum II activities for required reflections and assessments.
12. Study the appropriate Common Core State Standards, English Language Development Standards, K-12 academic content standards, and curriculum frameworks in your subject areas. Familiarize yourself with California State, county, and school district documents, teachers' manuals, published curriculum guides, and other relevant documents.
13. Show initiative. Volunteer to plan and teach lessons.
14. Attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow. When 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 SSTP immediately.

The School Site Teacher Partner (Cooperating Teacher, Mentor, or Local Support Teacher)

SSTPs 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 SSTP'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 SSTP 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 SSTPs is a collaborative process between schools and the University. SSTPs 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, an SSTP.
-

- 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 SSTP and credential candidate and to establish a schedule of visits. You will be formally observed teaching at least five 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 SSTP or your University Supervisor.
- Provide written feedback to you for each observation.
- Support the SSTP 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 SSTP.
- 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 SSTPs 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

In an effort to continuously improve our program, we regularly ask SSTPs 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 important information regarding the suitability of your teaching practica placements.

Reassignment during Residency

Regular communication with the Mentor Teacher and Content Area Supervisor is essential. If a Resident has concerns or problems regarding his/her classroom placement, he/she should first discuss the concerns with the Mentor Teacher. If this doesn't lead to a solution, the Resident should contact the Content Area Supervisor, Content Expert, or RiSE program director, in that order. Although rare, if reassignment seems advisable, the Content Area Supervisor will report this to the Content Expert, who will make the reassignment in consultation with the appropriate Content Area Supervisor, school administrators, and Mentor Teacher(s). A reassignment is reported to the RiSE program director. The newly assigned Mentor Teacher will be informed of the circumstances of the proposed transfer prior to accepting a reassigned Resident.

Substitute Teaching during the Program

A long-term substitute position does not fulfill the requirements of a residency placement. Short-term (1 week or less) substitute work is only possible in your own placement if it does not impede the fulfillment of teaching residency requirements and the Resident has received approval of his/her Mentor Teacher and Content Area Supervisor. Permits for substitute teaching can be obtained by contacting the Office of Education in the county where the Resident will be substituting and are required for Residents to substitute teach. **Residents may substitute only in their classroom placements and only for their Mentor Teachers.**

Co-Teaching

The RiSE program practices a teaching model called "co-teaching." In co-teaching, two teachers jointly make instructional decisions, and share responsibility and accountability for student learning. Mentors and Residents receive training in co-teaching models prior to implementing co-teaching in their classrooms. During the residency semesters, the Mentor and the Residents will co-teach in the Mentor's classroom

Workers' Compensation Coverage

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 SSTP. 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 SSTP 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), SSTP, 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, SSTP 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, SSTP,</p>

	<p>and Director discuss concerns for additional insight and/or second opinion. If new insight about the candidate's performance or a second opinion provides additional suggestions, those suggestions are presented to the candidate in writing, an agreement is signed by the Program Coordinator and candidate, and the suggestions are implemented. If no additional insight is gained, Step 2 is initiated.</p> <p>If major improvement is needed, an improvement plan/contract that includes timeline and expectations is presented to the candidate in writing. The improvement plan/contract must be signed by the candidate and the program coordinator and placed in the candidate's file. If candidate declines to sign the corrective plan, Step 2 is initiated. The corrective plan/contract is communicated to the University Supervisor, SSTP, 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, SSTP, 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 department chair is sent to the Dean of the College of Communication and Education (CME), the site administrator, the SSTP, 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</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</p>

<p>procedure), he/she will submit a Notice of Inquiry to the Director and meet with the Program Coordinator, and SOE Director. The Director of Student Judicial Affairs or designee attends the meeting as advisor to the process.²</p>	<p>communicated by the department chair to the grievant by letter, through certified, receipt requested, mail. That letter, a written summary of the meeting, and the Notice of Inquiry will be placed in the grievant's file. Copies will be forwarded to the CME Dean and the Director of Student Judicial Affairs. The grievant will be referred to the CME Dean's office if he/she wishes to pursue a further appeal.</p>
<p>Step 4 - Appeal to the Office of the Dean</p>	
<p>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.</p>	<p>The meeting with the Dean, or his or her designee, must precede any further action.</p>
<p>Step 5 – Formal Grievance</p>	
<p>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.</p>	<p>University approved formal grievance processes will be followed. Refer to EM 94-22, the <i>Student Grievance Procedures</i>.</p>

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.

