Supervision Handbook for Student Teaching and Interns: Multiple & Single Subject
Acknowledgements

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I am grateful to have all of these individuals, with whom I have had the pleasure to work with during the formation of this handbook. I hope you find the information contained helpful to you in the work that you do to support our teacher candidates.

Dr. Gwen Brockman
Welcome to California State University, Dominguez Hills

The faculty and staff here at Dominguez Hills would like to thank you for supporting our teacher candidates. The role of the University Supervisor is a very important one and as a result you are likely going to be asked to provide coaching, constructive feedback, conferencing, grading assignments on TaskStream, score them on a rubric for each observation, and provide advice; lots of advice.

Please take a few moments to read over this handbook as it provides essential information that will be needed this semester.

The Vision of the School of Education

The School of Education, in partnership with P-14 schools, prepares deeply knowledgeable education professionals who are passionate about helping all students reach their full potential, and who make urban schools the places where children, families, and teachers thrive.

The Mission of the School of Education

We collaborate to design and implement rigorous and relevant programs, recruit and support excellent candidates, develop interactive learning environments that foster student achievement and empowerment, pose critical questions, and engage in continuous improvement.

Please view the COE website at http://www.csudh.edu/cps/coe/about.shtml to learn more about our Mission, Vision, Beliefs, and programs.

Supervised Field/Clinical Experience

A. Overview of Procedures and Sequence
Coursework and field experiences effectively prepare candidates to teach TK-12 students and understand the contemporary conditions of schooling. The supervised field experience consists of courses taken after Phase I of the program.

B. University Interns

- Complete a minimum of 2 semesters of supervised field experience in Phase II and Phase III in their TK-12 classrooms.
- Complete the program in 3 phases if they take the maximum course load allowed during supervised field experience.
- The university supervisor will conduct a minimum of 6 formal observations in each of Phase II and III. Note: Supervisors may conduct additional non-assessment observations.

C. Student Teachers

- Candidates must complete at least a total of 450 hours to get credit for student teaching AND they must engage in at least 4 weeks of solo teaching or co-teaching. According to the Commission on Teacher Credentialing 450 hours may only be counted when the candidate engages in:
  - Working with students (whole class, small group or tutoring) during instructional time
  - Co-planning with the master teacher
  - Conferencing with the university supervisor OUTSIDE of the school day
  - What doesn’t count – lunch, recess, grading papers, coaching a team, any independent related activities, supervising after school programs
• Complete a minimum of 1 semester of supervised student teaching in a master teacher’s classroom in Phase III.
• Multiple Subject: Phase III consists of one full semester of student teaching. It includes full-time student teaching (5 days a week) for 15 weeks in an elementary teacher’s classroom. The TED clinical coordinator will make the placement and assign a master teacher. The university supervisor will conduct a minimum of 6 formal observations. Note: Supervisors may conduct additional non-assessment observations.
• Single Subject: Phase III consists of one full semester of student teaching. It includes full-time student teaching (5 days a week) for 15 weeks in a middle school or high school classroom. The TED clinical coordinator will make the placement and assign a master teacher. The university supervisor will conduct a minimum 6 formal observations during the DH regular semester. Note: Supervisors may conduct additional non-assessment observations.

D. Unsatisfactory Field Experience

• Candidates must adhere to all school district requirements. (See individual school districts for requirements)
  • If a candidate is dismissed by a school district during the field experience, a grade of No Credit for the course will result.
  • Candidates must receive a final TPE rating of 3.0 for the first field experience and 3.0 for the second field experience with no TPE rating below “3”. Any candidate who does not meet the minimal rating for either the first or second field experience (second field experience is for intern only) will receive a grade of NO CREDIT for the course and will be referred to the program coordinator to discuss options.
  • In the event that a concern develops regarding the appropriate progress of the candidate by either the master teacher and/or university supervisor, a contract may be established that outlines specific TPE’s that need to be met within the desired timeline.

Candidates who are being considered for a contract should first:
  • Conference with the master teacher and university supervisor to discuss and come to a consensus on the elements that the candidate needs to improve upon
  • Conference with candidate to highlight the areas of need
  • Notify the Clinical Coordinator

Candidates who are placed on a contract must meet with the program coordinator (see contact information for specifics) prior to:
  • Additional observations of candidate by university supervisor
  • Another university supervisor comes to observe if no credit is recommended.
  • Candidates who do not meet the terms of the contract must meet with the program coordinator to discuss options.
Duties as a University Supervisor

1. **Meet with student teachers** at pre-student-teaching orientation to introduce yourself and clarify your expectations. Be sure you have your student teachers leave their completed information sheet with you.

2. **Contact the administrator** prior to the arrival of the student teachers to set a time to meet with the administrator and master teachers. Confirm the names of the master teachers and grade levels as well as a contact email for the administrator. Each single subject (secondary) student teacher must teach all day, with at least two different levels in the content area, and keep a conference period at the school. Multiple subject student teachers are required to teach all subject areas all day (please see suggested roll-out). **Please notify the coordinator of any changes.**

3. **Ensure that the administrator has been sent the electronic versions of the documents before you meet. Make sure all receive the appropriate information no later than the first week of the placement.** Go over necessary information and expectations with them. Make sure they know about student teachers’ responsibilities, including the candidates state mandated summative assessment, performance tasks, and due dates. **Make sure you leave contact information with the master teachers so they may easily reach you for questions and concerns.**

4. Set up your observation schedule so that you visit each student at least once in each period he/she is student teaching (secondary candidates only) or each content area (elementary candidates only), for a total of six formal observations. Visits/observations should be made approximately every two weeks. If you can't visit every period, then stop by to see how all are doing.

5. Supervision schedules for observations should be a collaborative effort between the master teacher, teacher candidate and the administrators; that way you may avoid test dates, assemblies, etc.

6. **Candidates are expected to submit their lesson plans to you on TaskStream 48 hours in advance of each formal observation. Failure to do so may result in the student teacher being placed on a contract and having no observation on the scheduled day.** The student teacher should have already met with the master teacher regarding the lesson plan and adjusted it based upon his/her feedback. In order to access his/her TaskStream account, s/he must submit the Funds of Knowledge, along with the first lesson plan, to the supervisor on TaskStream within the first two weeks of the placement.

7. A **pre-conference** must occur before the first observation. This is where the supervisor and student teacher discuss the Performance Task Guidelines. These clarify exactly what the student teacher should prepare and what the supervisor should expect to see.

8. All **observations** must be the full lesson that the student teacher has prepared. The student teacher should know when to expect the supervisor, and the supervisor should observe the lesson that was submitted in the lesson plan. It is not about the student “putting on a show.” It is about collaboration with the master teacher to plan and implement quality lessons. During the lesson the supervisor and the master teacher may both script the observations using the DOTI form. After the lesson the supervisor and the master teacher have a brief conversation to compare their impressions of the observation. The supervisor and/or the student teacher write in reflections and align and identify TPEs on the right side of the DOTI form. The supervisor follows up by evaluating the lesson based on the Performance Rubrics on TaskStream.

9. **Conference as soon as possible** with the student teacher after each observation (this may be scheduled after the school day). This is the post-conference, when the supervisor and student teacher meet to discuss the observation and the feedback based on the Performance Task Rubric. For each lesson observed, please refer to the performance tasks in the handbook. It is during the conference time following the lesson that you may also have the pre-conference for the next lesson to be observed, referring to the Performance Task Guidelines for that lesson. If it is not possible to conference at the school, make sure you do so ASAP during your office hours, or at a mutually convenient time and meeting place.
10. If possible, **conduct at least one three-way conference** involving each master teacher and student teacher after an observation. (Modeling feedback techniques and sharing insights is helpful to the master teacher.)

11. **Keep up-to-date in TaskStream.** You will need to score the following on TaskStream: the lesson plan/observation and the reflection for each observation as well as assignments that need to be submitted during student teaching/fieldwork. **You need to complete the ASTP twice** – once in the middle of the semester (just after the third observation/evaluation and once at the end.)

12. **Scan your scripting** of your **observation notes** (DOTI) and upload them to TaskStream; it will then be available to the student teacher and the evaluation center in the College of Education.

13. After about two to three visits, if you and the master teacher(s) decide the student teacher is having problems, **first contact the fieldwork coordinator** and collaborate with the master teachers to **write a contract** referring to specific TPEs the student must work on. **The fieldwork coordinator, the student teacher, department chair and the university supervisor must sign and receive copies of the contract.** If significant progress is not made by whatever date you and the master teachers have agreed upon, then there are grounds for removal of the student teacher and a "No Credit."

14. By the final observation or after each observation, the student should submit/review his/her reflective journal to the university supervisor. **After you have gone over the journal,** **return the journal to the student at your final conference.** Provide closure to him/her by summing up the student teacher’s progress on the ASTP. **Please write a letter of recommendation.** Letters of recommendation should be written on CSUDH stationary; give the original directly to the student and place a copy in the supervision file and return to the fieldwork coordinator.

15. The **District Non-Confidential Reference Form** must be completed by the master teacher for each placement, even if the placement is in a different district. The form is universally accepted and a requirement for employment. Make sure the student receives the original and place a copy in the supervision file. (See appendix 10)

16. **General Information:**

   The student teacher’s **hours** should be consistent with his/her assigned schedule and aligned with individual schools of their placement. S/he should **always sign in** at the Main Office and **sign out** when leaving. The student teacher should arrive early enough to allow time prepare for the class and aligned with the master teacher’s contract hours, to plan with the master teacher. S/he should expect to attend staff meetings, professional development, “Back-to-School Night” and “Open House,” parent conferences and other school sponsored events. Each student teacher is expected to hold a conference period or stay after school in their placement to allow time for observation, conferencing with master teachers, and preparation for classes.

   The student teacher’s **absences** for the semester **should not exceed one day** (minimum number of hours for student teaching is 450 hours (see California Commission on Teacher Credentialing for guidelines). The master teacher and supervisor should both be notified when the student teacher is absent from student teaching. If a situation arises where there are excessive absences and/or tardies, contact the Clinical Coordinator immediately discuss a plan of action. Student teachers observe the **district school semester;** rather than that of CSUDH after the start of their student teaching placement. Please check with each district to verify the exact dates of the breaks.
Expectations and Program Requirements

Our goal is to create a culture that fosters ethical decision making while providing opportunities for teachers to grow, exercise creativity and innovation and to succeed with excellence, integrity and responsibility.

- An obligation to observe all applicable federal, state, and local laws, regulations, ordinances, and authoritative orders and are required to conduct themselves accordingly.
- Creates an environment where all persons are treated equitably and with respect, where persons’ rights are respected and where staff are encouraged and their achievements are given due recognition.
- Expectations to be responsive, courteous and prompt in dealing with others.
- When making a decision, taking action of a discretionary nature or resolving a grievance, which may adversely affect a person’s rights, liberties, interests or legitimate expectations, the principles of procedural fairness must be applied. Specifically, persons affected must have the opportunity to respond to allegations or assertions made and to have a decision made without bias. Decisions must be based on considerations relevant to the matter at hand. Decisions may be accepted more readily if reasons are given.
- Should endeavor to maintain and enhance skills and expertise and keep up to date the knowledge associated with their particular field or area of work.

Supporting the Teacher Candidate

Constructive feedback

Constructive feedback is indispensable to productive collaboration and candidate growth. When done properly, feedback can focus on the specific kind of help that is needed to become a more effective teacher. Feedback should be audible, credible and actionable and each semester that you host a candidate, the type and amount of feedback will vary. Please use the following guidelines to assist you with candidate feedback.

- Give it with care; we want to help the candidate to become a better teacher.
- Be specific. Good feedback will deal with incidents and behavior. Vague statements are hard for the candidate to interpret and apply to the classroom setting; remember they are novices. Avoid evaluative judgments. Useful feedback should occur without labels and judgments. Words such as “irresponsible”, “unprofessional”, or “bad” indicates judgment; please try to avoid them.
- Pick an appropriate time and place to provide feedback to the candidate. Feedback should occur sufficiently close to the observation, but should also be away from other people and distractions.
- Make the feedback readily actionable. To be the most useful try to provide actionable replacement or new behaviors that the candidate can readily implement.

Familiarize yourself with the candidate’s assignments – your candidate will have to complete a number of assignments while they are student teaching. Becoming familiar with their assignments and supporting their needs will go a long way with the candidate; this is a stressful time for the candidate and any help will be welcoming. The exception to this is the candidate’s summative assessment (CalTPA) where you may not provide feedback on the lesson or the candidate’s writing.
What are Teacher Performance Expectations?

Teacher Performance Expectations (TPE) are within the six California Standards for the Teaching Profession (CSTP). Each TPE provides the context and intent of the standard and includes elements that identify key aspects of teaching performance. The TPEs comprise the body of knowledge, skills, and abilities that a beginning general education teacher will have the opportunity to learn in our program by successfully completing coursework, engaging in clinical practice, and passing the Teacher Performance Assessment (TPA).

The TPEs are organized by the six California Standards for the Teaching Profession (CSTP) domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

(Excerpted from CCTC documents 2015)

Protocols for Conferencing and Observations

**Before the observation.** Remind the candidate that this is an opportunity to share pedagogical practices and that collaborative feedback can be productive. It is preferable that an agenda is set prior to the observation. Use the schedule of observations contained in this handbook to guide you on which TPEs will be covered in the observation. (See appendix 5)

**After the observation.** Pick 2 or 3 areas of strength and share those with the candidate first. Review your observation protocol with the candidate, the notes that you have taken and then between the two of you determine one or two “areas” in which the two of you will direct your feedback. Then provide 2 to 3 suggestions; those suggestions should be concrete and specific. Assign a reflection question for the candidate to post on TaskStream.

**Carry-over TPEs.** You may encounter an observation where the candidate did not include or did poorly on a specific TPE. This TPE can be reassigned for the next observation; just be careful that with the additional TPE it may be difficult for the candidate to include all.

