

# FRESNO STATE



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**Kremen School  
of Education and  
Human Development**

*Cooperating/Master Teacher  
Handbook*

*Final Student Teaching  
EHD 170/160A/160B*



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**California State University Fresno**  
**Kremen School of Education and Human Development**  
**Qualifications and Role Expectations**  
**Cooperating/Master Teachers**

## **Qualifications for Cooperating/Master Teachers**

When identifying cooperating/master teachers to mentor Fresno State teacher candidates during their student teaching, the institution collaborates with district personnel, carefully analyzes their pedagogical practices, and selects teachers whose instructional approaches and strategies are balanced, comprehensive, and consistent with current research as reflected in state policy.

Teachers who supervise candidates' field experiences must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district cooperating/master teacher must have demonstrated exemplary teaching practices as determined by the employer and the Fresno State preparation program to provide the best possible role model for Teacher Candidates. Databases such as Data Works and Fresno State Field Placement databases of student and supervisors feedback are also consulted before field placements are finalized.

1. Cooperating Teachers demonstrate generally-accepted positive leadership qualities, such as intelligence, good oral and written communication skills, acceptance of multiple alternative solutions to complex problems, decisiveness, clarity of vision, and well-developed interpersonal skills and sensitivities.
2. Cooperating Teachers are able to collaborate effectively with adults and ask the right questions of beginning teachers in order to stimulate their growth and independence. Having a knowledge base about accepted practice is important for Cooperating Teachers, but a big part of a Cooperating Teacher's job is to stimulate independence. Raising questions is an important part of the learning process, and it should help both the Teacher Candidate and the Cooperating Teacher.
3. Cooperating Teachers are receptive of Teacher Candidate's use of a variety of methods and encourage them to develop their own style of teaching. Co-teaching is encouraged.
4. Cooperating Teachers emphasize the principles of continuous learning and reflection. Cooperating Teachers play an important role in modeling desirable attitudes and values, as well as in helping newcomers to understand specific practices. For example, Cooperating Teachers should be current in their knowledge of the subject matter, California State Frameworks, California Standards for the Teaching Profession, Common Core Standards, and district guidelines. They should be current in the latest teaching methodologies and be involved in curriculum development. In addition, active participation in school-related activities and committees is expected.

Cooperating Teachers acquaint the Teacher Candidates with the everyday survival skills in the teaching profession. It is important that a beginning teacher learn the expectations and responsibilities of a teacher at a school site. Not only is it a critical skill that will enable a teacher to accomplish his/her professional and school goals, but also a genuine survival skill.

## Role Expectations of Cooperating/Master Teachers

Helps a Teacher Candidate to develop the skills and knowledge needed for successful teaching.

1. Retains the legal responsibility for the classroom and the playground at all times.  
Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Master Teacher.
2. **EHD 178/178ECE/110D/SPED 171/172** Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.
3. **EHD 170/170ECE/SPED 175/176 Substitute Teaching:** Teacher Candidates are **not** permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.
4. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, and disciplinary and emergency procedures.
5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
6. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
7. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, and parent/school meetings and to participate in parent conferences when applicable.
8. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting. Maintains communication with the University Supervisor regarding the student's progress.
9. Arranges for the Teacher Candidate to have ample teaching opportunities in a variety of subjects. The Teacher Candidate should plan and resume all classroom duties for at least two weeks (EHD 170/170ECE) and three weeks (SPED 175/176).
10. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
11. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
12. Agrees to complete required Mid-Semester and Final Assessment/Goal Setting forms at a designated date set by the University Supervisor. Participates in a mid-semester meeting with Teacher Candidate and University Supervisor and final evaluation conference with the Teacher Candidate. When assessing the Teacher Candidate, account is taken of the student's stage as a beginning teacher. Gives input regarding course credit to the University Supervisor. A letter of reference is optional.
13. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress, or concerns regarding professionalism.

**California State University Fresno**  
**Kremen School of Education and Human Development**  
**Multiple Subject/Special Education Credential Program**  
**Role Expectations of Principals/School Site Administrators**

## **Role Expectations of School Principals/School Site Administrators**

1. Works with the Director of Professional Field Experiences and the University Supervisor to assign Teacher Candidates a School Site Partner or Cooperating/Master Teacher.
2. Holds an orientation meeting to acquaint the Teacher Candidate with:
  - a. School and community demographics
  - b. School/district policies and philosophies
  - c. School site facilities, staff and resources
  - d. School dress code
  - e. Parking
  - f. Sign in and identification
  - g. Procedures for emergencies, reporting accidents, child abuse, sexual harassment, appropriate/inappropriate touching and interactions, discipline and bullying

**NOTE:**

The legal responsibility for the classroom and the playground remains with the paid employees. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Master Teacher.