²These 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.

³The 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 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 SSTPs evaluate your teaching on the TPEs, and you will be asked to analyze and reflect on your own growth in relation to the TPEs.

Understanding and Organizing Subject Matter (CSTP 3)
Teaching Performance Expectations, Revised 2016

- 1. TPE 1: Engaging and Supporting All Students in Learning**
 - 1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
 - 1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
 - 1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
 - 1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
 - 1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
 - 1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
 - 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

- 1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
- 2. TPE 2: Creating and Maintaining Effective Environments for Student Learning**
 - 2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
 - 2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
 - 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
 - 2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
 - 2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
 - 2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- 3. TPE 3: Understanding and Organizing Subject Matter for Student Learning**
 - 3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
 - 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
 - 3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.⁹
 - 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.

⁹ See Subject-Specific Pedagogical Skills in Section 2 for reference.

- 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.
- 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.

Professional Educator Dispositions

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

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

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

SECTION 6: EVALUATION FORMS & RUBRICS
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The forms listed below will be used throughout your credential program and samples of each follow this page.

Daily Lesson Plan (DLP) – Lesson plan model used by the School of Education Single Subject Program.

SDAIE Checklist – This is a list of specially designed academic instruction in English techniques and practices. Candidates are expected to incorporate these techniques and practices in planning and delivery of instruction.

Practicum I Journal Guidelines and Prompts – Journal assignments

Teaching Practicum I Task Checklist & Aiming for a Successful PII Experience – Tips and suggestions for successfully transitioning from Teaching Practicum I to Teaching Practicum II, and how to best prepare for the increased responsibilities required in Practicum II.

Candidate Observation Form – Used by the University Supervisor and Cooperating Teacher to evaluate individual lessons presented by the candidate in Teaching Practicum I and II. Teaching Performance Expectations are listed on the form and each should be demonstrated over the course of the semester. For a detailed list of TPE, see the following section in this handbook.

Practicum Evaluation Rubric – This rubric is used by the University Supervisor and Cooperating Teacher in determining TPE ratings for field performance.

Disposition Form & Rubric – The Cooperating Teacher completes this form in concert with the University Supervisor at the end of Teaching Practicum I and II.

Teaching Residency I Self-Evaluation Form – Completed by the candidate and submitted to the University Supervisor and Mentor Teacher one week before the 3-way Teaching Residency I Culminating Conference.

Teaching Residency I Culminating Conference Form – The University Supervisor completes this form in concert with the Mentor Teacher using observation forms, midterm conference results, the self-evaluation form and discussion during the 3-way conference. The form is signed by all parties and is used to determine if the candidate shall proceed to Teaching Residency II.

Teaching Practicum II Exit Interview & Induction Preview Form – The University Supervisor completes this form in concert with the Mentor Teacher during the final 3-way conference in Teaching Practicum II. The candidate will receive a copy of the form to share with his/her Induction Support Provider during the first teaching position.

Practicum & Disposition Midterm/Final Evaluation – This form is completed by the University Supervisor and is based on candidate progress documented on observation forms and agreed upon at a 3-way conference. The practicum and disposition rubrics should be reviewed when completing the form. It can be used midterm and is also completed at the end of Teaching Residency I and II.

Credential Candidate Improvement Plan Form – This form is initiated when areas of concern have been identified. The candidate is expected to show continued growth in the specified areas of improvement, such as course work, TPEs, and dispositions.

Single Subject Program Daily Lesson Plan Revised March 2017

INTRODUCTION

Well-formulated daily lesson plans give teachers directions to make instruction proceed smoothly. Good daily lesson plans allow teachers to better control the details of instruction and to monitor student progress more closely in order to ensure student success. Most importantly, however, the process of planning lessons provides teachers with an opportunity to think about what they are doing. That is, planning allows teachers to become conscious curriculum decision makers. These teachers carefully design their lessons and employ a variety of instructional strategies. Good planning makes good teaching possible.

Some experienced teachers are able to mentally organize the objectives, procedures, materials, and transitions. However, for most teachers and for ALL beginning teachers, written statements regarding the major elements of a lesson plan are usually necessary (and expected by cooperating teachers and university supervisors). The guidelines and [Daily Lesson Plan Template](#) provided below will help you develop effective lesson planning skills.

OVERVIEW

A brief summary of the lesson content.