**Experiencing a Challenge with a Candidate.** Occasionally we have to deal with challenging candidates. The goal is to help the candidate to improve their pedagogical practices, build efficacy in their practice and to encourage all students to facilitate learning. Here is a couple of tips that might be helpful when experiencing a challenging candidate:

- Take a deep breath and try to remain calm.
- Try to set a positive tone and model an appropriate response even if you have to take a minute to compose yourself.
- Make sure the candidate understands that it is their behavior you dislike and not them.
- Be aware of cultural differences.
- Contact the fieldwork coordinator or your NGEI representative via email or phone.
### Suggested Timeline for Observations and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Supervision Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate should complete the Student Information Sheet and research the Funds of Knowledge assignment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Candidates should complete the Funds of Knowledge assignment on Taskstream about their student population.</td>
<td>Score Funds of Knowledge assignment on Taskstream.</td>
</tr>
<tr>
<td>3</td>
<td>For multiple subject credential candidates, the suggested observation is mathematics, since the candidate’s state summative assessment will be tested on two areas: mathematics and English language arts. For secondary credential candidates, they will be evaluated on their pedagogical practices in the content area and literacy in the content area.</td>
<td>For the assessment, you or the master teacher may not provide individual feedback or edit their document.</td>
</tr>
<tr>
<td>4</td>
<td>Candidates will need to record a couple of lessons for their Teacher Performance Assessment and write a document that details their planning, instruction, assessment and reflection.</td>
<td>Consider having the first parent communications letter this week.</td>
</tr>
<tr>
<td>5</td>
<td>Suggested formal observation. Student teachers should be teaching the whole class during the lesson.</td>
<td>Score the parent letter</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Score reflection on TaskStream.</td>
</tr>
<tr>
<td>7</td>
<td>Suggested observation week.</td>
<td>Assign reflection question</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Score reflection on Taskstream.</td>
</tr>
<tr>
<td>9</td>
<td>Suggested formal observation. Student teachers should be teaching full-time.</td>
<td>Assign reflection question</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Score reflection on Taskstream.</td>
</tr>
<tr>
<td>11</td>
<td>Suggested formal observation week.</td>
<td>Assign reflection question</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Score reflection on Taskstream.</td>
</tr>
<tr>
<td>13</td>
<td>Suggested formal observation week.</td>
<td>Assign reflection question</td>
</tr>
<tr>
<td>14</td>
<td>Candidate should complete the Parent Conference form.</td>
<td>Consider having the second parent communications letter this week. Score reflection on Taskstream. Score reflection on Taskstream.</td>
</tr>
<tr>
<td>15</td>
<td>Candidate uploads Documentation of Hours &amp; PD Log form to Taskstream.</td>
<td>Score the parent letter. Verify Documentation of Hours and Parent Conference form on Taskstream.</td>
</tr>
</tbody>
</table>

### Scheduling Observations

During the third semester (435 & 455 student teaching and 445 & 465 intern fieldwork), the candidates will complete student teaching or complete their internship. They are required by the Commission on Teacher Credentialing to complete six (6) formal observations during the university’s regular semester.
Lesson Plan Expectations

As a supervisor you will likely see a range of details contained in the lesson plan. In the candidates’ coursework, each instructor may include additional details in the lesson plan. The university encourages candidates to provide sufficient details so that the instructor/supervisor can follow along with the lesson plan during observations. It is a good idea for you to let the candidate know well in advance your specific requirements for the lesson plan.

All lesson plans will be submitted on TaskStream 48 hours in advance of the observation. If you do not receive the lesson plan in a timely manner, you may choose not to go to the observation. When the lesson plan is submitted you have the opportunity to provide the candidate with feedback if you feel that some alterations are necessary for a successful lesson.

Assigning Reflection Questions

Reflection questions are assigned by the university supervisor after each observation. However, a supervisor or master teacher may assign a reflection question anytime they deem necessary; and it is likely that candidates will need to reflect on their teaching on a regular basis. Student teachers have much to learn about the culture of the classroom and any help that you can provide will be helpful for the candidate.

Setting Future Dates for Observations

Setting dates for future observations should be a collaborative effort between the university supervisor and the master teacher. Please take into consideration that the candidates have a number of assignments that they have to fulfill for their coursework. While you have to complete a total of six formal observations and you may feel the need to schedule them when it is most convenient for you, please take into consideration the enormous stress the candidates are under while completing their program and student teaching full-time.

Discuss the TPEs that need to be covered for the next observation and any repeated TPEs that are reassigned. You should also discuss the elements that the candidate has done well as well as those that they may still need some work.

Helpful Hints on Scripting Your Observation

- It is important that you have an understanding of what the students are learning. Generally speaking, you will determine student knowledge by what they say and not necessarily what the teacher candidate is teaching. Consider sitting closer to the students so that you can hear what they have to say for your scripting and to determine the comprehension of the students.
- Review the TPEs prior to the observation so that you are familiar with them.
- Refrain from opinions while scripting; state the facts.
- Be aware of your own biases and try not to let them affect your scoring.
- Consider providing an abbreviation during scripting. E.g., s=student, c=candidate, etc.
- If you don’t get all the conversations down on the scripting, concentrate on the student interactions and the highlights of the lesson.
- Consider jotting down “talking points” as you script
- Reference the TPEs that the candidate is addressing at any given point in their lesson.
- Note the time on the DOTI form; it can be a powerful tool for the candidate to self-regulate their lessons.
# Observation Checklists: Multiple Subject Candidates

Observation #1 Content area **Mathematics** (Suggested observation during 3\textsuperscript{rd} week in the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Connects 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.</td>
</tr>
<tr>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td>1.6</td>
<td>Provides a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, <strong>Specially Designed Academic Instruction in English</strong>, scaffolding across content areas, and structured English immersion, and demonstrate an understanding of 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.</td>
</tr>
<tr>
<td>2.2</td>
<td>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.</td>
</tr>
<tr>
<td>2.3</td>
<td>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.</td>
</tr>
<tr>
<td>2.5</td>
<td>Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</td>
</tr>
<tr>
<td>2.6</td>
<td>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 including students with IEPs, IFSPs, ITPs and 504 plans.</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td>6.1</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
</tr>
</tbody>
</table>

**Elem Math** Candidate demonstrates the ability to teach the state adopted academic content standards and facilitate students’ development of the knowledge, skills, and academic language associated with mathematics by

- Appropriately use processes of problem solving
- Reasoning and proof
- Communication, representation and connections to real world situations
- Appropriately apply the strands of mathematical proficiency including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition
- Engage in mathematical practice standards
- Facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom
- Provide a secure environment for taking intellectual risks, and model and encourage students to use multiple approaches to mathematical problems

Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
Observation #2 **English Language Arts** (suggested observation during week 5 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>Provides 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, scaffolding across content areas, and structured English immersion, and demonstrate an understanding of 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.</td>
</tr>
<tr>
<td>2.1</td>
<td>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.</td>
</tr>
<tr>
<td>2.6</td>
<td>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 including students with IEPs, IFSPs, ITPs and 504 plans.</td>
</tr>
<tr>
<td>3.1</td>
<td>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</td>
</tr>
<tr>
<td>3.2</td>
<td>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.</td>
</tr>
<tr>
<td>3.5</td>
<td>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.</td>
</tr>
<tr>
<td>4.1</td>
<td>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.</td>
</tr>
<tr>
<td>5.1</td>
<td>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.</td>
</tr>
<tr>
<td>II ELA</td>
<td>Demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards. Demonstrates activities, practice, projects, etc. to make meaning for the students, improves their language development and expression, content knowledge and foundational skills through inquiry-based learning, collaborative learning and direct instruction. Provides a print rich environment that are pedagogically appropriate to allow students to read and comprehend narrative and informational texts. Or Employ strategies to develop and increase students’ abilities for more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication relation to audience, task, purpose, and discipline.</td>
</tr>
</tbody>
</table>
**Observation #3 Science** (Suggested observation during week 7 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.8</td>
<td>Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
</tr>
<tr>
<td>3.4</td>
<td>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.</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td>II SCI</td>
<td>Beginning teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science by:</td>
</tr>
<tr>
<td>• Provide a balanced focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in NGSS</td>
<td></td>
</tr>
<tr>
<td>• Explanations, demonstrations and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation</td>
<td></td>
</tr>
<tr>
<td>• Emphasize the nature of science, the integration of engineering design and the connections between science, society, technology, and the environment.</td>
<td></td>
</tr>
<tr>
<td>• Integrate mathematical concepts and practice including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy</td>
<td></td>
</tr>
<tr>
<td>• Teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats</td>
<td></td>
</tr>
<tr>
<td>• Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content</td>
<td></td>
</tr>
<tr>
<td>• Engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area</td>
<td></td>
</tr>
<tr>
<td>• Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assure that students at various English Language proficiency levels have the academic language needed to meaningfully engage in the content</td>
</tr>
</tbody>
</table>
**Observation #4 ELD, Visual Arts & Music** (Suggested observation 9th week of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning and Multi-Tiered System of Support to support access to the curriculum for a wide range of learners within the general education classroom and environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual AND performing arts, as appropriate to the content and context of learning.</td>
</tr>
<tr>
<td>3.6</td>
<td>Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</td>
</tr>
</tbody>
</table>
| 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.  
(Align with assignment) |
| 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.) |
| 4.7 | 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. |

**II ARTs Music Visual** Candidates demonstrate the ability to plan and execute instruction in the four arts content areas aligned with the California adopted content standards; music and visual arts in the following ways:  
- Understand and teach the foundational academic content of each arts discipline within the standards  
- Facilitate the students’ literacy development in the art form as well as in English  
- Craft a progression of complexity within each of the art forms  
- Know the differences of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings  
- Assess student learning in each art content area to promote student learning  
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers  
- Collaborate where possible with single subject arts teachers and/or community arts resources  
- Facilitate students’ abilities to identify the aesthetic qualities of works of art and artistic performances  
Assure that students are provided access to works of art that are broadly representative of cultural diversity
Observation #5 **Physical Education, Health & Dance** (Suggested observation week 11 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual AND performing arts, as appropriate to the content and context of learning.</td>
</tr>
<tr>
<td>4.2</td>
<td>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.</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td>4.6</td>
<td>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.</td>
</tr>
<tr>
<td>5.3</td>
<td>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.</td>
</tr>
</tbody>
</table>

**II PE**

Beginning teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for PE and applicable English Language Development Standards by:

- Balancing the focus of instruction between motor skill development and concepts, principles, and strategies of PE content
- Know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content
- Through explanations, demonstrations, and class activities serve to help students demonstrate motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities
- Support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity
- Provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment
- Teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats
- Teach students to write opinion/persuasive and expository text in the content area
- Provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education
### Health

Demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards and the following:

- Balance instruction to support students in comprehending essential concepts of good health
- Analyze internal and external influences that affect health
- Demonstrate the ability to access and analyze health information, products and services
- Use setting to enhance health; practice behaviors that reduce risk and practice behaviors that promote and support personal, family, and community health
- Select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content
- Teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats
- Teach students to write opinion/persuasive and expository text in the content area

Provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

### Dance

Candidates demonstrate the ability to plan and execute instruction in the arts content aligned with the California adopted content standards; dance in the following ways:

- Understand and teach the foundational academic content of dance discipline within the standards
- Facilitate the students’ literacy development in the art form as well as in English
- Craft a progression of complexity within each of the art forms
- Know the differences of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings
- Assess student learning in dance to promote student learning
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers
- Collaborate where possible with single subject arts teachers and/or community arts resources
- Facilitate students’ abilities to identify the aesthetic qualities of works of art and artistic performances

Assure that students are provided access to works of art that are broadly representative of cultural diversity.
Observation #6 **History Social-Science & Theater** (Suggested observation during the 13th week of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual <strong>AND</strong> performing arts, as appropriate to the content and context of learning.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>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. (See Subject-Specific Pedagogical Skills in Section 2 for reference)</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**II Arts Theater** Candidates demonstrate the ability to plan and execute instruction in Theater aligned with the California adopted content standards; theater in the following ways:
- Understand and teach the foundational academic content of each arts discipline within the standards
- Facilitate the students’ literacy development in the art form as well as in English
- Craft a progression of complexity within each of the art forms
- Know the differences of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings
- Assess student learning in each art content area to promote student learning
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers
- Collaborate where possible with single subject arts teachers and/or community arts resources
- Facilitate students’ abilities to identify the aesthetic qualities of works of art and artistic performances

Assure that students are provided access to works of art that are broadly representative of cultural diversity
Observation Schedule: Secondary Candidates

Secondary candidates are expected to complete the TPEs listed on the upper portion of the table and the specific content for their grade level and content area as noted in the bottom of the chart.

Observation #1 (Suggested observation during 3rd week in the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Connects 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</td>
</tr>
<tr>
<td>1.5</td>
<td>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</td>
</tr>
<tr>
<td>1.6</td>
<td>Provides 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, scaffolding across content areas, and structured English immersion, and demonstrate an understanding of 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</td>
</tr>
<tr>
<td>2.2</td>
<td>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</td>
</tr>
<tr>
<td>2.3</td>
<td>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</td>
</tr>
<tr>
<td>2.5</td>
<td>Maintain high expectations for learning with appropriate support for the full range of students in the classroom</td>
</tr>
<tr>
<td>2.6</td>
<td>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 including students with IEPs, IFSPs, ITPs and 504 plans</td>
</tr>
<tr>
<td>4.3</td>
<td>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</td>
</tr>
<tr>
<td>6.1</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning</td>
</tr>
</tbody>
</table>

Content Areas

- Be able to build students, Problem solving skills, Critical thinking skills, Communication skills, Collaborative and technical skills
- Help students to turn these thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques
- Assure that all students at various English proficiency levels have the academic language necessary to engage the content in a meaningful way
- Provide a safe and secure environment that allows students to take risks and approach artistic, design, and aesthetic problems in multiple ways
| **ELA** | • All teachers should understand and be able to teach students about the historical, cultural, and contemporary contributions of art-- providing insights into the role and development of the visual arts in past and present contexts throughout the world  
• Teach the state adopted academic standards for students in English language arts and English language development  
• They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.  
• Teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective.  
• Make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.  
• Appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text.  
• Teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts. |
| **Health** | • Teachers will assure that students, at various English Language Proficiency levels, will have the academic language needed to engage with the content in a meaningful way  
• Teachers will teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subjects, relevant text and graphics, and media presentations presented in diverse formats  
• Teachers will teach problem solving and critical thinking skills that help develop the decision-making process and promote healthy behaviors |
| **HSS** | • Ask questions and structure academic instruction to help students recognize implicit and explicit biases and subjectivity in historical actors  
• Support discussion of sensitive issues and encourage students to reflect and share their insights  
• Students will learn and use analytical thinking skills  
• Teach students how cultural perspectives inform and influence understanding of history |
| **Math** | • Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.  
• Require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning and relevant evidence.  
• Enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems.  
• Engage students in the standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.  
• Demonstrate positive attitudes toward mathematics and encourage student curiosity, flexibility, and persistence in solving mathematical problems. |
| **Music** | • They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.  
• They inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries. |
- Teachers demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards.
- They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines.
- Students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