### **Substitute Teaching**

EHD 174/174ECE, EHD 178/178ECE, EHD 110D and SPED 171/172

Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as Teacher Candidates.

EHD 170/170ECE and SPED 175/176

Teacher Candidates are **not** permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the Director of Professional Field Experiences (278-0257) or Program Coordinator and University Supervisor. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.

# **Role Expectations of University Supervisors**

Final Student Teaching

EHD 170/170ECE/160A/160B and SPED 175/176

1. Works collaboratively with the Director of Professional Field Experiences and principal/designee to confirm classroom assignments.
2. Meets with Cooperating Teachers for an orientation to go over competencies and discusses expectations and Co-Teaching.
3. Holds group and or individual small group discussions to review classroom management, Literacy Competencies, Teacher Performance Assessments, and other pertinent topics throughout the semester.
4. Makes weekly visits to the school site for the purpose of meeting with Teacher Candidates, Cooperating Teachers, Administrators/designee; visiting/observing Teacher Candidates. Contact may include holding small group or individual or virtual discussions to review pertinent topics.
5. Completes in writing a minimum of six formal lesson observations (at least one from Teaching Sample Project) and provides regular documentation of contact for each Teacher Candidate under their supervision. Observations are to be aligned with the Teacher Performance Expectations and California Standards for the Teaching Professions.
6. Maintains communication with the Teacher Candidate, Cooperating Teacher, and the principal/administrator throughout the semester.
7. Reviews lesson plans and responds to reflections on a regular basis.
8. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials, and resources.
9. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
10. Observes the Teacher Candidate in a variety of curriculum areas, providing time for reflection with the Cooperating Teacher and Teacher Candidate. Facilitates planning for Teacher Candidate to assume all responsibilities of the classroom for two weeks (EHD 170/170ECE/160A/160B) and three weeks (SPED 175/176).
11. Participates in a mid-semester evaluation meeting with the Cooperating Teacher and Teacher Candidate.
12. Verifies the completion or the lack of 50% of the Holistic Proficiency Project competencies at mid-semester (EHD only). Progress towards completion: The goal of 50% completed by end of week 8.
13. Collaborates with the Cooperating/ Master Teacher in completing the final evaluation form. Final evaluation meetings with the Cooperating/Master Teacher, Teacher Candidate, and University Supervisor to review this form will be scheduled as needed.
14. Assists the student with meeting the competencies, verifies/signs off the successful completion of competencies, and objectively evaluates the successful completion of the student teaching experience. Assigns a CR/NC grade or Letter Grade (for SPED 175/176).
15. Submits copies of documentation as outlined in end of the semester checklist to the Office of Professional Field Experiences at the end of the semester.



## Program Options

The Kremen School of Education and Human Development's teacher education program provides several options in which students may participate while pursuing a teaching credential. Each option is intended to provide a slightly different focus and training methodology for students. For details on each program refer to a sequence of courses. Currently, the major options being offered are as follows:

**Multiple Subject** – designed for candidates who are interested in teaching in general education, grades K-8.

**Education Specialist only [Mild/Moderate or Moderate/Severe]** - designed for candidates who are interested in teaching in Special Education settings, grades K-age 22.

**Early Childhood Education** - a cohort program designed to for candidates interested obtaining a Multiple Subject K-8 Credential with an emphasis on Early Childhood Education. This program also fulfills the state mandated course requirements to teach Transitional Kindergarten.

**Dual Credential Program** - teacher candidates may simultaneously work on a Multiple Subject and Education Specialist Credentials.

**Dual Early Childhood Education** - a cohort program designed to for candidates interested obtaining a Multiple Subject K-8 Credential with an emphasis on Early Childhood Education and an Education Specialist simultaneously. This program also fulfills the state mandated course requirements to teach Transitional Kindergarten.

**Bilingual Authorization Program** - The multiple subject BAP credential authorizes the holder to provide academic instruction to English Learner students in their primary language.

**Communicative Disorders** - designed for students who wish to prepare for specialization in special education as educators of the deaf.

**Partnership Cohorts** - a block program where classes are taught at an elementary school site.

**Internship program** - an alternative certification program for those who complete their program while under full time employment as classroom teachers. All CSET's and an English Learner Course must be passed before entering the Internship program.

## Sample Course Sequences

\*Please refer to your advising sheet for your specific course requirements.