RATIONALE

A rationale explains why the individual lesson is important for students to learn. It should answer the common student question: "Why do we have to learn this stuff?" Guiding questions to help construct a sound rationale are as follows: 1) How does the lesson connect to a big idea or core concept of a subject area? 2) How is the lesson relevant to student lives?

STANDARDS

"Standards serve as a basis of educational reform across the nation as educators and policy makers respond to the call for a clear definition of desired outcomes of schooling and a way to measure student success in terms of these outcomes" (National Research Council 2001). They define the knowledge and skills that students will demonstrate throughout their educational careers. Your lesson plan will be based on multiple sets of standards: California Academic Content Standards (or alternative), California's English Language Development (ELD) Standards, and/or Common Core Standards (see each below).

[California Academic Content Standards](#) should be listed for each unit of study or lesson plan (for all content areas other than Math and English). These standards guide the content and methods developed to the unit or lesson. For science teachers, CA has adopted the Next Generation Science Standards (NGSS). To learn more about these standards, go to the [NGSS on the NSTA](#) site. For Agriculture standards, follow the [Career Technical Education](#) link. For foreign language teachers, see the [Foreign Language Curriculum Framework](#).

[Common Core Standards](#) should be listed for each unit of study or lesson plan. Math and English teachers will use these standards to guide the content and methods developed to the unit or lesson. ALL content areas grades 6-12 (Agriculture, Science, Art, Industrial Arts, Music, Social Studies, Health, Physical Education/APE, Math, World Languages) will use the [English Language Arts](#) standards to guide technical literacy development in their respective content areas. The relevant standards are located on the menu on the right-hand side of the webpage under "Grade 6-12 Literacy in History/ Social Studies, Science & Technical Subjects."

[California's English Language Development Standards](#) should be listed to help English learners meet grade level content standards. Click on the link and download the document for the grade level for your lesson plan. Familiarize yourself with the standards on page one (**Section 1: Goal, Critical Principles, and Overview**). Choose a standard that will go with your lesson plan. This could be under any one of the three modes of communication: Collaborative, Interpretive, or Productive. Then, scroll down and find that standard in **Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts** by looking for the number of your standard. Choose a specific standard in one of the three columns that designate an English Language Learner's developmental level: *Emerging, Expanding, or Bridging*. Use this standard as a guide when writing your DLP.

OBJECTIVES (LEARNING TARGETS OR OUTCOMES)¹⁰

An objective is a statement of what students will know or be able to do as a result of the lesson. Objectives should be stated in terms of measurable and observable student performance. An objective begins with, "Students will be able to..." followed by an action verb. Common Core Standards are based on Webb's Depth of Knowledge (DOK). Explore these [Depth of Knowledge Resources](#) to help you write objectives. The first link will help you relate Webb's DOK to Bloom's Taxonomy. You can also see [Bloom's Taxonomy of Cognitive Levels and Learning Domains](#) to learn more about different types of learning objectives.

INSTRUCTIONAL STRATEGIES and DIFFERENTIATED INSTRUCTION:

The Instructional Strategies link above provides a list of possible strategies to guide your instruction. The Differentiated Instruction link provides a number of strategies for helping ALL students gain access to course content, including gifted students, and those with special needs or other challenges.

SDAIE (Specifically Designed Academic Instruction in English): SDAIE is an instructional process that includes teaching content and English Language development simultaneously, offering an opportunity to develop effective and innovative practices to incorporate English Language Learners in classroom settings. For classroom strategies, see [SDAIE Techniques](#) provided below. To learn more about the theory behind this approach, see this [SDAIE](#) web page (be sure to click MORE to read the entire article).

ACADEMIC LANGUAGE: This link takes you to the Performance Assessment for California Teachers (PACT) webpage for documents to support teacher candidates. From this website, download the Academic Language Word doc for your subject area. Read this document thoroughly before completing the academic language section of your DLP. In short, include in this section the vocabulary that students will need to master during your lesson AND what you want them to do with this vocabulary. This should link back to the ELA and/or ELD standards that you chose above. In other words, select vocabulary words and concepts that are essential to the understanding of the material and which allow students to better communicate in the language of the content area.

CO-TEACHING: Co-Teaching is an innovative way for mentor teachers and teacher candidates to co-plan and co-teach lessons and units in order to better meet the needs of their students, raise student achievement, and foster the professional development of both teachers. To learn more about Co-Teaching visit the [Co-Teaching Page](#) on the SOE website and learn more about [Co-Teaching Strategies](#).