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| SCI | • Encourage students to pursue science and engineering interests, especially to students from groups underrepresented in the science and engineering careers.
|     | • Teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject relevant texts and graphic/media represented in diverse formats.
|     | • Demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.
|     | • Observation #2 Single Subject Science

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| PE | • Build content rich instructional sequences that connect prior learning and establish pathways to future learning in PE and other academic disciplines.
|     | • Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content

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| WL | • Demonstrate that they have the knowledge of using technology to support and enhance their instruction. |
Observation #2 (suggested observation during week 5 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Provides 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, scaffolding across content areas, and structured English immersion, and demonstrate an understanding of 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>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.</td>
</tr>
<tr>
<td>2.6</td>
<td>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 including students with IEPs, IFSPs, ITPs and 504 plans.</td>
</tr>
<tr>
<td>3.1</td>
<td>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</td>
</tr>
<tr>
<td>3.2</td>
<td>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.</td>
</tr>
<tr>
<td>3.5</td>
<td>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.</td>
</tr>
<tr>
<td>4.1</td>
<td>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.</td>
</tr>
<tr>
<td>5.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Content Areas

**II Art**
- Teacher will encourage students’ creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making
- Teacher will establish, teach, and monitor procedures for the safe use and storage of art equipment and materials used during the creative process
- Teacher is to understand how to design and implement instruction that will help students uncover the connection between visual art context and skills to college and career opportunities and lifelong learning
- Assure that all students are provided access to works of art that are broadly representative of the cultural diversity around them

**ELA**
- Teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective.
- They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.
- Appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas.</td>
<td><strong>Teach students to write argumentative and expository text in the content area. Need to understand how to teach speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas that help contribute to the learning of the content of health education.</strong></td>
</tr>
<tr>
<td>Determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency. Prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction.</td>
<td>Teachers should help students recognize the short and long-term effects of lifestyle choices.</td>
</tr>
<tr>
<td>Health</td>
<td><strong>Use history and related social sciences to develop students’ understanding of the physical world.</strong></td>
</tr>
<tr>
<td><strong>HSS</strong></td>
<td>Connect understandings of people, events and debates to broader themes, concepts and principles so that students understand their physical world.</td>
</tr>
<tr>
<td>Math</td>
<td><strong>Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.</strong></td>
</tr>
<tr>
<td></td>
<td>Assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking, such as open-ended questions, investigations, and projects.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of an ability to teach mathematics content aligned with the CA State Standards and applicable ELD Standards.</td>
</tr>
<tr>
<td>Music</td>
<td><strong>They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.</strong></td>
</tr>
<tr>
<td></td>
<td>Teachers instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. They use a variety of instrumental, choral, and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.</td>
</tr>
<tr>
<td></td>
<td>Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.</td>
</tr>
<tr>
<td>SCI</td>
<td><strong>Assure students at various English Proficiency levels have the academic language needed to meaningfully engage in the content.</strong></td>
</tr>
<tr>
<td></td>
<td>Teach students to provide ethical care to live animals.</td>
</tr>
<tr>
<td>PE</td>
<td><strong>Collect evidence of student learning through the use of appropriate assessment tools and know how to use the evidence they collect to inform instructional decisions and provide feedback to students.</strong></td>
</tr>
<tr>
<td></td>
<td>Provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.</td>
</tr>
<tr>
<td></td>
<td>Design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life.</td>
</tr>
</tbody>
</table>
| WL | • Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using three communicative modes (interpretive, interpersonal, and presentational).
  • Demonstrate knowledge of the nature of the language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language.
  • Demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools. |
### Observation #3 (Suggested observation during week 7 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Suggested Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>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</td>
</tr>
<tr>
<td>1.8</td>
<td>Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
</tr>
<tr>
<td>3.4</td>
<td>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.</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Content Areas**

| Art   | Teacher is to guide students as they make informed critical judgments, evaluations, and responses to the quality, impact. And success of artwork through, Perceiving, Analyzing, Applying several sets of criteria to artwork.  
|       | Emphasize the contributions of art to historical and contemporary culture, society, and economy especially as it pertains to California.  
|       | Provide students with the skills and knowledge to develop their own relevant criteria for evaluation works of art, design, or collection of works. |

| ELA   | Appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text.  
|       | Teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas. |

| Health | Beginning teacher are sensitive to differences in individual growth and development variation in cultural and family life.  
|        | Beginning teachers recognize habits of individuals and integrate higher level thinking skills within the context.  
|        | Beginning teacher needs to assess individual and community needs for health education by interpreting data about social and cultural environments.  
|        | Teachers are able to identify opportunities for collaboration among health educators to improve their practice. |

| HSS   | Encourage participation in the democratic system of government.  
|       | Teach students about the past and help students understand advanced economic principles and personal financial literacy and improve their ability to make reasonable decisions based on evidence. |

| Math  | Engage students in the Standards for Mathematical Practice 2: Reason abstractly and quantitatively.  
|       | Engage students in the Standards for Mathematical Practice 4: Model with mathematics. |
| Music | • Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.  
• They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes.  
• Teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. |
| SCI | • Structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state adopted academic content standards.  
• Guide, monitor, and encourage students during investigations and experiments.  
• Demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols.  
• Focus of instruction between disciplinary core ideas, cross cutting concepts, and scientific and engineering practices as indicated in NGSS.  
• Integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data and literacy into science pedagogy. |
| PE | • Demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for physical education and appropriate English Language Development Standards.  
• Balance the focus of instruction between motor skill development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge and concepts related to physical fitness and the physiological and sociological concepts related to physical activity.  
• Teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education. |
| WL | • Enable skills (listening, speaking, reading, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.  
• Teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject relevant text and graphic/media in diverse formats. |
### Observation #4 (Suggested observation 9th week of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning and Multi-Tiered System of Support to support access to the curriculum for a wide range of learners within the general education classroom and environment.</td>
</tr>
<tr>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual AND performing arts, as appropriate to the content and context of learning.</td>
</tr>
<tr>
<td>3.6</td>
<td>Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access to the curriculum.</td>
</tr>
</tbody>
</table>
| 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.  
(Align with assignment) |
| 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.) |
| 4.7 | 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. |

### Content Areas

| II Art | • Support students’ literacy in expression and communication of ideas in both written and visual forms  
  • Support students’ development in the creative process, artistic skills, and techniques  
  • Explanations, demonstrations, and planned activities serve to involve students in the learning experiences in order to help them respond to sensory information through language and skills unique to the visual arts. |
| ELA | • Model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines.  
  • Provide students the opportunity to integrate media and technology as integral tools in the classroom. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>• Understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.</td>
</tr>
</tbody>
</table>
| HSS    | • Use timelines and maps to reinforce students’ sense of temporal and spatial scale  
        • Teach students how history social science concepts and themes provide insights into historical periods and cultures.  
        • Select and use primary and secondary documents and artifacts to help students understand a historical period, event, region or culture |
| Math   | • Engage students in the Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.  
        • Engage student in the Standards for Mathematical Practice 5: Use appropriate tools strategically.  
        • Provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. |
| Music  | • They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.  
        • They use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics.  
        • They use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. |
| SCI    | • Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.  
        • Explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. |
| PE     | • Know how to establish a learning environment that includes a variety of strategies and structures for best meeting students’ needs in learning the content of physical education.  
        • Create class environment that support students’ cultural and ethnic backgrounds, assure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students’ needs in learning the content. |
| WL     | • Enable skills (listening, speaking, reading, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.  
        • Teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject relevant text and graphic/media in diverse formats. |
## Observation #5 (Suggested observation week 11 of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>1.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual AND performing arts, as appropriate to the content and context of learning.</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>4.6</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>5.3</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Content Areas

| II Art |  • Instruction is designed so that all students are engaged through inquiry in researching for information and resources needed to explore an artistic question.  
• Strategically plan and implement and evaluate instruction  
• Beginning teachers teach students to write evaluative, argumentative and expository visual arts text. Create visual images and or structures or evaluate a collections of objects to express views, statements, or facts  
• Teach students to independently read both literal and visual texts and comprehend and evaluate instructional materials that include  
• Complex subject relevant text  
• Visual and written text  
• Graphic media representations presented in diverse formats |
|-------|---------------------------------------------------------------|
| ELA   |  • They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.  
• Make English Language Arts comprehensible to students at various English Language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.  
• Appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. |
| Health|  • Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.  
• Differentiate between health education practices that are grounded in scientific research and non-research based. |
| **HSS** | Independently read, comprehend, and evaluate instructional materials that include increasingly complex subject relevant texts, graph/media representations provided in a diverse format  
Engage with questions and topics of disciplinary significance rather than memorize facts |
| **Math** | Engage students in the Standards for Mathematical Practice 6: Attend to precision.  
Engage students in the Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning.  
Use developmentally appropriate and diverse strategies to engage students in grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. |
| **Music** | They are able to raise students' awareness of ethical responsibilities safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music  
Teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music.  
Teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music. |
| **SCI** | Teach students to write argumentative and expository text in the content area. |
| **PE** | Teach students to write argumentative and expository text in physical education.  
Support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. |
| **WL** | Teach students to write argumentative and expository text in the target language |
Observation #6 (Suggested observation during the 13th week of the semester)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Provide students with opportunities to access the curriculum by incorporating the visual AND performing arts, as appropriate to the content and context of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>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. (See Subject-Specific Pedagogical Skills in Section 2 for reference)</td>
</tr>
<tr>
<td>3.7</td>
<td>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</td>
</tr>
<tr>
<td>3.8</td>
<td>Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</td>
</tr>
<tr>
<td>6.1</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
</tr>
<tr>
<td>6.5</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Content Areas

| II Art | Provide students the opportunities to use and evaluate the strengths and limitations of media and technology as an integral creative, expressive, and communication tool |
|        | Demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source and Creative Commons as they apply to creating works of art and design. |
|        | Raise students’ awareness of the ethical responsibilities and safety issues when sharing images and other materials through the internet and other communication formats |

| ELA | They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards. |
|     | Make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating. |
|     | Model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. |
|     | Provide students the opportunity to integrate media and technology as integral tools in the classroom. |

<p>| Health | Understanding of professional, legal, scientific, behavioral, and philosophical principles. |
|        | Understand the role of the school health educator. |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **HSS** | • Provide students with the opportunity to use media and technology as tools to enhance their understandings of the content area  
• Provide students with the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom  
• Monitor progress of students as they work to understand, debate and critically analyze social science issues, data, and research conclusions from multiple perspectives. |
| **Math** | • Engage students in the Standards for Mathematical Practice 7: Look for and make use of structure.  
• Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.  
• Help students understand different mathematical topics and make connections among them. |
| **Music** | • They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool.  
• They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music.  
• Teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own.  
• Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. |
| **SCI** | • Emphasize the nature of science, the integration of engineering design, and connections between science, society, technology, and the environment.  
• Establish and monitor procedures for the care, safe use, and storage equipment and materials and for the disposal of potentially hazardous materials. |
| **PE** | • Provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area.  
• Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |
| **WL** | • Provide students the opportunity to use and evaluate strengths and limitations of media technology as integral tools for learning or demonstrating their linguistic and cultural competency.  
• Demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation of the culture and its people. |
Overview of Tasks and Assignments

**Demographic/Funds of Knowledge (TPE 2.1, 2.2 & 2.6)**
Describe the students in your placement by completing the form on Taskstream. You will observe the physical characteristics of the school, social settings where your students reside, and what it feels like to be part of the class, school, and community.

For each of the entries below, summarize your findings first and then address the impact of the information on classroom culture. Address the following in your description:
- demographic factors (physical characteristics of class, school & community)
- religious factors
- academic factors (literacy, math, etc.)
- discipline factors
- learning factors
- personal values
- home values (include when and what types of rewards students are given)
- prior experiences
- interests of the students
- personal sense of identity

**Parent Conference**
After participating in a parent conference, complete the Parent Conference form on Taskstream, which includes the following details:
- Overall purpose and specific reason for the conference
- Description of student’s work, attendance, tardy record, and behavior
- Recommendations for changes needed
- Parents’ concerns, student behavior at home
- Goals and recommendations that were agreed upon
- Conference summary
- Conference reflection

**Parent Communication (TPE 1.2, 2.6, 5.4, 6.4)**
Create two classroom letters to give to students’ parents or guardians. Your first letter will be to introduce yourself to the students and their parents. The second letter will be a closing letter about goals and expectations for winter or summer break. Both letters will be uploaded to Taskstream. Please adhere to the following guidelines:

Parent Letter 1 should include:
- Introduce yourself to the students, parents, community
- Communicate classroom routines, procedures, and norms
- Student expectations
- Classroom management policy
- Platform you will use to communicate this information (Dojo, Schoology, letters, agendas, remind app)
- Academic goal that the students have made toward increasing their content knowledge
- Words of encouragement

Parent Letter 2 should include:
- Overall growth of the classroom (cite an example)
- Overall growth of students including their original goal and their progress toward the goal (cite any revisions that the students may have made over time)
• Reading and math goals for multiple subject, content and literacy goals for single subject for the summer/winter break
• Share a favorite activity or lesson from the year
• Give thanks to express gratitude for the opportunity to be there

Formal Observations
1. During the course of the semester, the university supervisor will make six formal observations. The process and documents utilized during observations include:
2. Pre-Observation: Using the observation schedule the supervisor discusses the TPEs to be observed during the lesson.
3. Construct a lesson plan using the CSUDH format to demonstrate the TPEs as well as continue the flow of content and instruction in the classroom. Submit the lesson plan to Taskstream 48 hours in advance of the observation.
4. During the observation, the supervisor completes the DOTI scripting form. The supervisor will focus on what students are doing and saying in response to your teaching. The supervisor will also be reviewing your enactment of the lesson in terms of the TPEs to be demonstrated.
5. After the lesson, the supervisor will hold a conference regarding the TPEs met and assign a reflection question to be completed in Taskstream.
6. In addition, the supervisor will evaluate the observation lesson and attach the DOTI form to the evaluation on Taskstream.

Note: In addition, your master teacher will script two formal observations that will be submitted to your supervisor.

Journaling and Observation Reflection (TPE 6.1, 6.2)
You are required to write six (6) “official” observation reflections (one after each formal observation), which will be submitted to Taskstream. These official observation reflections will be assigned and scored by the university supervisor. On Taskstream you will complete a form in which you identify the TPE addressed, write your assigned question, and answer the question as a narrative. In addition, at the end of each week, when there is not an official observation reflection to complete on Taskstream, the candidate will write an informal reflection for the supervisor. The supervisor will collect, read, and provide feedback based on the informal reflections.