Prerequisites: EHD 50; CI 100; SPED 120 (SPED and Dual)

Multiple Subject Only	Special Education Only	Dual
<b>Phase 1</b>		
<b>CI 171</b> Understanding the Learner, Instructional Design, and Assessment <b>LEE 172</b> Cultural and Language Contexts of the Classroom <b>LEE 173</b> Teaching Reading and Social Studies in Grades 4-8 <b>EHD 174</b> Field Study A <b>EHD 174A</b> Field Study Seminar	<b>LEE 172</b> Cultural & Language Contexts of the Classroom <b>LEE 173</b> Teaching Reading & Social Studies in Grades 4-8 <b>EHD 178</b> Field Study B <b>EHD 178A</b> Field Study Seminar <b>SPED 130</b> Assessing Students with Special Needs <b>SPED 145</b> Designing Effective Environments for Students with Disabilities	<b>CI 171</b> Understanding the Learner, Instructional Design, & Assessment <b>LEE 172</b> Cultural & Language Contexts of the Classroom <b>LEE 173</b> Teaching Reading & Social Studies in Grades 4-8 <b>SPED 130</b> Assessing Students with Special Needs <b>EHD 174</b> Field Study A <b>EHD 174A</b> Field Study Seminar
<b>Phase 2</b>		
<b>CI 175</b> Science Instruction and Applied Technology <b>CI 176</b> Mathematics Instruction and Applied Assessment <b>LEE 177</b> Teaching Reading and the Arts in Grades K-3 <b>EHD 178</b> Field Study B <b>EHD178A</b> Field Study Seminar	<b>Intern Eligible</b>	<b>LEE 177</b> Teaching Reading and The Arts in Grades K-3 <b>CI 175</b> Science Instruction and Applied Technology <b>CI 176</b> Mathematics Instruction and Applied Assessment <b>SPED 125</b> Positive Behavior and Social Supports <b>SPED 136</b> Assessment, Curriculum Design & Instruction for Students with Mild/Moderate Disabilities –OR- <b>SPED 146</b> Assessment & Instruction for Students with Moderate/Severe Disabilities <b>SPED 171</b> Initial Practicum in Special Education MM –or- <b>SPED 172</b> Initial Practicum in Special Education MS
<b>Phase 3</b>		
<b>Intern Eligible</b>	<b>SPED 219</b> Home-School Collaboration/Effective Communication & Collaborative Partnerships <b>SPED 233</b> Special Educator as Researcher <b>SPED 246 (previously SPED 137)</b> Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities - OR- <b>SPED 247 (previously SPED 147)</b> Advanced Environmental Design & Instruction for Students with M/S Disabilities <b>SPED 175 (6 units)</b> Final Practicum in Special Education MM –OR- <b>SPED 176 (6 units)</b> Final Practicum in Special Education MS <b>EHD170A [2 units]</b> Field Placement Seminar	<b>SPED 136</b> Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities –OR- <b>SPED 146</b> Assessment & Instruction for Students with Moderate/Severe Disabilities <b>SPED 145</b> Designing Effective Environments for Students with Disabilities <b>EHD 170 [9 units]</b> Field Study C   Final Student Teaching Multiple Subject <b>EHD 170A [2 units]</b> Field Placement Seminar
<b>Phase 4</b>		
		<b>Intern Eligible</b>
		<b>SPED 219</b> Home-School Collaboration/Effective Communication & Collaborative Partnerships <b>SPED 233</b> Special Educator as Researcher <b>SPED 246 (previously SPED 137)</b> Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities -OR- <b>SPED 247 (previously SPED 147)</b> Advanced Environmental Design & Instruction for Students with M/S Disabilities <b>SPED 175 (6 units)</b> Final Practicum in Special Education MM –OR- <b>SPED 176 (6 units)</b> Final Practicum in Special Education MS

\*For other credential options, please contact a program advisor

## Continued Sample Course Sequences

\*Please refer to your advising sheet for your specific course requirements.

Prerequisites: EHD 50; CI 100; SPED 120 (SPED and Dual)