PROCEDURES

Introduction/Anticipatory Set - follow this link to provide an overview of how to begin a lesson. The anticipatory set should capture attention and motivate students. Methods for introducing lessons may include:

1. telling students what will be accomplished;
2. involving students in some curiosity raising or motivating activity/demonstration or giving children examples to observe;
3. seeking responses to an open-ended question;
4. involving students in a problem to be solved;
5. explaining or reviewing expected student behaviors;
6. describing the evaluation procedures.

Activity Sequence:

Provide a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes (a) what the teacher does or says, (b) what the learner does, (c) steps for checking understanding and formative assessment strategy, (d) different levels of practice (guided and independent), and so forth. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy.

¹⁰Whenever possible, include affective and psychomotor domains as well as social communication skill objectives.

Closure:

This link provides a number of strategies with which to end a lesson. Closure verifies that students have met the learning targets for the lesson. Closure is often a formative assessment. It also provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson, and so forth.

ASSESSMENT:

This link provides information about assessment basics. For this section, provide a description of all assessment tool(s) that will measure student learning. The assessment(s) should be aligned with each objective above and may occur during the lesson or at a later date. Assessment types include diagnostic, formal/informal, and formative/summative.

MATERIALS

Provide a list of the items which must be available for this lesson, including directions for distribution and clean up.

REFERENCES

Refer to appropriate and professional to cite sources and individuals who have contributed to your lesson.

REFLECTION

What went well and what would you change? Note to yourself for next time you teach again. See below of a [checklist](#) of possible questions.

DAILY LESSON PLAN TEMPLATE

Reviewed by: _____

Cooperating Teacher Initials: _____

Candidate Name: _____

Lesson Date: _____

Subject: _____

Learners' Grade Level/s: _____

Planned Lesson Duration:¹¹ _____

KEY CONCEPT/THEME:

OVERVIEW:

RATIONALE:

STANDARDS:

CA ACADEMIC CONTENT STANDARDS (Non-Math and English content areas):

COMMON CORE STANDARDS (All content areas):

ELD STANDARDS (All content areas):

OBJECTIVES/LEARNING TARGETS:¹²

INSTRUCTIONAL STRATEGIES AND DIFFERENTIATED INSTRUCTION:

SDAIE TECHNIQUES AND PRACTICES:

ACADEMIC LANGUAGE:

CO-TEACHING STRATEGY (IES) TO BE USED DURING LESSON:

PROCEDURES:

Introduction/Anticipatory Set:

Activity Sequence:

Closure:

ASSESSMENT:

MATERIALS:

REFERENCES:

REFLECTION:

¹¹in minutes

¹²Whenever possible, include affective and psychomotor domains as well as social communication skill objectives.

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

Anticipatory Set What is it?

The "anticipatory set" is set up at the beginning of a lesson or during a transfer of activities. The object of the anticipatory set is to guide students into the new lesson by having them recall past information. It causes the students to begin to focus on the new material becoming "set" for learning. Often times, this can be used to stimulate the students' interest and give them the motivation needed for learning.

An Anticipatory Set:

- is the *attention getter* for the lesson
- grabs interest
- accesses student prior knowledge
- has all students involved
- provides for transfer from prior knowledge to the new learning
- leads to the learning objective

The anticipatory set should be a short exercise and not take up too much of the learning time in most instances - this is the introduction to the day's objective.

Examples:

- Can you imagine seeing a volcano erupt? Write down 5 things that you might see.
- Write down on this 3x5 index card everything that comes to mind when you see the word - "Quadrilateral".
- What are the three causes of the Renaissance in Northern Europe? Which one do you think is most important?
- Read the following paragraph and underline all the adjectives.

The anticipatory set should promote a transfer of information from old to new. It should not strictly be a review of information.

Anticipatory Set What it is Not!

A "Do Now" is not an Anticipatory Set.

Examples: Get out your HW and check, Open book to page 57 and review, place your name at top of a clean sheet of paper.

But an Anticipatory Set can be created using the "Do Now" strategy!

Your Turn: Look at your lesson plans for the coming week and try to design an anticipatory set for one of your classes/subjects. Share your set with your group.

Lesson Reflection Checklist

Use this Checklist after creating and teaching a new lesson. This reflection will help you to further refine the lesson. Be sure to reflect in your teams as others input will strengthen the lesson.