Supervisor Surveys (For all Candidates) & Master Teacher Surveys (For Student Teachers ONLY)
At the end of your student teaching, you will complete two surveys, a master teacher and supervisor survey, which will be submitted to Manager, CSUDH instead of your supervisor.

Documentation of Hours/PD Log (TPE 6.4 & 6.5) (For Student Teachers Only)
Every week, you will log your student teaching hours. In addition, you will keep a log of the school related meetings/workshops and activities that you have attended. Candidates are required to attend Open House/Back to School Night as well as other school related functions held during regular school hours. In addition, activities held after school hours, staff meetings, and parent conferences should also be on your agenda. The Teacher Education Department would like the credential candidate to attend all staff meetings if they do not interfere with classes held on the Dominguez Hills campus. At the end of every week, your master teacher will sign off on the hours logged. This document (p. 19) will be uploaded to Taskstream.

Student Teacher Information Sheet (For Student Teachers Only)
The student information sheet is completed during orientation as a hard copy to provide the university supervisor with the necessary information to communicate with you. In addition, the student information sheet is also completed as a form on Taskstream.
**Intern Support and Mentoring Log (For Interns Only)**
Review instructions and activities listed for completing the Intern Support and Mentoring Log (Excel document found at [https://www.csudh.edu/coe/forms/](https://www.csudh.edu/coe/forms/)). Use the spreadsheet located under the InternLog tab to record hours spent completing any of the activities listed. At the end of each semester, your log should total a minimum of 72 hours of general support (2 hours per week). Any intern not possessing specialized EL training needs to record an additional 22.5 hours of support focused on teaching English learners. The support provider, supervisor, and intern must sign a hard copy of the log. Upload the log to Taskstream and submit the hard copy to the clinical coordinators.

**Intern Support Provider Agreement/Consent Form & Principal Approval/Support Provider Information Sheet (For Interns Only)**
During Fieldwork I & II, the intern will secure a Support Provider at the school site. The student will have the Support Provider sign the agreement (Appendix 13), once it is signed it will be turned in to Clinical Support Coordinator.

**Support Provider Disposition (For Interns Only)**
The supervisor will have the Support Provider score the candidate based on the Support Provider Disposition rubric (Appendix 12). The supervisor will then transfer the Support Provider’s scores to Taskstream.

**Overview of the Summative Assessment for Candidates**
Senate Bill 2042 (Chapter 548, Statutes of 1998) and Senate Bill 1209 (Chapter 517, Statutes of 2006) require all multiple and single subject credential candidates attending California preliminary teacher preparation programs to pass a Teaching Performance Assessment (TPA). This assessment is designed to give you the opportunity to develop, refine, and demonstrate your teaching knowledge, skills, and abilities during your teacher preparation program. The CalTPA is aligned with the state-adopted academic content standards for students, as well as with state content frameworks, the California Standards for the Teaching Profession and the Teaching Performance Expectations (TPEs). The CalTPA is part of a three-semester preparation cycle of growth and development.
International Society for Technology in Education (ISTE)

ISTE Standards for Students (retrieved from iste.org/standards)

1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
   a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
   b. Students build networks and customize their learning environments in ways that support the learning process
   c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
   d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen – Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical
   a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
   d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
   a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
   c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
   d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer – Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
   a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
   b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
   c. Develop, test and refine prototypes as part of a cyclical design process.
   d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   a. Formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
   b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
   c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
   d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
   a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
   b. Create original works or responsibly repurpose or remix digital resources into new creations.
   c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
   d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
   b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
   c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
   d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
International Society for Technology in Education (ISTE)

ISTE Standards for **Educators (retrieved from iste.org/standards)**

1. Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
   a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
   b. Pursue professional interests by creating and actively participating in local and global learning networks.
   c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
   a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
   b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
   c. Model for colleagues the identification, exploration, evaluation, duration and adoption of new digital resources and tools for learning.

3. Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
   a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
   b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
   c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
   d. Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
   a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
   b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
   c. Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
   d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
   a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
   a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
   b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on maker-spaces or in the field.
   c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
   d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
   a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
   b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
   c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
Sample Letters of Introduction

Administrator

Dear Administrator,

The bearer of this letter is currently a University Supervisor for California State University, Dominguez Hills. As a supervisor I will be observing and scoring a credential candidate as they finish their clinical experience on your campus in our Teaching Education Program, and as such is taking a class that necessitates participating in a classroom of an experienced teacher in his or her subject area for 450 hours over the course of 15 weeks. We thank you in advance for supporting the teacher-training program at California State University, Dominguez Hills (CSUDH) by agreeing to place the candidate this semester.

The purpose of this “intensive” experience is to gain hands-on experiences through observing and participating in urban, multiple/single-subject classrooms, under the direction of experienced teachers. While the candidates are completing their intensive full-time participation, they are simultaneously participating in coursework to fulfill their credential requirements. As a student teacher and credential candidate, they will be sharing classroom experiences, problems and situations, as well as receiving guidance and coaching in order to develop their knowledge and skills to teach all children effectively. Discussions will be focused on specific teaching performance expectations each session so that they are better prepared for what they will face as the teacher of record.

If you have questions or concerns, please contact me at xxx@csudh.edu, or by phone at (310) 243-XXXX (office). If you leave a message, please include your name, school, phone number, times you can be reached, and the substance of your question/concern. I will return your call as soon as possible. We look forward to working with you this semester.

Master Teacher

Dear Master Teacher,

Thank you so much for agreeing to host one of our credential candidates. Last semester these students completed most of their methodology coursework in our teacher education program. These candidates have already completed their certificate of clearance and have passed the necessary tests to begin their student teaching.

Their time in your classroom will enable them to gain hands-on experiences through observing and participating in an urban, multiple/single subject classroom under the direction of an experienced teacher. We hope you will work with your credential candidates to assure that their lessons fit into the continuity of your curricular scope and sequence. This will enable them to complete a major assignment that includes practical experience required for their university course. One of their tasks will be to complete is the state mandated Teacher Performance Assessment that requires them to record two short videos of their teaching. We would very much appreciate your helping them to obtain, distribute, and collect your district permission slips to record their lesson to the students in your classroom. If you prefer, we have provided the credential candidate with a sample permission slip that the students’ parents may sign.

Before offering you some helpful hints and guidelines, we want to stress the importance of communication. As the university supervisor, I will be visiting periodically while our students are in their assigned classrooms. I will also be evaluating their Teacher Performance Expectations. I would very much appreciate your sharing the successes, as well as consulting with me whenever there are any issues or difficulties. We wish to facilitate the candidates’ success as well as help you as a master teacher get
the most out of their participation in this placement. You may contact me at XXX@csudh.edu. This is the best way to communicate with me, but please feel free to contact me by phone at (310) 243-XXXX (office). If you leave a message, please include your name, school, phone number, times you can be reached, and the substance of your question/concern. I will return your call as soon as possible.

Some guidelines:

- Please provide your candidate(s) with important phone numbers and email, in case they need to inform you if they will be absent or late for their observations.
- Please inform the candidates of your classroom procedures and rules, as this will help them keep continuity in your classroom.
- Please allow them a few minutes per day to ask you any questions they may have. A regularly scheduled time will be helpful.

The best way you can assist your credential candidate(s) get started is to help them set up a regular schedule. They are completing a number of assignments for courses they are participating in on our campus. Please take a moment to understand their requirements for their classes to assist them with any problems that arise.

Thank you for providing this important service to your profession. Some day in the near future when these fine candidates become fully credentialed teachers, they will remember your role in helping them become top quality urban professionals.

I look forward to working with you this semester.
Contact Information

Fieldwork Coordinator – places student teachers with master teachers, assigns supervisors for interns, schedules and holds trainings for university supervision. Cristina Stephany cstephany1@csudh.edu
Ruben Hernandez rahernandez@csudh.edu

Clinical Support Coordinator – in charge of all fieldwork related items, including but not limited to: filling out paperwork associated with supervision and fieldwork, phase III petitions and assisting with student teaching placements. Dawn Cook vcook@csudh.edu

TaskStream Coordinator – assigns new accounts and helps with log-in and access issues on taskstream. Janet Severance jseverance@csudh.edu

Assignment Clarification – Cristina Stephany cstephany1@csudh.edu / Ruben Hernandez rahernandez@csudh.edu

Bilingual Authorization Certification – questions regarding BCLAD and dual language programs. lsarmiento@csudh.edu

Department Chair – Dr. Lilia Sarmiento lsarmiento@csudh.edu

CSUDH Website www.csudh.edu/coe/forms
Candidate Expectations Timeline for Classroom Student Teaching
Suggested Timeline for Assignment Completion

Week 1 (of placement) Understanding the school culture, policies, procedures, demographics
- Candidate should not have regular teaching duties so that they may observe their Master Teacher and conduct the following learning activities:
  - Understand lesson planning.
  - Take a tour of the school noting locations of important offices.
  - Interview school administrator, counselor, office staff, etc. for their roles and responsibilities.
  - Walk the school neighborhood and note where students live, what resources are in the area (library, grocery stores, etc.), where they shop, etc.
  - Look up the schools’ website for demographic information.
  - Observe and understand classroom behavior plan including how you can contribute to community building within the classroom.
  - Take roll, score papers and assist in record keeping.
  - Participate in meetings when on-campus and during assigned hours.
  - Understand classroom assessment procedures.

Assignment Completion:
- Submit Student Teacher Information form.
- Work on Funds of Knowledge assignment.

Weeks 2-3 Understanding regular teaching duties and conduct teaching and learning activities
- Candidates should continue responsibilities from week 1.
- Take responsibility for assisting in implementation of Master Teacher’s classroom community guidelines and class rules.
  - Assist in the planning of lessons with Master Teacher.
  - Assist in planning assessments with Master Teacher.
  - Assist with the analysis of assessment materials after instruction.
  - Assist with planning next steps for instruction.
  - Work with a small group (3 to 5) of students under the guidelines of the Master Teacher.
  - Whole class instruction at the discretion of the Master Teacher.
  - Use weekly reflective journal.

Assignment Completion:
- Submit Funds of Knowledge assignment (week 2).
- Complete one observation and one formal reflection with supervisor.

Weeks 4-9
- Continue responsibilities from weeks 1 to 3.
- Independently design and execute lessons approved by Master Teacher.
- Grade assessments, record grades and provide constructive feedback to students under the guidance of the Master Teacher.
- Devise next steps for instruction based on student assessments and personal reflections.
- Candidate should have full control of the classroom during this interval. They should also be co-teaching with the master teacher.

Assignment Completion:
- Submit first Parent Letter.
- Complete three observations and three formal reflections with supervisor.

Weeks 10 to 15
- Continue responsibilities from weeks 1 to 9.
- Teach a full-day for all subjects or for all levels in the content area. (Five periods for a Single Subject candidate) This aligns with the California Commission on Teacher Credentialing requirements.
- Independently design and implement multi-tiered lessons in content areas (approved by Master Teacher).

Assignment Completion:
- Submit second Parent Letter.
- Submit Parent Conference form.
- Complete two observations and two formal reflections with supervisor.
- Submit Documentation of Hours/PD Log.
- Submit Master Teacher and Supervisor Survey to Manager, CSUDH.
Candidate Expectations

The TED credential program is a collaborative effort among the university, school districts, and the credential candidate. The candidate must:

- Purchase TaskStream at [https://www1.taskstream.com/](https://www1.taskstream.com/) to submit coursework, participate in student teaching or fieldwork, and to complete the summative assessment.
- Follow all requirements for admission/registration prior to each program phase
- Check Toromail account regularly for messages from advisor, assessor, instructor, Mentor Teacher or TED division.
- Make appointment with an advisor prior to course registration in all phases.
- Follow required sequence for all courses throughout program.
- Complete and submit all course assignments and program documents at the required time.
- Maintain a “B” average with no grade lower and “C” in TED courses.
- Courses may be repeated only once (see CSUDH University Catalog).
- Program information, application forms, and the contents of this handbook are available on the COE website: [http://www4.csudh.edu/coe/programs/teachereducation/index](http://www4.csudh.edu/coe/programs/teachereducation/index) Candidates are responsible for all program information and therefore should frequently access this link for announcements.
- Candidates must complete all the requirements for the credential within five years. This time limit commences with the semester of the earliest course used on the candidates credential program of study.
- Obtain current assessment requirements and procedures from program handbook.
- Maintain an active TaskStream account to submit your assignments and to retrieve scores.
- Maintain personal copies of all documents including forms provided by supervisor, master teacher, and assessor.
- Candidates are expected to follow CSUDH student rights and responsibilities: [http://www4.csudh.edu/student-rights/](http://www4.csudh.edu/student-rights/)
- Candidates are expected to demonstrate commitment, responsibility, and professional ethics.
- Candidates in field experience are expected to follow district and school rules and procedures (appropriate comportment, attendance/punctuality, proper attire, etc.) Note: Candidates may be dismissed for failure to: meet university/school district requirements, maintain required GPA, or honor Professional Conduct rules (see Section VIII E for additional procedures)

Family Events at the School Site

Candidates are required to attend Open House/Back to School Night as well as other school related functions held during regular school hours or sponsored by the school if after the regular school day, unless classes are scheduled that day. Staff meetings and parent conferences should also be on the agenda of the credential candidate. While the Teacher Education Department would like the credential candidate to attend all staff meetings if they do not interfere with classes held on the Dominguez Hills campus. Parent conferences are also a good way for the credential candidate to understand all of the duties held by the teacher of record, it is not necessary that the candidate attend all conferences; however a couple would be helpful.
Bilingual Authorization Information

Multiple Subject Candidates:

Students who are earning their bilingual authorization should be assigned to a dual language classroom. If not, please notify the Student Teaching Coordinator. Teacher candidates are to write their lesson plans in the language of instruction. The rest of their work can be written in English.

If for some reason, a student teacher cannot be placed in a dual setting, arrangements need to be made so the teacher candidate can teach at least two lessons in Spanish in the same class or in another classroom.

CTC approves CalTPA Multiple Subject submissions in Spanish beginning with the 2018-2019 year, for CalTPA Multiple Subject submissions, no translation is required if the language of instruction is Spanish. For submissions in all Single Subject content areas, except World Languages, any evidence in a language other than English must be accompanied by a translation. More information on these requirements will be available with the release of the 2018-2019 CalTPA Assessment Guide in Fall 2018.