Early Childhood Education	Dual Early Childhood Education
Phase 1	
<b>CI 171ECE</b> Psychological Contexts, Early Childhood Education <b>LEE 172ECE</b> Cultural Contexts Early Childhood Education <b>LEE 173ECE</b> Teaching Literacy and ELD Grades 4-8 <b>CI 176</b> Mathematics Instruction and Applied Assessment <b>EHD 174ECE</b> Field Study A <b>EHD 174A</b> Field Study Seminar	<b>CI 171ECE</b> Psychological Contexts, Early Childhood Education <b>LEE 172ECE</b> Cultural Contexts Early Childhood Education <b>LEE 173ECE</b> Teaching Literacy and ELD Grades 4-8 <b>CI 176</b> Mathematics Instruction and Applied Assessment <b>SPED 130</b> Assessing Students with Special Needs <b>EHD 174</b> Field Study A <b>EHD 174A</b> Field Study Seminar
Phase 2	
<b>CI 150ECE</b> Managing Early Learning Environments <b>CI 175</b> Science Instruction and Applied Technology <b>LEE 177ECE</b> Language and Literacy Development and Instruction <b>LEE 148</b> Integrated Curriculum <b>EHD 178ECE</b> Field Study B <b>EHD178A</b> Field Study Seminar	<b>CI 150ECE</b> Managing Early Learning Environments <b>CI 175</b> Science Instruction and Applied Technology <b>LEE 177ECE</b> Language and Literacy Development and Instruction <b>LEE 148</b> Integrated Curriculum <b>EHD 178ECE</b> Field Study B (Dual Placement) <b>EHD 178A [1 unit]</b> Field Placement Seminar
Phase 3	
<b>Intern Eligible</b>	
<b>SPED 179</b> or <b>120</b> Differentiated Instruction and Classroom Management <b>EHD 170ECE</b> Field Study C <b>EHD 170A</b> Field Study Seminar	<b>SPED 136</b> Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities –OR- <b>SPED 146</b> Assessment & Instruction for Students with Moderate/Severe Disabilities <b>SPED 145</b> Designing Effective Environments for Students with Disabilities <b>EHD 170ECE [9 units]</b> Field Study C   Final Student Teaching Multiple Subject <b>EHD 170A [2 units]</b> Field Placement Seminar
Phase 4	
	<b>Intern Eligible</b>
	<b>SPED 219</b> Home-School Collaboration/Effective Communication & Collaborative Partnerships <b>SPED 233</b> Special Educator as Researcher <b>SPED 246 (previously SPED 137)</b> Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities -OR- <b>SPED 247 (previously SPED 147)</b> Advanced Environmental Design & Instruction for Students with M/S Disabilities <b>SPED 175 (6 units)</b> Final Practicum in Special Education MM –OR- <b>SPED 176 (6 units)</b> Final Practicum in Special Education MS

\*For other credential options, please contact a program advisor

### Fresno State Contacts:

Director of Field Placements, Ms. Janine Quisenberry – Phone: 278-0257 Email: [jquisenb@csufresno.edu](mailto:jquisenb@csufresno.edu)

Multiple Subjects Coordinator, Dr. Lisa Bennet – Phone: 278-0243 Email: [lbennett@csufresno.edu](mailto:lbennett@csufresno.edu)

Special Education Coordinator, Cheryl McDonald – Phone: 278-0412 Email: [cmcdonald@csufresno.edu](mailto:cmcdonald@csufresno.edu)

# EHD 170/170ECE Field Study C: Final Student Teaching Syllabus

## Course Description

The EHD 170 is a supervised full day, student teaching experience that culminates in a minimum of solo or co-teaching for four weeks. These four weeks include planning, implementing, and assuming all classroom duties/responsibilities. Minimum required hours for EHD 170/170ECE are ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, trainings and school functions beyond the school day for specialized training from district trainers and or university faculty. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

EHD 170/170ECE is the final Multiple Subject/Early Childhood Education Option student teaching experience, which involves practicing the theory and methods learned in coursework and promotes the analysis of the Teacher Candidate's own teaching. For Teacher Candidates to make progress, it is important that Cooperating Teachers and Teacher Candidates share in all aspects of classroom management, receive ample time to work with students, and demonstrate the ability to use a variety of methods and techniques. Co-Teaching is encouraged. EHD 170/170ECE offers continuing opportunities for Teacher Candidates to apply what they have learned and to assume responsibilities of full-time teachers.

Teacher candidates should assume primary responsibility for co-teaching and solo teaching on a consecutive basis only when they have been recommended to do so by the cooperating/master teacher and the university supervisor.

### *Multiple Subject Program Requirements:*

*This course is a required course in Phase 3 of the Multiple Subject Program. Field Study C is designed to be taken concurrently with SPED 179, Differentiated Instruction and Classroom Management (Multiple Subject Only) and 170A.*

### **Prerequisites:**

Successful completion Phase 2 of the Multiple Subject or Dual Credential Program: CI 100, CI 175, CI 176, LEE 177/177ECE, EHD 178/178ECE/110D, EHD178A. Concurrent enrollment in SPED 179 (Multiple Subject Only). Teacher Candidates must have passed all three CSET Subtests and have been CLEARED for final student teaching.

Course Information: \$10.00 lab fee	Instructor Name:
Units: 9	Office Number:
Time: Mon.-Fri. 8:00-4:00 + Seminars as assigned.	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

### **Required Texts and Instructional Materials:**

- Multiple Subject Student Teaching Handbook

- Candidates will be required to access Blackboard for syllabus, assignments, resources, etc. (The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband](https://www.unwiredbb.com/) (<https://www.unwiredbb.com/>).
- Download or refer to the following standards on California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>  
*Common Core State Standards, Mathematics and Science Content Standards, Visual and Performing Arts Content Standards, pre-kindergarten through grade twelve, Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition Mathematics Framework for California Public Schools, History-Social Science for California Public Schools, Health Framework for California Public Schools, Physical Education for California Public Schools, English Language Development Standards for Public Schools, Core curriculum*