- What went well?
- What didn't go as you had planned?
- What came up during the lesson that wasn't anticipated?
- Were the materials available and appropriate?
- Did I accomplish the goal of this lesson?
- If not, what were the barriers?
- In what ways did co-teaching work in this lesson? How could this be improved?
- Could someone pick up this lesson plan and replicate it? Is it clear and specific?
- Was the lesson student centered?
- What classroom management aspects were challenging?

California State University, Chico
Residency in Secondary Education (RISE) Program

RESIDENCY I TASK SHEET

ASSIGNMENTS	DATE	MENTOR'S INITIALS
1. Review RISE Residency Timeline with Mentor.		
2. Using a small binder or electronic format, collect school site documents regarding policies, procedures, curriculum and school calendar/events schedule. Include a description of the school and classroom demographics (i.e., the number of ELs as identified by CELDT).		
3. With the help of the mentor teacher become familiar with the district's web-based student data collection system or management software.		
4. Become familiar with district's policies, procedures, assessments, and data collection methods.		
5. Attend a minimum of one Student Study Team (SST) meeting.		
6. Become familiar with IEP forms and how to gather information and data for their completion.		
7. Attend a minimum of one Individualized Education Plan (IEP) meeting. Meeting attendance approved by school administration.		
8. Attend "Back-to-School Night" (as applicable).		
9. Attend at least one faculty meeting each month.		
10. Attend one or more school board meeting(s).		
11. Participate in scheduled parent conferences.		
12. Attend staff development and/or grade level meetings.		
13. Attend all required meetings with Mentor/Supervisor/Clinical Coordinator.		
14. Maintain Lesson and Unit Plan Book in hard or electronic copy.		
15. Complete all required Mentor/Supervisor observations of teaching.		
16. Conduct a minimum of three observations of teaching in a classroom other than your assigned placement.		
17. With Mentor and Supervisor, complete mid and final teaching evaluation forms for Teaching Residency I. (Original to supervision file and Resident responsible for maintaining a copy.)		

CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

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

1	2	3	4	5
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 EDUCATORS (CORE)

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

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

CORE Teacher Skills

Planning and Delivering Lessons Effectively

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

Planning Instruction and Designing Learning Experiences for All Students

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

CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

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

1	2	3	4	5
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could 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 EDUCATORS (CORE)

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

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

CORE Teacher Skills

Leading Instruction

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

Checking for Understanding

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

Responding to Student Misunderstanding

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

CSU, Chico • School of Education
CANDIDATE DISPOSITION FORM

Candidate Name: _____ **Grade Level/Content:** _____

Candidate Program Level: π Early School Experience π Teaching Practicum I
 P Teaching Practicum II

To the respondent: Effective credential candidates should enter our programs with certain dispositions and continue to develop those dispositions through the experiences provided in our professional programs. Please mark an "x" in the box that represents your rating of the dispositions, keeping in mind the candidate's current program level. For explanations of each performance level and disposition, please see the rubric on the back of this form to guide you in your ratings. The purpose of this form is to guide and inform program faculty in their acceptance decisions and to monitor professional growth throughout the credential program.

Disposition	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
Disposition #1 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.				
Disposition #2 Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.				
Disposition #3 Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.				
Disposition #4 Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.				
Disposition #5 Committed to the expression and use of democratic values and is committed to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.				

Teacher Name: _____ Signature: _____ Date _____

School _____ Phone _____ Number of English Learners in classroom: _____

For EDTE 255/Early Field Experience Placements only:

Total hours spent in your classroom: _____ Dates from _____ to _____ Diverse classroom: θ yes θ no

Recommend for Credential Program acceptance: θ yes θ no

Additional comments are welcome.

DISPOSITIONS RUBRIC	Unacceptable (1)	Acceptable Beginning Practice (2)¹²	Acceptable Professional Practice (3)¹³	Exceptional Practice (4)
Disposition #1				
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Inequitably interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably; attempts to respond to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices and attempts to model them.	Interacts and responds with all students equitably; looks for and creates opportunities to respond to and enhance cross-cultural understandings; invites and integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices.
Disposition #2				
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don't understand; focuses on higher level students only; does not seek to help students.	Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students.	Recognizes the assets and resources that all students bring to the classroom Looks for and inquires about a variety of strategies to engage all levels of student abilities: Tries various means to help students who don't understand; encourages students at all levels; seeks strategies to be more effective with all students.	Looks for, inquires about, and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.
Disposition #3				
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback	Sometimes makes observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement	Frequently/Often makes observations and asks questions about and shares insights regarding classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes workable plans for increasing his/her knowledge; accepts constructive feedback and uses it for improvement	Consistently asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge; seeks out constructive feedback and uses it for improvement