Single Subject Candidates:

Students who are earning their bilingual authorization should be assigned to a middle school or high school with a dual program; one period should be taught in Spanish. At least two lesson plans need to be written and evaluated in Spanish. Please notify the Coordinator if this is not possible.

For all bilingual candidates the Bilingual Authorization Documentation Form needs to be completed. During the semester, the Supervisor documents the candidate’s progress as s/he meets each of the competencies. The form is to be scanned and uploaded to TaskStream.

CTC approves CalTPA Multiple Subject submissions in Spanish beginning with the 2018-2019 year, for CalTPA Multiple Subject submissions, no translation is required if the language of instruction is Spanish. For submissions in all Single Subject content areas, except World Languages, any evidence in a language other than English must be accompanied by a translation. More information on these requirements will be available with the release of the 2018-2019 CalTPA Assessment Guide in Fall 2018.
FAQ

• **What do I do with the lesson scripting/notes that is from the observation?**
  o Attach the lesson observation notes to the scoring section at the bottom of the rubric on TaskStream.
  o Include pictures if they are applicable to the lesson

• **How do I guide candidates in the next steps?**
  o In their post-conference, first review their reflection and have a cognitive coaching session with them. Then use the TPEs to guide the direction for the next observation… Assign a reflective question (samples in appendix) and have them add to their reflection section on TaskStream. Encourage them to speak with their Master Teacher about what you discussed in the post-conference

• **When do I meet with the candidate after the lesson?**
  o Set up an ideal time that works for both of you whether it is before or after school. Make sure you give yourself enough time to have reflective conversations and time to answer questions. (possibly 30-45 min)

• **How do/did I get on TaskStream?**
  o TaskStream is the online platform for submission and archiving documents, scores and rubrics. As a university supervisor you will need to have a TaskStream account to access candidate work and to provide rubric scores. If you do not have an account, please see the contact section for further information.

• **When is everything due to CSUDH?**
  o All assignments, observation scoring, observation scripting are due on or before CSUDH’s final exam week.

• **What are the hours the candidates should keep?**
  o Candidates are expected to arrive and leaving during the master teacher’s contract hours. The only exception is if they have to attend class in the evening. Classes on campus begin at 4pm.

• **What school activities should they participate in?**
  o Candidates are expected to attend school activities as part of their experience. E.g., Back to School Night, Open House, parent/guardian conferences

• **Who do I need to speak to for specific problems?**
  o Please see the section on contact information included in this handbook.

• **Where can I find online copies of all the documents?**
  o [https://www.csudh.edu/coe/forms/](https://www.csudh.edu/coe/forms/)
Letter of Recommendation: Possible Topics

The basics:
- Kept regular hours while student teaching
- Dependable
- Communication skills
- Writing skills
- Healthy relationships with coworkers
- Safe environment for students
- Content knowledge
- Attends staff meetings and workshops
- Adheres to routines and procedures

In the classroom
- Management style
- Reinforce classroom rules
- Patience
- Maintains record keeping
- Communication and interaction with others
- Uses relevant technology to support and differentiate instruction
- Encourages and monitors instruction to adjust teaching strategies
- Nurtures and supports a culture in the classroom where students feel safe, engaged, and a sense of belonging

Lesson planning
- Creative lesson planning
- Engaging
- Standards based
- Analyzes data for lesson planning

Instruction
- Monitors understanding
- Implements strategies to achieve learning outcomes
- Demonstrates skill when working with students from diverse cultures, economic and ability backgrounds
- Adapts lessons to reflect educational needs
- Scaffolds/differentiates instruction to accommodate several levels of academic and behavioral achievement

Other stuff
- Encourages parent and community involvement
- Participates in appropriate professional activities
- Participates in extracurricular activities
- Reflects regularly to review and evaluate one’s own teaching
Appendices
## Appendix 1

### Assessment Summary of Teaching Practice (ASTP)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Element Description</th>
<th>Score (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 1: Engaging and Supporting All Students in Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge…</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families…</td>
<td></td>
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<tr>
<td>1.3</td>
<td>Connect subject matter to real-life contexts and provide active learning…</td>
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<tr>
<td>1.4</td>
<td>Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of UDL and MTSS…</td>
<td></td>
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<tr>
<td>1.5</td>
<td>Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving…</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Providing supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches…</td>
<td></td>
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<tr>
<td>1.7</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual and performing arts…</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
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</tr>
<tr>
<td><strong>TPE 2: Creating and Maintaining Effective Environments for Student Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Promoting students’ social-emotional growth, development, and individual responsibility…</td>
<td></td>
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<tr>
<td>2.2</td>
<td>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…</td>
<td></td>
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<tr>
<td>2.3</td>
<td>Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually and emotionally healthy and safe…</td>
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<tr>
<td>2.4</td>
<td>Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile.</td>
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<tr>
<td>2.5</td>
<td>Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</td>
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<tr>
<td>2.6</td>
<td>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.</td>
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<tr>
<td><strong>TPE 3: Understanding and Organizing Subject Matter for Student Learning</strong></td>
<td></td>
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<tr>
<td>3.1</td>
<td>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</td>
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</tr>
<tr>
<td>3.2</td>
<td>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.</td>
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</tr>
<tr>
<td>3.3</td>
<td>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…</td>
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<tr>
<td>3.4</td>
<td>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…</td>
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</tr>
<tr>
<td>3.5</td>
<td>Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language…</td>
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<tr>
<td>3.6</td>
<td>Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access…</td>
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<tr>
<td>3.7</td>
<td>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 use of Creative Commons…</td>
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<tr>
<td>3.8</td>
<td>Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</td>
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</tbody>
</table>

| 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… |
| 4.2 | Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence… |
| 4.3 | Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development… |
| 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… |
| 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. |

<table>
<thead>
<tr>
<th>TPE 4: Planning, Instruction and Designing Learning Experiences for All Students</th>
</tr>
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</table>

| 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… |
| 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. |

<table>
<thead>
<tr>
<th>TPE 5: Assessing Student Learning</th>
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<tbody>
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<td>6.1</td>
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<td>6.6</td>
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<td>6.7</td>
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</tbody>
</table>

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811  

From the Preliminary Multiple Subject and Single Subject Credential Program Standards Handbook  
Handbook Revised June 22, 2017  
Available at: [http://www.ctc.ca.gov](http://www.ctc.ca.gov)
### Appendix 2: DH Teacher Education Lesson Plan

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### I. Standards

<table>
<thead>
<tr>
<th>Content:</th>
<th>Literacy:</th>
</tr>
</thead>
</table>

### II. Description of Content

### III. Learning Outcome

<table>
<thead>
<tr>
<th>Objective(s) for Content:</th>
<th>Objective(s) for Literacy:</th>
</tr>
</thead>
</table>

### IV. Curriculum Connection

### V. Academic Language: Language Demands, Vocabulary, Key Genre

### VI. Materials

### VII. Instruction

#### a. Engagement

(Motivational Activity, Recall of Prior Knowledge, Connection to Background Experience. Include academic and literacy scaffolding and differentiation strategies for EL, special needs, struggling, gifted, at risk, etc.)

- Engagement Scaffolding and Differentiation Strategies for Academic and Literacy Development

- Engagement Assessment Strategies (Formative and checks for understanding including scaffolding strategies for individual learners)

#### b. Instructional Sequence

(Teaching Methodology With Student Activities - includes academic and literacy scaffolding and differentiation strategies for EL, special needs, struggling, gifted, at risk, etc.)

- Instructional Scaffolding and Differentiating for Academic and Literacy Development

- Instructional Assessment Strategies (Formative and checks for understanding including scaffolding strategies for individual learners)

#### c. Application Activity

- Application Activity scaffolding and differentiating strategies for Academic and Literacy Development

- Application Assessment (summative)

### VIII. Accommodations for Individual Learners

### IX. Homework (if appropriate)
# Appendix 3

## DH Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Value: 1.00</th>
<th>Value: 2.00</th>
<th>Value: 3.00</th>
<th>Value: 4.00</th>
<th>Value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject, standards, materials and resources, and grade level</strong></td>
<td>Missing one or more entries</td>
<td>All information is provided</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Description of Content | Description of the content is missing or incomplete | Description is detailed and understandable | | |

| Learning Outcome/Objective | The objective for the lesson is unclear OR The content of the lesson does not match the objective | Content objectives lack a central focus. Lesson does not include a literacy objective | Content and literacy objectives are present and have a central focus. Objectives are consistent with the content of the lesson. | Content and literacy objectives are clearly stated in measurable and observable terms and are consistent with the content of the lesson. | Content and literacy objectives are clearly stated in measurable and observable terms and are consistent with the content of the lesson. The lesson includes an additional content area that makes a real-world connection for the students. |

| Instruction: Engagement | It is unclear how the students are to be engaged in the lesson | There is little attempt made to activate prior knowledge/experience | Engagement activity activates prior knowledge or background experience of the students | Engagement activity activates prior knowledge AND background experience of the students | Engagement activity activates prior knowledge, background experience and interests of the students |

<p>| Instruction: Sequence | Development lacks organization and detail and the strategies are not appropriate to the subject matter. There is no indication of opportunity for students to construct knowledge. Instructional strategies are not appropriate to subject matter, nor do they address | Strategies relate somewhat to the subject matter, and provide little opportunity for students to construct knowledge. Instructional strategies provide little support for those with specific student learning needs. All learning tasks do not clearly build towards student understanding. | Strategies are acceptable to the subject matter, with some opportunity for students to construct knowledge. Activities draw somewhat upon student backgrounds or interests. Some instructional strategies provide structured support for those with specific student learning needs. Progression of learning tasks builds towards deep understanding or learning. | Strategies for intellectual engagement offer structured opportunities for students to actively develop their own understanding of the subject. Activities draw upon students’ prior learning as well as experiential backgrounds or interests. Scaffolding or other structured forms of support provide access for all learners. Includes | Strategies for intellectual engagement offer structured opportunities for students to actively develop their own understanding of the subject. Activities draw upon students’ prior learning as well as experiential backgrounds or interests. Scaffolding or other structured forms of support provide access for all learners. Includes |</p>
<table>
<thead>
<tr>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction: Application</strong></td>
<td>Application is inappropriate to the subject matter and/or strategy.</td>
<td>Application is either marginally appropriate to the subject matter and/or strategies, or only included as a small part of the lesson</td>
<td>Application is effective for providing practice or reflection on the subject matter.</td>
<td>Application effectively provides practice or reflection on the subject matter and fits with the strategies used.</td>
</tr>
<tr>
<td><strong>Academic Language</strong></td>
<td>No or only a few vocabulary or terms are identified with limited strategies for students to learn them.</td>
<td>Some vocabulary, terms, or language functions are identified. Strategies for addressing provide only superficial opportunities for students to learn them.</td>
<td>A range of vocabulary, terms, and other language functions central to the lesson are identified. Strategies to address language challenges are identified.</td>
<td>A range of vocabulary, terms, and other language functions central to the lesson are identified. Strategies to address language challenges are integrated into the lesson, with opportunities for students to learn and use them.</td>
</tr>
<tr>
<td><strong>Accommodations for Individual Learners</strong></td>
<td>Accommodations are not included for either low performing/special needs, or LEP students.</td>
<td>Accommodations are mentioned, but not integrated into the lesson, nor are they planned for low performing, special needs, and LEP students.</td>
<td>Accommodations are adequate and integrated within the lesson for low performing, special needs, and LEP students.</td>
<td>Accommodations are fully developed, integrated within the lesson, and planned for low performing, special needs, and LEP students.</td>
</tr>
<tr>
<td><strong>Assessment &amp; Evaluation</strong></td>
<td>Assessment is not included in the lesson plan, or is not related to the objective</td>
<td>Assessment tasks focus on one dimension of learning and do not necessarily allow students to demonstrate some</td>
<td>Assessment tasks focus on one or two dimensions of learning and allow students to demonstrate some</td>
<td>Assessment tasks focus on multiple dimensions of learning and allow students to demonstrate deep</td>
</tr>
<tr>
<td>value: 1.00</td>
<td>value: 2.00</td>
<td>value: 3.00</td>
<td>value: 4.00</td>
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<tr>
<td>and not appropriate to the subject. Assessment tasks do not allow students to demonstrate any new understanding or skill, nor do they accommodate students with special needs.</td>
<td>demonstrate some understanding or skill. Assessments do not accommodate for students with special needs.</td>
<td>understanding or skill. Assessments assess productive or receptive modalities. Assessments have been designed with some accommodations for LEP and students with special needs opportunities to demonstrate learning.</td>
<td>understanding or skill. Assessments assess both productive and receptive modalities. Assessments are modified, adapted, and/or designed to allow LEP and students with special needs opportunities to demonstrate learning.</td>
<td>understanding or skill. Assessments assess both productive and receptive modalities. Assessments have a multi-tiered system of support designed to allow LEP and students with special needs opportunities to demonstrate learning.</td>
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Appendix 4: Student Success Plan

Student Success Plan

Name of Student Teacher/Intern: __________________________  Semester: __________________________

Course involved in contract

☐ TED 435.01 - Multiple
☐ TED 455.01 - Single
☐ TED 445 01/02 - Multiple
☐ TED 465 01/02 - Single

Teacher Performance Expectations (TPE’s) to be met:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Terms of contract:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date by which terms of success plan are to be met: __________________________

NOTE: If the above named Student Teacher does not meet course requirements by the terms of this contract, the Student Teacher will receive NO CREDIT for the semester/course indicated above.