Red three ring binder with dividers

- Lesson planning book (or electronic version)
- Fresno Assessment of Student Teachers, FAST (available on Task Stream or the Kennel Bookstore)
- Registration for Task Stream – this can be done on line see FAST manual

### **Primary Learning Outcomes**

*The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.*

- Teacher Candidates will formulate specific pedagogical skills for the instruction of reading language arts, math, and science (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7)
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.7).
- Teacher Candidates will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (TPE 7; NCATE 1.6 Valuing Diversity)
- Teacher Candidates will draw upon an understanding of patterns of child and adolescent development to understand their students. (TPE 8; NCATE 1.4)
- Teacher Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (TPE 9; NCATE 1.1)
- Teacher Candidates will allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. (TPE 10)
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning. (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics, Life Long Learning).

- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.6 Reflection, Life Long Learning 1.7).
- Teacher Candidate will utilize Co-Teaching strategies.

## **Examinations and Major Assignments**

Teacher Candidates will be assessed through written work but the majority of assessments will be performance based. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidate’s assigned classroom.

Holistic Proficiency Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above

Teaching Sample Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above

- Competencies for Literacy Development (NCATE 1.1, 1.3, 1.4, 1.7)
- Field Study C Seminars
- Five Formal Lesson Observations by University Supervisor (NCATE 1.1, 1.3, 1.4, 1.6 Reflection, Critical Thinking, Life Long Learning)

## **Assignment and Examination Schedule**

<b>Date</b>	<b>Assignment</b>
Weeks 1-15	University Supervisors will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis.
Weeks 7-8	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the Multiple Subject Teaching Competencies Documented attendance at all required seminars.
Week 10	Teaching Sample Project Due – Hardcopy and submitted on Task Stream
Weeks 13-15	Supervisor Evaluation, Master Teacher Survey, and Dispositions Survey submitted on Task Stream
Weeks 14-15	Final Assessment/Goal Setting Meeting  All competencies including Holistic Proficiency Project (TPA 3, TPE 12, 13), Teaching Sample Project Written Plan (CCTC 3a; TPE 2, 3, 8, 9, 10, 11, 13), Teaching Sample Project Classroom Performance Assessment Observation (CCTC 3b; TPE 2, 3, 8, 9, 10, 11, 13), Competencies for Literacy Development – EHD 170 and required University Supervisor observations must be successfully completed and verified by the last day of instruction.

**Assignment completion:** Course-related assignments may be drawn from students in your final student teaching/practicum placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.

## General Field Placement Course Policies

**Assignment completion:** Course-related assignments may be drawn from students in your field placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.

**Outside commitments:** Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of your field placement. Such interference may result in having to withdraw from the experience or make the adjustments necessary in their personal lives to fulfill the requirements of the program.

**Grading:** Teacher Candidates receive a grade of credit or no-credit as a result of their performance in their field assignment(s). Field Study C provides many opportunities for multi-modal assessments. University Supervisors will visit the school site weekly. Reflective journaling, observations, written lesson plans, lesson analysis and implementation of teaching strategies with students in the classrooms will provide evidence of proficiency. There is a mid-way progress report in a three-way conference with Master Teacher, Teacher Candidate, and University Supervisor. The Master Teacher also collaborates with the supervisor, completes a final assessment form, and meets with the Teacher Candidate at the end of the semester. The University Supervisor verifies competencies on a regular basis including completion of the Holistic Proficiency Project and Teaching Sample Project. Teacher Performance Assessment (TPA 3: Teaching Project) requires a written document as well as a classroom performance assessment visitation/observation by a university supervisor. Competencies are outlined in the Field Work Handbook. Satisfactory completion of all competencies including passing scores of 2 or above on the Teaching Sample Project and the Holistic Proficiency Project, as verified by the University Supervisor, is required for credit in the course. **Failure to submit the Teacher Performance assessments by the required timeline may place a teacher candidate in jeopardy of not receiving credit for the course.**

**Retaking Field Placement Courses:** Students who receive a 'no credit' grade in any field placement course, who wish to retake the course, are required to meet with the University Supervisor, Director of Field Placements, or Program Coordinator to develop a remediation plan. This Plan will state the areas of concern, action (recommendations for remediation), resources needed to support teacher candidate, and timeline to review progress/outcome. (See Plan of Assistance form). Some circumstances may require the attendance of the department chair or associate dean. The assigned supervisor will monitor the progress of the Plan of Assistance. The Teacher Candidate must sign and date the plan.