¹² Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

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

DISPOSITIONS RUBRIC	Unacceptable (1)	Acceptable Beginning Practice (2)¹⁶	Acceptable Professional Practice (3)¹⁷	Exceptional Practice (4)
Disposition #4				
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.	Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students, colleagues & parents/guardians; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications
Disposition #5				
Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Unaware of democratic and social justice values; unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students	Aware of democratic and social justice values; aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students	Is committed to democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally.	Advocates for democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally; lessons show evidence of a responsiveness to preparing students for engaged citizenship;

Tally_ / 20

¹⁶ Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

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

TEACHING PRACTICUM I SELF-EVALUATION FORM

Credential Candidate:

Date:

The Teaching Performance Expectations (TPEs) are specific observable behaviors organized under the California Standards for the Teaching Profession (CSTP). Self-evaluation of Dispositions is on the following page. Please complete both sections of this form based on your Teaching Practicum I experience. Note your areas of strength and areas for future focus. **This form should be submitted to your Cooperating Teacher and University Supervisor one week before the 3-way Teaching Practicum I Culminating Conference.**

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

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

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

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

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

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

TEACHING PRACTICUM II EXIT INTERVIEW & INDUCTION PREVIEW SHEET

Credential Candidate: _____

Date: _____

Share this form with your Induction Support Provider when you take your first teaching position.

<p style="text-align: center;">1. TPE Strengths</p> <p>What elements of the TPEs describe my strengths as a teacher?</p>	<p style="text-align: center;">2. Growth Needs</p> <p>Which California Standard for the Teaching Profession* (CSTP) will I focus on in my first teaching position to improve my teaching?</p>
<p style="text-align: center;">3. Growth Goal</p> <p>Considering the CSTP standards I will focus on, my professional growth goal is...</p>	<p style="text-align: center;">4. Student Outcomes</p> <p>Based on my CSTP growth goal, what changes could I see in my students?</p>
<p style="text-align: center;">5. Implementation Plan</p> <p style="text-align: center;">Steps I will take to achieve my goal: (attach a separate sheet if necessary)</p>	

*TPEs are the same as the CSTPs.

University Supervisor: _____

Cooperating Teacher: _____

Credential Candidate: _____

SECTION 7: PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)

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

Content Area Tasks (CATs)—Multiple Subject candidates only

Prior to submitting PACT in Teaching Practicum II, candidates must successfully complete three Content Area Tasks (CATs). This assessment is typically completed during Practicum I in the three respective Curriculum Theory and Practice courses: Mathematics, Science & Social Studies. Instructions for each task will be provided by the instructors of each course. If for any reason you are not in one of the courses listed above (e.g., you took an equivalency at another institution), contact the Program Coordinator at the beginning of your Practicum I placement. More information may be found in the CATs handbooks and rubrics available at http://www.pactpa.org/_main/hub.php?pageName=Teaching_Event_Handbooks#Handbooks.

Performance Assessment for California Teachers (PACT)—required for all credential programs

In the Performance Assessment for California Teachers (PACT), you will plan and teach a series of lessons. The assessment includes a series of written commentaries in which you reflect on your teaching decisions and how instruction impacts student learning. At the beginning of Teaching Practicum II you will be provided with the necessary information to begin PACT.

The following links will provide you with more thorough information regarding PACT policies and requirements:

- School of Education PACT website: <http://www.csuchico.edu/soe/pact/index.shtml>
- PACT website: http://www.pactpa.org/_main/hub.php?pageName=Home

- PACT supporting documents, including subject-specific PACT handbooks and rubrics:
http://www.pactpa.org/_main/hub.php?pageName=Supporting_Documents_for_Candidates
- Teaching Performance Expectations (TPEs):
<http://www.csuchico.edu/soe/documents/TPEs-Full-Version.pdf>
- Making Good Choices, A Support Guide for the PACT Teaching Event:
<http://www.csuchico.edu/soe/documents/Making%20Good%20Choices%204.11.08.pdf>
- PACT FAQs: <http://www.csuchico.edu/soe/documents/pact-faq.pdf>
- PACT Submission Directions:
<http://www.csuchico.edu/soe/documents/pact-steps-directions-fall13.pdf>

SECTION 8: GLOSSARY

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

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

excess of those required for the degree. You may petition the University for excess units if you submit your petition for approval *prior* to graduation. For salary schedule placement, most school districts currently will count only post-baccalaureate units as shown on the official transcript.