Signatures

Student Teacher: __________________________  Date: __________________________

Coordinator: __________________________  Date: __________________________

Supervisor: __________________________  Date: __________________________

Department Chair: __________________________  Date: __________________________

CC: Student Teacher’s Permanent File
Program Coordinator
Description of Teaching Index (DOTI)

Candidate Name __________________________________________   SID ________________
Date of Observation ___________   Observation # ___________

Before the Observation

<table>
<thead>
<tr>
<th>TPEs to be measured</th>
<th>Consultation comments (Supervisor)</th>
<th>Candidate reflections/comments</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Observations</th>
<th>Post-observation comments, reflections &amp; TPEs Met</th>
</tr>
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<tbody>
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Candidate Signature ___________________   Supervisor Signature ___________________
Appendix 6

Suggested Reflection Questions by Teacher Performance Expectations

<table>
<thead>
<tr>
<th>TPE</th>
<th>Reflection Questions</th>
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</table>
| 1.1 | • How might you have used students’ prior knowledge to help engage them in this lesson?  
     • What were some of the social/emotional needs of the students that were not met in this lesson? How did that manifest?  
     • How would knowledge of the linguistic features of ‘Student A’ have helped you teach the lesson more effectively?  
     • What would the child have had to know in order to gain access to what you were teaching?  
     • What were some of the barriers you saw that prevented the students from engaging in the lesson?  
     • How might you try and connect with the students in further lessons?  
     • What kind of scaffolding could you have implemented in order for the students to access the lesson and be engaged?  
     • How did you use students’ (prior experiences, interests, social-emotional needs, cultural, linguistic, and socioeconomic background) to plan your lessons?  
     • Based on what you know about (prior experiences, interests, social-emotional needs, cultural, linguistic, and socioeconomic background) what might you have done differently in your lesson to better fit their needs? |
| 1.2 | • What would be a more effective way to communicate with families?  
     • What types of data do you think is most useful for your families and why?  
     • How will the data you send to the families help you structure your lessons in the classroom?  
     • Why is communication with families about grades, classroom expectations, and progress towards goals important for your instruction? |
| 1.3 | • How did you make connections between the content were teaching and the students’ real-life experiences?  
     • How might you have connected what you were teaching with the real-life context the students bring to the table?  
     • How did your lesson connect with the students and in what ways did it motivate them to learn?  
     • What does student engagement look like to you?  
     • How might you have connected the subject matter to real life contexts? |
| 1.4 | • What developmentally appropriate instructional strategies did you use to make sure all students had access to the curriculum being taught?  
     • What types of differentiation would you have needed to do in order for all of your students to access the curriculum being taught?  
     • What sources of technology could you have used in this lesson to help all of your students gain access to the curriculum?  
     • In the future, how might you break down a lesson to make sure all of your students are understanding the material being taught? |
| 1.5 | • What opportunities did you provide for critical/creative inquiry? (Did they dig in and discover the big idea on their own?)  
     • What were the problem solving activities and their impact on engagement?  
     • How did the students respond and frame their own questions that demonstrated understanding or deeper inquiry?  
     • How did students articulate, analyze and reflect on their learning/engagement?  
     • What types of questioning did you use and how was it differentiated amongst the students? |
| 1.6 | • Explain the strategies and their effectiveness used to help language learners and/or students with needs access the content in an engaging way.  
• What scaffolds were used to content learning the content curriculums and describe its effectiveness?  
• What opportunities were provided during engagement, to practice content areas using Standard English proficiency?  
• How did the engagement strategies used connect the academic language to the language learners’ content knowledge?  
• How did the engagement strategies used connect the academic language to students with disabilities’ content knowledge?  |
| 1.7 | • How effective were the opportunities were provided to connect the “arts- visual and performing” in the context of learning?  
• How does using the “arts- visual and performing” help bridge engagement and content?  
• How does using the “arts-visual and performing” help develop and enhance the understanding of concepts and content?  |
| 1.8 | • How can you mitigate misconceptions that occurred during instruction and what steps should have been taken to redirect students during instruction?  
• How and/or how often did you monitor for learning during instruction?  
• What adjustments, were or should, have been made during the instruction?  
• What and when were transitions needed or made throughout the instructional time? What was there effectiveness?  
• What misconceptions were not accounted for in the lesson plan but necessary for instruction?  |
| 2.1 | • What can you do differently so that the students take more responsibility for their own learning?  
• What other interventions might you apply that will show that students are treating each other respectfully? Why would you use those interventions?  
• How can you apply some of the restorative justice strategies to build upon students’ social-emotional growth?  |
| 2.2 | • How do you think you could have improved the interactions among the students within their groups?  
• How can you structure your lesson to enable students to build upon one another’s learning through their responses?  
• How can you guide the students so that they respect on another’s perspectives, comments or questions?  
• What other procedures/interventions could you implement that would support the students’ learning?  |
| 2.3 | • What do you think is currently working with the system you have in place that promotes tolerance?  
• What follow-up is needed to ensure that students are feeling safe and free to express themselves in the classroom?  
• How can you better meet the needs of the students that require intellectual challenges?  |
| 2.4 | Not measured in fieldwork/student teaching  |
| 2.5 | • How can you support the needs of all of your students while still maintaining the same level of expectations?  
• What specific things might need to be adjusted to ensure that all students’ needs are being addressed?  |
<p>| 2.6 | • How did you establish and maintain clear expectations for positive classroom behavior?  |</p>
<table>
<thead>
<tr>
<th>TPE 3: Subject Specific Pedagogy and Making Content Accessible</th>
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</thead>
</table>
| • How effective were you with communicating classroom routines, procedures, and norms to students and parents?  
• How effective were the routines, procedures, and norms for students during classroom time and instruction?  
• How did you handle a student (or students) who displayed difficulty following the classroom routines, procedures, and norms set for the class?  
• In the next lesson, how might you positively reinforce students who exhibit an understanding of following the routines, procedures, and norms set for the class?  
  How might you mitigate that circumstance? |
| 3.1 • Do you believe you have demonstrated knowledge of the California State Standards and curriculum frameworks? Explain.  
  • How did you demonstrate your knowledge of the subject matter throughout the designed lesson?  
  • How would you evaluate your ability to demonstrate knowledge of the subject matter?  
  • How did your tasks build upon one another to meet the California standards? |
| 3.2 • How did you handle using the knowledge about students and learning goals to organize the curriculum to facilitate student understanding of the subjects matter?  
  • How did your accommodations and/or modifications promote student access to the curriculum?  
  • How did you determine the most effective way to organize the curriculum to facilitate student understanding of the subject matter?  
  • Based upon what you have observed, how would you explain the effectiveness of the accommodations and/or modifications needed to promote student access to the curriculum? |
| 3.3 • What are your thoughts on the steps you took in planning and designing instruction consistent with current subject-specific pedagogy in the content areas of instruction?  
  • How do you feel about the steps you took to implement and monitor instruction consistent with current subject specific-pedagogy in the content areas of instruction?  
  • How do you feel about the steps you took to design and implement disciplinary and cross-disciplinary learning sequences?  
  • How effective was your lesson with integrating the visual and performing arts as applicable to the discipline?  
  • Explain the benefits of planning and designing instruction consistent with current subject-specific pedagogy.  
  • What are the advantages of implementing and monitoring instruction consistent with current subject-specific pedagogy? |
| 3.4 • With whom and how did you collaborate with when determining subject matter for instruction? What did you learn from the collaboration?  
  • How might you provide multiple ways in which students can demonstrate their knowledge of content in the next lesson?  
  • How can you further engage students to express their knowledge of concepts learned during the lesson?  
  • When you have questions while planning who are the experts you consult with and why? |
| 3.5 • How can you adapt curriculum to support ELL’s & SEL’s, in acquiring and using the academic language used during the lesson?  
  • How can you adapt curriculum to support students with disabilities in acquiring and using the academic language used during the lesson? |
<table>
<thead>
<tr>
<th>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</th>
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</table>
| 3.6 | • How do you use technology with resources and standards aligned instructional materials?  
• What types of assistive technology can you employ in your next lesson to make the curriculum accessible for all students?  
• How can different types of technology facilitate student access to the curriculum within your lesson? What is the benefit? |  |
| 3.7 | • How will you use technology to model and develop digital literacy in your next lesson?  
• Within your lesson, how did you promote digital citizenship while using technology? What are your next steps?  
• How can you integrate copyright laws, fair use guidelines, and the use of Creative commons license into your next lesson?  
• How can you ensure internet security when using technology in your next lesson? |  |
| 3.8 | • How could the use of technology in the lesson inspire student learning and creativity?  
• How might you further utilize the use of technology to personalize learning activities to address students’ diverse learning strategies?  
• How could you use a variety of digital age media to communicate relevant information and ideas to students, parents and peers?  
• In your next lesson, what can you do to model and promote digital citizenship and responsibility?  
• How can you effectively use the available technology to support and enhance student learning? |  |
| 4.1 | • How could you have used assessment data to design the lesson and support student learning?  
• What steps would you take to apply a student’s language proficiency in short/long term planning?  
• What are some ways that a student’s cultural background can be incorporated in long term lesson planning?  
• What implications did the students learning needs and goals have in your lesson?  
• What kind of student information/data is important to include to improve the lesson? |  |
| 4.2 | • How did you and how further can you incorporate your knowledge of typical and atypical child development characteristics in your lesson?  
• Based on the atypical development of the student, how can you provide more opportunities to practice to be able to produce the desired outcome?  
• How can you modify your lesson to ensure a more successful outcome for all of your students?  
• What were some factors of child development characteristics that hindered the successful implementation of your lesson? |  |
| 4.3 | • How might you better include more than one academic discipline in your lesson?  
• What were some of the benefits to interconnect those academic subjects in your lesson? |  |
| 4.4 | • How can you maximize your instructional time during the lesson?  
• How could you have provided more ways to access the curriculum while maintaining your time management?  
• What and how could you have included more technology to help maximize the learning of content?  
• What assistive technology could have been used to help student(s) access the curriculum?  
• What other strategies could have been used to include all ranges of English learners in order for them to access the curriculum?  
• What additional modifications could have been used for students with disabilities?  
• Where in your lesson could you insert more opportunities for student to support one another and encourage interactions?  
• What resources or services could have been used to provide more opportunities to access the curriculum? |

| 4.5 | • What opportunities could be provided for students to advocate for the strategies that they learn best from?  
• How could students with specific learning disabilities have an opportunity to articulate and/or advocate their understanding of their learning? What opportunities have you provided for students to advocate for their own learning and understandings?  
• How could students with specific learning disabilities have an opportunity to articulate and/or advocate their understanding and advocate for strategies for their best learning in their transitional plans? |

| 4.6 | • What are other resources you could have used to better support your planning and instruction?  
• Who are the people/specialist you could collaborate with to enhance your planning and instructional skill?  
• In what ways would co-teaching be beneficial for you in your next planning and instruction?  
• Who are other networking resources you can use to support, review, or revise your planning and instruction and how will you communicate? |

| 4.7 | • What strategies could you plan for that would increase student participation?  
• How could more interactions of student-to-student opportunities impact the learning of content and where would you put them in the lesson plan?  
• In your next plan, what strategies will you use to make the teacher to student interactions more impactful and student led? |

| 4.8 | • How might you incorporate digital tools into your next lesson?  
• How might you create new content to personalize learning for all students in your next lesson?  
• How might you engage students using technology-rich activities in your next lesson?  
• How might you promote digital literacy within your next lesson?  
• How might you plan to have students share their learning through multiple means? Why is this beneficial? |
### TPE 5: Assessing Student Learning

#### 5.1
- Analyze use of assessment by describing its purpose and explain how you might add a different assessment to your next lesson?
- How might you use the data from a diagnostic assessment in your next lesson?
- How might you design and use the data from an informal assessment in your next lesson?
- How might you incorporate the data from progress-monitoring in your next lesson to ensure students are working toward their goals?
- How might you use the data from a summative assessment in your next lesson?
- How might you design and incorporate a scoring rubric to assess student understanding? How will you incorporate it into your next lesson?

#### 5.2
- After you have collected and analyzed assessment data; what is your next step(s) for instruction?
- What multiple measures will you incorporate into your next lesson?
- How can you organize and document student learning to show growth over time?

#### 5.3
- How might you provide opportunities for students to self-assess and reflect in your next lesson?
- How will you incorporate opportunities in your next lesson for students to revise their work based on your feedback?

#### 5.4
- What type of technology would have been most useful/beneficial in assessing your students?
- What are several strategies to effectively communicate data with your parents/guardians and why?
- Why is it important to inform parents of the long and short term goals of the students? How might you accomplish this communication?

#### 5.5
- Why is it important to use data in a timely manner?
- How can we best use data to drive instruction?
- What is the purpose of data and how is it best used?
- What are the benefits of discussing data, rather than just distributing data, with parents and families?

#### 5.6
- How might you work with specialists in the school to help you interpret data from formative and summative assessments?
- How can working with a specialist help you analyze data to differentiate the needs of Standard English Learners, English Learners, and students with language or other disabilities?
- What are some instructional strategies you can use to support language growth in all of your language learners?
- How does understanding the language needs of your class help you differentiate instruction; and how does it help you use data and assessments to impact students’ learning goals?

#### 5.7
- How might you interpret English Learners’ assessment data to help identify what their level of academic proficiency is?
- How would you use the data you receive from you English Language Learners to inform your planning?
- Why is it important to understand the language needs of your students before you begin your planning?