Students who receive a grade of "No Credit" for a second time will be dismissed from the Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

### **Student Dispute Resolution Process at KSOEHD: (Special Consideration Decision)**

In the event that candidates experience problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) concerned. If candidates feel that the issue has not been resolved, they may bring the matter to the program coordinator, and if the issue has not been resolved, then to the department chair. After completing this appeal process from their own program and department, candidates who feel the issue has not been resolved or who wish to appeal a department decision may submit a written appeal to the Special Assistant to the Dean or Associate Dean within 30 days. The Special Assistant to the Dean/Associate Dean will then convene a School Dispute Resolution Committee which comprises at least two additional faculty not associated with the prior appeal process, including one department chair, one program coordinator and others at

the discretion of the convener. Candidates have the option of meeting the School Dispute Resolution Committee in person or communicating through electronic means. The School Dispute Resolution Committee shall make a recommendation to the Dean/Director of Teacher Education whose decision is final.

**Absences:** Regular attendance is imperative. Teacher Candidates are expected to be in their placements during their scheduled days, arrive at the school on time, and to remain at the school for the full-designated period. **If a Teacher Candidate must be absent due an emergency, he or she must notify the University Supervisor, the school, and the Cooperating/Master Teacher by 7:30 AM on the day of their assigned class time.** It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate's absence.

Teacher Candidates will **be required to make-up ALL absences** by the last day of finals week. Supervisors are not permitted to make visits after the last day of instruction. All observations, paperwork, and other course requirements must be completed by the last day of instruction regardless of the need to make up days. All make up days must be made in agreement with the supervisor and Cooperating/Master Teacher and confirmed by the Cooperating/Master Teacher when complete.

**More than 3 absences for any reason may result in a No Credit for the course.** Extenuating circumstances must be discussed with the supervisor, Field Placement Coordinator, and Program Coordinator.

**Substitute Teaching:** Teacher candidates are not permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor and the time frame falls in the last 4-6 weeks of the semester.

**Employment:** If at any time while enrolled in the credential program a teacher candidate is offered or accepts a full-time teaching position with a public school (official teacher of record with your own classroom), you must email the Field Placements Office ([fieldplacements@csufresno.edu](mailto:fieldplacements@csufresno.edu)) and your university supervisor within 48 hours to discuss options. Failure to do so may result in a grade of No Credit for the course.

#### **Professional Ethical Behavior:**

As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texting during class time. Facebook or similar online forms of communication should be kept professional. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Student Teacher Handbook can serve as a guide.

#### **The Professional Dress:**

The Teacher Candidate is expected to maintain a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, or miniskirts. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog



insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

## Tentative Course Schedule – EHD 170/170ECE Field Study C

### Teaching Sample Project: (TPA 3a-b TPE 2, 3, 8, 9, 10, 11, 13)

Week 1	Supervisor Orientation Meeting School Site Orientation Meeting Students in Context
Week 2-3	Content Analysis and Learning Outcomes
Week 3-4	Assessment Plan
Week 4-5	Design for Instruction Instructional Decision-Making
Week 8	Analysis of Student Learning Reflection and Self Evaluation
Week 10	Teaching Sample Project Due Including Observation/Verification
Weeks 1-15	Teacher Candidates will plan, teach and assume responsibilities for one new subject, adding an additional subject each week, in their classroom assignment.

Teacher Candidates' lessons must align with the California Content Standards in the areas of Reading, Math, Science, and Social Science, Visual and Performing Art, Health, Physical Education, and English Language Development. The Teacher Candidates will also note how IEP goals are being met in these lessons. The lessons will incorporate modifications and student accommodations that include specific strategies for special needs. All lessons plans require written reflections after being implemented in the classroom (CCTC 3a, b, d, 4a, d.). This experience will culminate in assuming responsibility for the entire school day for a minimum of two weeks (TPA 1A- 6A or 6B,7,8,9,10,11,12, 13 CCTC 3(a-e), 4(a-e), 5 (c-f), 7 A(c), 8A (a-f), 9(a), 10(b-e), 12(a, c, d, f), 13(b, e, f), 14(d, e)

Teacher Candidates collect evidence for Holistic Proficiency Project and Competencies for Literacy Development.

#### **NOTE:**

Teacher Candidates write lesson plans using effective teaching models. The clinical/target, inquiry or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Teacher Candidates review all lesson plans with the Master Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson (CCTC 3a, b, d, and 4a, d).

#### **Subject to Change:**

This syllabus and schedule are subject to change in the event of extenuating circumstances.