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

Multiple Subject Program	This program leads to a Preliminary Multiple Subject Credential for teaching all subjects in self-contained classroom settings, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults.
NCLB	Public Law 107-110 “No Child Left Behind” Act. Federal legislation that is promoting high quality schools, teacher and student learning across the U.S.
PACT	Performance Assessment for California Teachers. An assessment of credential candidates’ abilities to successfully plan, teach, assess student learning, and reflect on instruction. The School of Education adopted PACT, which was developed and tested by a consortium of Universities, in response to Senate Bill 1209.
Preliminary Credential	A credential issued to candidates who have completed a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years and is nonrenewable.
Professional Clear Credential	The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program. A Professional Clear Credential must be renewed every five years. The credential is renewed through successful achievement of the activities specified by an approved “Professional Growth Adviser” within a school district and the person wishing to renew the credential. For specifics of this process, refer to the Professional Growth Manual published by the Commission on Teacher Credentialing.
Professional Learning Communities (PLC)	Ongoing collaborative efforts to improve student learning through collective inquiry and action research of student assessments, which ultimately inform instruction.
Program Coordinator	A faculty member who is responsible for overseeing the operation of a specific credential program.
Realia	Authentic objects and sources of information used as a resource for students to develop meaning from language.
Recognition Ceremony	A gathering honoring candidates completing credential programs and school personnel with whom they have worked. The Recognition Ceremony is held at the end of each semester.
RICA	The Reading Instructional Competency Assessment, a test required of all Multiple Subject and Education Specialist credential applicants by the CTC.
Rural Teacher Residency (RTR)	This program leads to either a Preliminary Multiple Subject Credential or a Preliminary Mild/Moderate Education Specialist Credential. In addition to the credential, candidates simultaneously earn an M.A. in Education.
Scaffolding	Instruction or support mechanisms given in such a way that enable students to safely take risks, handle tasks involving complex language, and reach for higher goals with the help of teachers or more capable peers. Scaffolds are temporary because as the teacher observes that students are capable of handling more on their own, she or he gradually hands over responsibility to them. The ideal scaffolds are support mechanisms that teachers build in order to enable their students to perform at higher levels than they are right now. Built into the concept

of scaffolding is the idea of handing responsibility over to the learners for the kinds of actions they engage in. Types of instructional scaffolds include modeling, bridging, contextualization, schema building, metacognitive development, and text representations.

Schema	Clusters of meanings that are interconnected. Schema building is when new information is woven into pre-existing structures of meaning so that students see the connection through a variety of activities.
School Site Teacher Partner	A teacher or other school site mentor who provides day-to-day guidance, assistance, and feedback for a credential candidate in the classroom. Depending on the specific role this individual may be referred to as a Cooperating Teacher, Mentor, or Local Support Teacher.
SDAIE	Specially Designed Academic Instruction in English. SDAIE is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an appropriate level of proficiency in English ¹⁸ and who possess basic literacy skills in their primary language.
Sheltered Instruction	A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development.
Single Subject Program	This program leads to a Preliminary Single Subject Credential for teaching only the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults.
Solo Teaching	A period of time during which the candidate has assumed all responsibilities of a credentialed teacher in the classroom. ¹⁹ The Multiple Subject Program requires a minimum of two weeks of solo teaching in Teaching Practicum II.
Teaching Unit	A group of several lesson plans that align in terms of content and objectives. In the Single Subject Program, two-week teaching experience that occurs at the end of Teaching Practicum I.
Three-Way Conference	Planning and evaluation conferences with a credential candidate, SSTP, and University Supervisor. The initial conference is ordinarily held during the first week of Teaching Practicum I or Teaching Practicum II to discuss procedures, expectations, and long-term and short-term goals. A final conference serves as a summary and evaluation of the credential candidate's professional development. Additional three-way conferences are held as necessary.
TPE	Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.
University Supervisor	A University faculty member who guides and instructs credential candidates through Teaching Practicum I and Teaching Practicum II.

¹⁸speaking, comprehension, reading and writing

¹⁹Lesson plans for solo teaching require prior approval of both the Cooperating Teacher and the University Supervisor.