#### 5.8
- How did you design and establish the learning goals of the students according to data from assessments and plans (IEP, IFSP, ITP, and 504)?
- In order to differentiate instruction, describe how you used the data from assessments and plans (IEP, IFSP, ITP, and 504).
- How might you use the data from assessments and plans (IEP, IFSP, ITP, and 504) to differentiate instruction in future lessons?
<table>
<thead>
<tr>
<th>TPE 6: Developing as a Professional Educator</th>
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<tbody>
<tr>
<td><strong>6.1</strong></td>
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<tr>
<td>- How would you judge your abilities to reflect on your teaching practice as it relates to planning and implementing instruction?</td>
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<tr>
<td>- How effective was your ability to reflect on your knowledge of the subject matter and pedagogy, in order to plan and carry out instruction geared towards student improvement?</td>
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<tr>
<td>- For the next lesson, how will you utilize your reflective thoughts of your teaching practice and instructional knowledge to design a plan geared towards improving student learning?</td>
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<tr>
<td>- How might you handle using your reflective thoughts of your teaching practice and instructional knowledge to implement instruction that is geared towards improving student learning?</td>
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<tr>
<td><strong>6.2</strong></td>
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<tr>
<td>- Do you believe that your own values and biases may positively or negatively affect classroom teaching and the learning of the students? How?</td>
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<tr>
<td>- What are your thoughts about your own values and biases and how they may negatively impact your teaching as well as the learning of the students?</td>
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<tr>
<td>- How did you design a community of caring, support, acceptance, and fairness towards all students and families?</td>
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<tr>
<td>- How did you handle creating an environment of caring, support, acceptance, and fairness towards your colleagues?</td>
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<tr>
<td><strong>6.3</strong></td>
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<tr>
<td>- What steps will you take to collaborate with colleagues to ensure your growth in this profession?</td>
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<tr>
<td>- How do you plan to improve your teaching practice?</td>
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<tr>
<td>- How will you use discussions with colleagues to assist you in movement towards achieving your professional learning goals?</td>
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<td>- What are some opportunities provided where you are able to collaborate with colleagues? How will this help you improve your teaching practice?</td>
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<tr>
<td><strong>6.4</strong></td>
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<tr>
<td>- What could you do to communicate more effectively and involve peers and colleagues to support your learning?</td>
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<tr>
<td>- What could you do to communicate effectively and involve families and the members of the larger school community to support student learning?</td>
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<td><strong>6.5</strong></td>
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<td>- What are the policies for information privacy at your school/district? What do these policies mean for you?</td>
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<td>- How could you demonstrate professional responsibility in the classroom and other school settings?</td>
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<td>- How could you model ethical conduct?</td>
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<td>- How could you demonstrate professional responsibility for the learning outcomes of all students?</td>
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<td>- How could you effectively implement policies regarding the health of students and families? How could you effectively implement policies regarding the safety of students and families?</td>
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<td><strong>6.6</strong></td>
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<tr>
<td>- How could you demonstrate an understanding of your role as a mandated reporter?</td>
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<td>- How could you demonstrate compliance with all laws concerning professional responsibilities, conduct and moral fitness?</td>
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<td>- What could you personally do to ensure the responsible use of social media and other digital platforms and tools?</td>
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<tr>
<td><strong>6.7</strong></td>
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<tr>
<td>- What would you include in an analysis of how public education in California influences how the state, district and school are governed?</td>
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<tr>
<td>Content Areas</td>
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</tbody>
</table>
| **ELA**       | - How does the history of public education in California influence the state and local education finance?  
|               | - What realia could you have used to enhance the History-Social studies, Science, or technology lesson?  
|               | - What changes could you make so that the students will be more successful at meeting the standards?  
|               | - What follow-up is needed to ensure that students are essentially “college and career ready?”  
|               | - What should have been in your lesson plan to show that you are integrating and using an interdisciplinary model of literacy?  
|               | - What form of collaborative learning could have improved your lesson? Explain why you would use this one?  
|               | - In your next lesson, how will you show that you are providing high quality instruction with interventions that are matched to the students’ needs?  
|               | - How will you make sure that students are in an environment where they perform their best and enjoy language arts?  
|               | - What progress monitoring tool could you have used to monitor the students that are performing below grade level in foundational reading?  
|               | - In your next lesson, what strategies will you employ to ensure that students understand what it means to cite text?  
|               | - In your next lesson, what teaching strategies/scaffolds will you use to develop the students’ abilities to write increasingly more sophisticated text? (opinion/persuasive, narrative, informational)  
|               | - How will you encourage students to use more academic language in their responses?  
|               | - How will you incorporate technology and attentive listening into your next lesson?  
|               | - How will you monitor the progress of students’ skills and concepts in your next lesson? How do you know that the students have made adequate progress?  
|               | - How will you use the information to drive your instruction in your next lesson?  
|               | - What tool(s) will you use to measure your students’ proficiency after instruction? Why did you choose this tool?  
| **Math**      | - In your next lesson, how will you engage students in appropriate problem solving processes?  
|               | - How will you facilitate students’ abilities to reason using the appropriate academic language?  
|               | - How will you provide opportunities for students to display their ability to provide proof of their understanding?  
|               | - In your next lesson, how will you provide opportunities for students to communicate their ideas?  
|               | - How will you encourage students to use math in representing and connecting to real world situations?  
|               | - How will you incorporate your ability to engage students in demonstrating appropriate application of mathematical proficiency?  
|               | - How will you engage students in showing their understanding of mathematical problems through the strands of mathematical proficiency?  
|               | - In your next lesson, how will you facilitate students’ understanding of mathematical concepts?  
|               | - How could you ensure that the mathematical practice standards are incorporated within the lesson or with the California State Standards?  

| History | How could you have integrated more analytical thinking skills into your lesson?  
How could you have planned your lesson to include real-world understandings to facilitate students’ learning of the physical world?  
How could you have incorporated more economic principles or personal financial literacy to improve their abilities to make decisions based on evidence?  
What could you have done differently to encourage students’ sense of temporal and spatial scale?  
How could you have incorporated more historical concepts and themes that provide students with a better understanding of historical periods and culture?  
How could you have helped students to understand their current world by connecting themes, concepts or principles?  
How could you have incorporated cultural perspectives that will help students to understand the influences of history?  
Where and what higher level thinking questions could you have incorporated to help students to understand and recognize implicit and explicit biases or subjectivity in historical actors?  
How could you have incorporated more discussion on sensitive issues and to encourage students to reflect on and share their insights and values? |
|---|---|
| Social Science | How will you provide the support students will need in order to create and assess their conjectures (propositions)?  
How will you provide opportunities for students to recognize relationships within and among mathematical concepts?  
In the next lesson, how will you engage students in using and evaluating strengths of media and technology?  
What opportunities will you give to students to evaluate the limitations of media and technology? How will you work this into a lesson?  
What measures will you take to incorporate an environment where students feel comfortable taking intellectual risks?  
What are some modeling and encouragement strategies you would use to facilitate an environment where students use multiple approaches to solve mathematical problems?  
In the next lesson, how will you ensure that students are equipped with the academic language necessary to engage in meaningful mathematical conversations?  
What could you have done differently to encourage students’ sense of temporal and spatial scale?  
How could you have incorporated more historical concepts and themes that provide students with a better understanding of historical periods and culture?  
How could you have helped students to understand their current world by connecting themes, concepts or principles?  
How could you have incorporated cultural perspectives that will help students to understand the influences of history?  
Where and what higher level thinking questions could you have incorporated to help students to understand and recognize implicit and explicit biases or subjectivity in historical actors?  
How could you have incorporated more discussion on sensitive issues and to encourage students to reflect on and share their insights and values? |
| Science | How will you improve the balanced focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated by NGSS?  
What activities, demonstrations, and explanations will you use in your next lesson that will illustrate science concepts and procedures, scientific investigation, and experimentation?  
How will you show the importance of the foundation of science, the integration of engineering and show the relationships between science, society, technology, and the environment?  
In your next lesson, how will you integrate mathematical concepts and practices and link it with science pedagogy?  
What strategies could you have used to show the students how to read and comprehend complex text, and graphic/media representations presented in diverse formats?  
How could you have monitored the use of academic language needed to engage the students in the content? |
• How could you have provided support to students so that they used evidence-based explanations and argumentations to write opinion/persuasive and expository text?
• In what ways will you provide students the opportunity to use media and technology in the classroom as an integral tool?

| Art       | • How were you able to assist students in engaging in the processes of inquiry as it relates to a particular artistic question?  
|           | • How did you support students in the creative process and artistic skills and technique?  
|           | • In what ways did you help students communicate their ideas through written and visual forms?  
|           | • As you were assessing student work, how did you encourage them to be creative, collaborative and persistent in solving artistic problems?  
|           | • How did you encourage your students to take risks in their artistic, design, and aesthetic problems? Did you encourage them to look at the problems in multiple ways? How?  
|           | • How did your lesson’s demonstrations and explanations involve students in their learning experience?  
|           | • How have you helped students process and respond to sensory information?  
|           | • In what ways have you built students ability to creatively problem solve? How have you incorporated innovation and critical thinking into original pieces of art?  
|           | • In what ways have you encouraged students to use a variety of media and techniques in their work?  
|           | • How have you taught your students to handle art materials correctly; how to use and store art equipment properly during the creative process?  
|           | • In what ways have you taught your students about the historical, cultural, and contemporary constructions of art and how art, and the development of art, has played a significant role in our world?  
|           | • What contributions has art made to our society and our economy in California?  
|           | • How have you guided your students to make informed, critical judgments? Evaluations and responses to quality pieces of art?  
|           | • How did you encourage your students to create their own criteria for evaluating works of art, designs or a collection of works?  

| Music     | • How could you include more collaboration with other members of the school community in your next lesson?  
|           | • In the next lesson, how can you provide more opportunities for students to identify the aesthetic qualities of music?  
|           | • In the next lesson, how can you provide more opportunities for the students to access works of art (music) that broadly represent cultural diversity?  
|           | • How can you integrate music with other content areas (i.e. English Language Arts or History), so that each area enhances the learning?  
|           | • In your next lesson, where and how will you provide opportunities to help students recognize the value of the arts in their future learning and careers?  
|           | • In what ways can you enhance and incorporate more opportunities for the students’ learning of academic language in this content area?  
|           | • How can you provide more opportunities for academic language practice?  
|           | • How can you model aural musicianship and analysis skills in your next lesson?  
|           | • Where can you include music theory and analysis in your next lesson? (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences)
<table>
<thead>
<tr>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What opportunities, in your next lesson, will students have to _______? (read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition)</td>
</tr>
<tr>
<td>• Where can you insert more strategies to model performance on an instrument or voice and what are they?</td>
</tr>
<tr>
<td>• Where can you insert more opportunities for students to learn and practice: conducting techniques, sight-sing, sight-read, improvise, compose, and arrange music?</td>
</tr>
<tr>
<td>• How can you ensure more opportunities to widen the students’ knowledge of Western and non-Western works?</td>
</tr>
<tr>
<td>• What strategies will you use in your next lesson, to build the student understanding of musical roles (musicians, composers, technology)?</td>
</tr>
<tr>
<td>• How will you build student knowledge of period, cultural, ethnic, and gender musical genres in your next lesson?</td>
</tr>
<tr>
<td>• What opportunities will you provide in your next lesson that enhances understanding developmental stages of learning in relation to music instruction?</td>
</tr>
<tr>
<td>• How will you ensure student understanding of aesthetic valuing in music?</td>
</tr>
<tr>
<td>• How will you provide opportunities for students to respond to, analyze, and critique performances and works of music, including their own?</td>
</tr>
<tr>
<td>• What strategies will you use in your next lesson to ensure students can independently read, comprehend, and evaluate instructional materials?</td>
</tr>
<tr>
<td>• What opportunities will you provide in your next lesson for students to write argumentative and expository texts in music?</td>
</tr>
<tr>
<td>• How will you ensure connections and relationships between music and the other arts as well as between music and other academic disciplines?</td>
</tr>
<tr>
<td>• How can you inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries in your next lesson?</td>
</tr>
<tr>
<td>• What various learning approaches will you use to instruct students in using movement to demonstrate rhythm and expressive nuances of music?</td>
</tr>
<tr>
<td>• How can you include broad range of repertoire and literature and evaluate those materials for specific educational purposes?</td>
</tr>
<tr>
<td>• How can you ensure that all students meet or exceed state-adopted standards?</td>
</tr>
<tr>
<td>• How can you ensure that all students meet or exceed state-adopted English Language Development Standards?</td>
</tr>
<tr>
<td>• How can you better balance instruction to include _____ (motor skill development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge concepts related to physical fitness, and physiological and sociological concepts related to physical activity)?</td>
</tr>
<tr>
<td>• How can you encourage greater participation with _____ (speaking skills, listening skills, collaboration, conversation and presentation of knowledge and ideas that contribute to learning the content of physical education)?</td>
</tr>
<tr>
<td>• What type of data should you collect during a PE lesson?</td>
</tr>
<tr>
<td>• What are some assessment tools that you could use during PE?</td>
</tr>
<tr>
<td>• How could you incorporate complex subject-relevant texts and graphic/media representations into a PE lesson?</td>
</tr>
<tr>
<td>• How could you include an opinion/persuasive writing component into a PE lesson?</td>
</tr>
</tbody>
</table>
• How could you include an expository writing component into a PE lesson?
• How could you provide students an opportunity to use media and technology during PE?

<table>
<thead>
<tr>
<th>Health Science</th>
</tr>
</thead>
</table>
| • How will you demonstrate understanding of health education principles (professional, legal, scientific, behavioral, and philosophical)?
• How will you be able to show the importance of the role of a health educator within a coordinated school health program?
• What are some examples of ways you can demonstrate your critical thinking and problem-solving skills and how will you incorporate them into your next lesson?
• What strategies could be implemented to encourage an effective decision-making process and promotion of healthy behavior?
• Based on the classroom’s funds of knowledge, how will you display appreciation and sensitivity to the variation of growth in each individual?
• In your next lesson how will you provide support for students’ cultural differences and family life?
• How will you show the importance in assessing individual and community needs and what path will you take in using health-related information as it relates to social and cultural environments?
• How will you emphasize health education practices for students and encourage their understanding of scientific based research?
• In what ways were you able to recognize behavior that impacts personal health and well-being?
• How were you able to show your abilities to identify the effects of individuals’ choices and habits?
• Within different health topics, how will you coordinate an elevated level of thinking?
• How will you effectively demonstrate your ability to communicate and advocate in relationship to health factors and needs?
• Based on your classroom’s funds of knowledge, what are some strategies you will use to motivate young people to embrace a healthy lifestyle?
• How will you provide support for healthy interpersonal relationships through communication and communication skills?
• What opportunities were given that promote suitable expression among peers?
• How will you provide opportunities for students to read, comprehend, and evaluate rigorous texts and graphic/media images?
• What activities were provided for students to engage in writing genres (argumentative and expository) as they relate to health education?
• What other strategies could be used to assist in teaching speaking and listening skills in relationship to health education and why?
• What opportunities did you provide for students to assess the boundaries of media and technology in the classroom setting?
• What other strategies could be used to assist students in accessing the academic language necessary for significant engagement and why? |

<table>
<thead>
<tr>
<th>WL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How could you have provided more opportunities for the students to use the target language in class? Do you think having a more culturally</td>
</tr>
</tbody>
</table>
authentic environment could have encouraged the students to use the target language? What would you do next time so this occurs?

- What are the ways you could have had incorporated the three communicative models (interpretive, interpersonal, and presentational) and utilized the skills of listening, speaking, reading, and writing to support them?
- What opportunities were given to students to independently read and comprehend text in the target language? In your next lesson, how will you provide students with complex subject-relevant text and graphic/media representations?
- What activities could you have provided to students to write argumentative and expository text in the target language? Why did you choose these activities?
- What opportunities were provided to the students so they understood the structural conventions and practical use of the target language?
- How could you have better exposed the students to the heritage in which the target language is spoken? What opportunities could you have provided to the students, so they validate the culture and heritage of the people?
- What might you do differently to provide more challenges for your students? What current methodologies in second-language acquisition will you use to assess your students using formative and summative assessments?
- In your next lesson, how will you incorporate technology?
- What activities were provided to the students to help them see the strengths and limitations of using technology in the classroom?