# Direct Instruction Lesson Plan

Name \_\_\_\_\_ I.D. # \_\_\_\_\_

Date \_\_\_\_\_ Subject/Content Area \_\_\_\_\_

Grade Level \_\_\_\_\_ School \_\_\_\_\_ Competency# \_\_\_\_\_

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Master Teacher's Signature

**Materials**

**Time**

**K-12 Academic Content Standard/Common Core State Standards**

**California Standards for the Teaching Profession**

**Co-Teaching Strategy**

**Objective**

**Set**

**Input/Procedures**

**Guided Practice**

**Closure**

**Assessment Plan/Independent Practice**

**Adaptations/Modifications for Focus Student 1:**

**Adaptations/Modifications for Focus Student 2:**

**Additional Supports for Non-Focus Students:**

**Written reflection (after the lesson has been taught)**

*What went well? (strengths/successes of lesson)*

*Did all students meet the learning objective? What evidence do you have to support this?*

*Would you teach this lesson again the same way or change it to make it more effective? What changes would you make and why?*

*Reflect on the strategy/strategies that you used for focus student 1 and focus student 2? Was the strategy successful? What evidence do you have to support this success?*

*How did you integrate co-teaching strategies into this lesson?*

## EHD 170/170ECE: Final Student Teacher Weekly Pacing Guide

	Lesson Planning	Teaching	Teaching Sample Project	Holistic Proficiency Project	Literacy Competencies
<b>Week 1</b>	Attend all seminars and meet with University Supervisor.		<input type="checkbox"/> Read Teaching Sample Project requirements.	<input type="checkbox"/> Read Holistic Proficiency Project requirements. Set up file folders	<input type="checkbox"/> Read Literacy Competency requirements
<b>Week 2</b>	<input type="checkbox"/> Discuss the competencies and Co-Teaching with the Master Teacher & note expectations that will affect you <input type="checkbox"/> Discuss expectations for classroom management <input type="checkbox"/> Set a weekly meeting time <input type="checkbox"/> Pencil in timeline for teaching language arts, math, science, social studies, Teaching Sample Project and two week takeover. <input type="checkbox"/> Decide on a topic for Teaching Sample Project <input type="checkbox"/> Write Lesson Plans for Subject I	<input type="checkbox"/> Learn students' names, class schedules, management procedures & record keeping <input type="checkbox"/> Familiarize yourself with school personnel, resources & policies (recess, lunch, school nurse, before/after school routines) <input type="checkbox"/> Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties.	<input type="checkbox"/> Work on Students in Context section of Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 1 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met.	<input type="checkbox"/> If subject 1 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.  <input type="checkbox"/> Literacy competency #1 –Assess 2 struggling readers. Complete the initial assessment template.
<b>Week 3</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1 -2	<input type="checkbox"/> Assume Responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subject 1 <input type="checkbox"/> Use information from Students in Context to identify and plan for focus students.	<input type="checkbox"/> Students in Context section of Teaching Sample Project complete. <input type="checkbox"/> Begin Content Analysis of Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 2 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put in plans for subject 1 in appropriate file folder.	<input type="checkbox"/> If subject 2 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met..  <input type="checkbox"/> Discuss and plan with Cooperating teacher a time for completing literacy competencies for example- 3 weeks of guided reading.
<b>Week 4</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1-3	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-2:	<input type="checkbox"/> Content Analysis section of Teaching Sample Project complete. <input type="checkbox"/> Begin Assessment Plan of Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 3 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure TPE requirements have been met. <input type="checkbox"/> Put plans for subject 2 in appropriate file folder.	<input type="checkbox"/> If subject 3 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.

	<b>Lesson Planning</b>	<b>Teaching</b>	<b>Teaching Sample Project</b>	<b>Holistic Proficiency Project</b>	<b>Literacy Competencies</b>
<b>Week 5</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1-4 including plans for teaching Sample Project.	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-3	<input type="checkbox"/> Assessment Plan section of Teaching Sample Project complete. <input type="checkbox"/> Begin Design for Instruction for Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject -4 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put plans for subject 3 in appropriate file folder.	<input type="checkbox"/> If subject 4 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
<b>Week 6</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1-5 including plans for teaching Sample Project.	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-4	<input type="checkbox"/> Design for Instruction section of Teaching Sample Project complete.	<input type="checkbox"/> Lesson plans for subject 5 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put plans for subject 4 in appropriate file folder.	<input type="checkbox"/> If subject 5 is language arts refer to Literacy Competencies before writing plans to make sure requirements are met.
<b>Week 7</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1-6	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. Teach Subjects 1-5 including the Teaching Sample Project. <input type="checkbox"/> Teach Subjects 1-5	<input type="checkbox"/> Implement Teaching Sample Project <input type="checkbox"/> Begin Instructional Decision Making Design for Instruction for Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 6 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put plans for subject 5 in appropriate file folder.	<input type="checkbox"/> Mid-Term Asees. – Supervisor, Master Teacher & Teacher Candidate <input type="checkbox"/> 50% of Holistic Proficiency Project & Competencies for Literacy Dev. documented & ready for review.
<b>Week 8</b>	<input type="checkbox"/> Write Lesson Plans for Subjects 1-7	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. <input type="checkbox"/> Teach Subjects 1-6 including the Teaching Sample Project.	<input type="checkbox"/> Implement Teaching Sample Project <input type="checkbox"/> Continue Instructional Decision Making Design for Instruction for Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 7 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put plans for subject 6 in appropriate file folder.	<input type="checkbox"/> If subject 7 is language arts refer to Literacy Competencies to make sure requirements are met.