<table>
<thead>
<tr>
<th>ELD</th>
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</thead>
</table>

- How would you differentiate instruction between ELD students and students who use non-dominant varieties of English?
- What are some challenges that long time English learners have? How would you address those challenges?
- What type of activities could you incorporate into your lesson that would teach students about the norms and values of U.S. cultures, schooling and accessing community resources?
- What are some formal and informal assessments that you can use to assess English learners?
- How would you use assessment results to advance the learning of all English learners in your class?
- What are some ELD strategies that you can use to increase the opportunities to practice oral language across the curriculum?
- What can you do to increase students’ reading comprehension and ability to access increasingly complex grade level texts?
- How would you access students’ background knowledge and incorporate it into your lesson?
- What type of activities would improve a students’ ability to critique texts and media for point of view, value, power, bias, truthfulness, persuasive techniques, and appeal?
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your next lesson, how could you provide differentiated writing instruction on conventions, domain, research and application that would address all levels of English proficiency in your classroom?</td>
</tr>
<tr>
<td>How could you incorporate technology into ELD instruction?</td>
</tr>
<tr>
<td>What are some possible activities that would lead to the production of complex text for ELD students?</td>
</tr>
<tr>
<td>What are some strategies that you can incorporate into your lessons that would develop vocabulary across curricular areas and how would you implement them?</td>
</tr>
</tbody>
</table>
Dear Parent/Guardian:

I am a student in the California State University, Dominguez Hills Teacher Credential Program. As part of my university coursework to become a teacher, I must observe and participate in a public school classroom. This experience will provide me with opportunities to watch and work with students under the supervision of their classroom teacher. Your child’s school and classroom teacher are graciously allowing me to complete this portion of my teacher training in your child’s classroom this semester.

My coursework at the university requires that I videotape and submit short lessons that I will teach in your child's class. Although the primary focus of the video recordings will be my instruction and not the students in the class, your child may appear on the video.

The video will only be used for assessment of me for my university coursework. Access to the video will be restricted and stored on a password-protected website. The form below expresses your consent for your child to participate in the class and perhaps have his or her image appear in the video. If you choose not to give your permission, your child may still participate in the class, but will be positioned in the classroom so that he or she is not seen in the video. If you have any questions, please contact your child’s classroom teacher.

Thank you for your assistance.

Cordially,

CSUDH Teacher Credential Candidate

Classroom Teacher

Permission Slip

Student Name: ________________________________

School/Teacher: ________________________________

I am the parent/legal guardian of the child named above. I have received and read the letter regarding the video recording of my child’s class and agree to the following (please check one):

☐ I DO give permission to include my child’s image on video as he or she participates in class.

☐ I DO NOT give permission to include my child’s image on video as he or she participates in class.

Signature of Parent or Guardian ________________________________ Date __________

I am the student named above and am 18 or older. I have read the letter regarding the video taping of my class and agree to the following (please check one):

☐ I DO give permission to include my image on video as I participate in this class.

☐ I DO NOT give permission to include my image on video as I participate in this class.

Signature of Student ________________________________ Date __________ Date of Birth __ / __ / __
Estimados Padres/Guardián,

Yo soy alumna universitaria en el Programa de Licenciatura en la Universidad del Estado de California, Domínguez Hills. Un requisito importante en la preparación de ser maestro es llevar a cabo mi práctica en un salón de una escuela pública. Esta experiencia me otorgará oportunidades de observar y trabajar con alumnos en el salón bajo la supervisión del maestro. La escuela me ha permitido completar esta parte de mis estudios en el salón de su hijo.

Uno de los proyectos que requiere la universidad es grabar una lección en el salón. Esta grabación será entregada a mi profesor universitario. Aunque esta grabación se enfocará en mi enseñanza, es posible que su hijo salga en el video.

El video es solamente para una evaluación universitaria de mi instrucción. Acceso a este video será restringido y será archivado en un sitio del web protegido con claves privadas. Por favor firme si está de acuerdo que su hijo participe en la lección y que quizás salga en el video. Si usted no da su permiso, su hijo podrá participar en la clase, pero se sentará en donde no salga en el video. Si tiene preguntas, por favor comuníquese con el maestro de su hijo.

Muchas gracias por su apoyo.

Atentamente,

CSUDH Maestra Practicante

Maestra del Salón

-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PERMISO

Nombre del Alumno

Escuela/ Maestro

Yo soy el Padre/Guardián del niño nombrado aquí en esta forma. He recibido y he leído la carta que describe la grabación que se llevará a cabo en el salón de mi hijo. Estoy de acuerdo con lo siguiente:

_____ Yo doy permiso a que mi hijo participe en la grabación de la lección.

_____ Yo NO doy permiso a que aparezca mi hijo en la grabación en la lección del maestro practicante.

Firma de Padre o Guardián:  Fecha:
Appendix 9

Words of Wisdom from Veteran Supervisors

- Have student pairs sit with you during scripting so you can hear their sharing.
- Type as you go and attach to the rubric on TaskStream.
- Potentially attach photos from the lesson on TaskStream.
- Assign reflection question(s) with every observation for their challenge areas
- Note...for TPE 5.3 whole class write/revise goals, but two are pulled for the MTSS assignment---Supervisor checks that all students wrote their goals
- It’s OK to ask for help; we are here to support you
- Communication is key.
- When conferencing, consider “2 stars and a wish” format
- Be TPE knowledgeable
- Use both roles as a cognitive coach and a direct guide.
- Keep in mind one goal per TPE.

Words of Wisdom from Veteran Master Teachers

- Build in time to have the reflective conversation daily.
- When candidates observes you, be direct in what you want them to take notes on. (ex. timing, nonverbal vs. verbal cues, behavior management, etc.)
- Take time to review TPEs right when candidates get there
- Let the candidate know what your expectations are up front.
- Interactive/reflective journal every other day or as needed.
- Work with candidates the entire semester on their PD Assignment
- After the candidate has received their reflection question from the university supervisor, reflect on the question with the candidate to deepen their understanding of how to improve their pedagogical practice.
- Adhere to the expected “roll-out” timeline
Appendix 10

Non-Confidential Reference: Example

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Strong</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-Based Instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Motivational Strategies</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Personal Qualities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Responsible</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Maturity of Judgment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Collaborative</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments:**

Grade/Subject ____________  Semester Beginning ____________  Semester Ending ____________

Name of Master Teacher _________________  Signature __________________________  Date ____________

Email Address _________________________  Contact Phone ________________________  School Site ____________
### Documentation of Hours/PD Log

<table>
<thead>
<tr>
<th>Date Range (by week)</th>
<th>Number of Hours</th>
<th>PD, Meetings or School Activities Attended</th>
<th>Master Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total Hours:**

**Master Teacher Signature:**
Appendix 12

Intern Name: ___________________  School Site: ___________________

Support Provider Name: ___________________

Support Provider Disposition – Multiple Subject & Single Subject: TED 445 & TED 465 Fieldwork I
At the beginning of the semester, the supervisor must provide this document to the Support Provider to evaluate the intern based on the following rubric. The supervisor will collect the scored document and input the Support Provider’s scores within TASKstream.

<table>
<thead>
<tr>
<th>Critical Pedagogy - empowering students to shape their learning experiences</th>
<th>Needs Improvement</th>
<th>Emerging Novice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Several students are not engaged in the lesson</td>
<td>• Students are engaged in their own learning and understand that learning is a process; the classroom climate promotes fairness and respect for all students.</td>
<td>• Students are actively engaged in their own learning and understand that learning is a process; the classroom climate promotes fairness and respect for all students.</td>
<td></td>
</tr>
<tr>
<td>• Learning tasks are not culturally relevant to the student population, and task do not build upon one another.</td>
<td>• Learning tasks are authentic, culturally relevant to the student population, develops students’ critical consciousness and builds upon each other to accomplish the learning goal.</td>
<td>• Learning tasks are authentic, culturally relevant to the student population, develops students’ critical consciousness and builds upon each other to accomplish the learning goal.</td>
<td></td>
</tr>
<tr>
<td>• Little to no strategies are provided for instruction and/or assessment</td>
<td>• A few strategies for instruction and/or assessment are included to assist English Learners and students with special needs.</td>
<td>• A few strategies for instruction and/or assessment are included to assist English Learners and students with special needs.</td>
<td></td>
</tr>
<tr>
<td>• No feedback is given to students during the lesson</td>
<td>• General feedback is given to students (does not include feedback such as “good job”, “keep working”, etc.) during the lesson to guide their learning.</td>
<td>• General feedback is given to students (does not include feedback such as “good job”, “keep working”, etc.) during the lesson to guide their learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rigorous Learning - meeting the needs of learners to facilitate learning</th>
<th>Needs Improvement</th>
<th>Emerging Novice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson includes an individual source of information and requires students to use the information for the task(s)</td>
<td>• Lesson includes an individual source of information and requires students to use the information for the task(s). Adapts lesson to accommodate most students in the classroom and is delivered in multiple modalities for access.</td>
<td>• Lesson includes an individual source of information and requires students to use the information for the task(s). Adapts lesson to accommodate all students in the classroom and is delivered in multiple modalities for access.</td>
<td></td>
</tr>
<tr>
<td>• Lesson does not include background knowledge or interests of students</td>
<td>• Lesson provides opportunities for students to respond to and ask questions</td>
<td>• Lesson provides opportunities for students to respond to and ask questions</td>
<td></td>
</tr>
<tr>
<td>• Lesson does not provide opportunities for students to respond to and ask questions</td>
<td>• Lesson provides opportunities for students to respond to and ask questions</td>
<td>• Lesson provides opportunities for students to respond to and ask questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration - to develop social capital</th>
<th>Needs Improvement</th>
<th>Emerging Novice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson does not include student collaboration</td>
<td>• Students cooperate with one another for a common goal.</td>
<td>• Students trust and cooperate with one another for a common goal.</td>
<td></td>
</tr>
<tr>
<td>• Students do not have the opportunity to ask and/or answer questions</td>
<td>• Students appear confident when collaboration with others, answering questions when called upon by the teacher and understands the rules and procedures dictated by class and school rules.</td>
<td>• Students appear confident when collaboration with others, answering questions when called upon by the teacher and understands the rules and procedures dictated by class and school rules.</td>
<td></td>
</tr>
<tr>
<td>• The classroom culture does not encourage students to participate</td>
<td>• The classroom culture encourages students to participate without repercussions</td>
<td>• The classroom culture encourages and demonstrates a critically participatory ecology that does not derogate or disparage any member</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Practice - practice mindfulness and reflection</th>
<th>Needs Improvement</th>
<th>Emerging Novice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No evidence of student work as a reference to the observed lesson</td>
<td>• Lesson builds upon previous class work and provides evidence of student work as a reference to the observed lesson</td>
<td>• Lesson clearly embodies active, persistent, and careful consideration of the students from past lessons and class work.</td>
<td></td>
</tr>
<tr>
<td>• Candidate does not exhibit a change in their instruction (method, pacing, and curriculum) to meet the needs of the students.</td>
<td>• Candidate exhibits a change in their instruction (method, pacing, and curriculum) to meet the needs of the students.</td>
<td>• Candidate exhibits a change in their instruction (method, pacing, and curriculum) to meet the needs of the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lesson is contextual, and provides students with multiple perspectives based on the interests of the students.</td>
<td>• Lesson is contextual, and provides students with multiple perspectives based on intellectual curiosity and interests of the students.</td>
<td></td>
</tr>
</tbody>
</table>
Support Provider Agreement

We, the undersigned Support Provider and Intern agree to abide by the following guidelines:

- Collaboratively complete the Classroom, School, District and Community Forms (CSDC).
- Collaboratively complete the Intern Individual Action Plan.
- Meet twice weekly at a mutually agreed upon time (e-mail, face-to-face, and telephone conversations constitute a meeting).
- Jointly complete a reflective log at the end of each meeting.
- Observe Support Provider or other veteran teacher twice each semester.
- Support Provider to observe the Intern at least once each semester.

Support Provider Name: ______________________

Signature: __________________ Date: ________________

Intern Name: ______________________

Signature: __________________ Date: ________________

PLEASE RETURN TO CLINICAL SUPPORT COORDINATOR IN COE 1401 or VIA EMAIL @ ycook@csudh.edu
Glossary

ASTP – Assessment Summary of Teaching Practice. This document is used to provide a “middle” and “end” score for the candidate and is based on holistic scoring that you have observed during your visits to the school site.

C – Abbreviated version indicating “teacher candidate”

CalTPA – California Teacher Performance Assessment. This is a high-stakes summative assessment that all credential candidates have to pass at CSU Dominguez Hills.

CCTC – California Commission on Teacher Credentialing. This is the accrediting body that provides the standards by which candidates are trained to become teachers in California.

CSTP – California Standards for the Teaching Profession. This document outlines the effective practice of teaching. It integrates the knowledge, skills, artistry, passion, and commitment that effective teachers must have to become the teacher of record.

DOTI – Description of Teaching Index. This form is used by the university supervisor to document the teacher candidate’s performance during an observation of a lesson.

Funds of Knowledge – this is a document written by the teacher candidate that informs themselves as well as the university supervisor that the candidate is familiar with general culture of the school and the surrounding neighborhood.

IFSP – Individual Family Service Plan. This is a regional center documents that outlines early intervention services for children with disabilities from birth to three years old.

ILP – Individual Learning Plan. This plan is used as a foundation for the candidate to professional clear their preliminary credential. It serves as a plan of action to increase the individual’s pedagogical knowledge and to develop as professional.

ITP – Individual Transition Plan. This document serves to enable a smooth transition for students with disabilities between preschool to kinder, elementary to middle school, middle to high school and beyond high school.

MT – Master Teacher. The veteran teacher of record who has volunteered to host a credential candidate in their classroom.

MTSS – Multi-tiered System of Support. This is way for the teacher to incorporate additional and equitable support and access for all students that need extra help in academics and/or behavior to achieve the Common Core State Standards. MTSS includes Response to Instruction and Intervention as well as additional distinct philosophies and concepts.

Observation Reflection – the prompt is provided by the university supervisor after an observation to help the candidate to self-regulate their own teaching practice. It is used a minimum of six times during the regular semester. Preceding the prompt the university supervisor should conduct a guided oral reflection session of the lesson.

Reflective Journal – this journal prompt is provided by the master teacher on an as needed basis. It serves to provide the credential candidate with opportunities to self-reflect on their pedagogical practice.

S – Abbreviated version indicating “student” or children in the classroom.
**TaskStream** – is an online electronic platform that is used by the student to submit assignments. This platform is also used to archive candidate work and associated scores for accreditation purposes.

**TPE** – Teacher Performance Expectations. These are standards set by CCTC that all credential candidates have to master at a novice level to be issued a preliminary credential.

**UDL** – Universal Designed Lesson. This educational framework is based on research that allows for flexible learning environments that can accommodate individual learning differences.