**Week 9**

<input type="checkbox"/> Write Lesson Plans for Subjects 1-8	<input type="checkbox"/> Continue responsibility for opening activities, monitoring students during independent work, read alouds, and helping with supervision duties. Teach Subjects 1-5 including the Teaching Sample Project. <input type="checkbox"/> Teach Subjects 1-7	<input type="checkbox"/> Complete Analysis of Student Learning Teaching Sample Project <input type="checkbox"/> Complete Reflection and Self Evaluation section of Teaching Sample Project	<input type="checkbox"/> Lesson plans for subject 8 can be used for Holistic Proficiency Project. Review rubric before writing plans to make sure requirements for TPE's have been met. <input type="checkbox"/> Put plans for subject 7 in appropriate file folder.	<input type="checkbox"/> If subject 8 is language arts refer to Literacy Competencies sign off sheet before writing.
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**Week 10**

	Lesson Planning	Teaching	Teaching Sample Project	Holistic Proficiency Project	Literacy Competencies
<input type="checkbox"/> Plan for all and resume all duties	<input type="checkbox"/> Plan, teach and resume all duties	<input type="checkbox"/> Teaching Sample Project DUE to University Supervision		<input type="checkbox"/> Give lesson plans and reflections to supervisor to sign off on literacy competency log.	
<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> Begin completing reflections on evidence in Holistic file.		
<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> Reflections on evidence in Holistic file complete.		
<input type="checkbox"/> Plan and resume all duties	<input type="checkbox"/> Teach! Teach! Teach!			Literacy Competency #1 – Complete post assessment on a struggling reader.	
<input type="checkbox"/> Plan and resume all duties <input type="checkbox"/> Final Evaluation Meeting with Master Teacher	<input type="checkbox"/> Teach! Teach! Teach!		<input type="checkbox"/> All Holistic Proficiency Project, Competencies for Literacy Development and Teaching Sample Project documented and ready for final meeting with University Supervisor		





## **Guidelines for EHD 170, 170ECE, 160A, 160B Teacher Candidate Assessment**

Thank you for writing this assessment for your teacher candidate. In accordance with the Family Educational Rights and Privacy Act of 1974 (as amended), the Teacher Candidate will have access to this assessment. It can be used for employment purposes if the candidate wishes to do so. The student teaching assessment is considered the most important part of the new teacher's file. It may be responsible for the candidate's success or failure in getting a position. After discussing the mid semester and final assessments the university supervisor and teacher candidate should both be given a copy.

The narrative portion of the evaluation is very important and should elaborate upon professional competencies. Please evaluate the Teacher Candidate in relation to other **beginning teachers** and indicate the Teacher Candidate's potential for success in teaching.

Thank you for your time and effort in mentoring our future teachers.

<b>Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) Comparison Chart</b>	
<b>TPE</b>	<b>CSTP</b>
<b>MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</b>	<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)</b>
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction <ul style="list-style-type: none"> <li>• TPE 1A: Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments</li> <li>• TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments</li> </ul>	3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
<b>ASSESSING STUDENT LEARNING</b>	<b>ASSESSING STUDENT LEARNING (5)</b>
TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families
<b>ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b>	<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1)</b>
TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices <ul style="list-style-type: none"> <li>• TPE 6A: Developmentally Appropriate Practices in Grades K-3</li> <li>• TPE 6B: Developmentally Appropriate Practices in Grades 4-8</li> <li>• TPE 6C: Developmentally Appropriate Practices in Grades 9-12</li> </ul> TPE 7: Teaching English Learners	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching
<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b>	<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (4)</b>
TPE 8: Learning about Students TPE 9: Instructional Planning	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>	<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)</b>
TPE 10: Instructional Time TPE 11: Social Environment	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR (6)</b>
TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

# **Classroom Observation & Feedback Forms**



CALIFORNIA STATE UNIVERSITY, FRESNO  
Kremen School of Education and Human Development  
Office of Field Experiences

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Teacher Candidate's Name \_\_\_\_\_ I.D. # \_\_\_\_\_

School \_\_\_\_\_ Semester \_\_\_\_\_ Grade Level \_\_\_\_\_

Cooperating/Master Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

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## Mid-Semester – Teacher Candidate Assessment/Goal Setting

EHD 170/170ECE/160A/160B

### ELEMENTS OF COMPETENCE

1. ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
  
2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
  
3. UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
  
4. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
  
5. ASSESSING STUDENTS FOR LEARNING
  
6. DEVELOPING AS A PROFESSIONAL EDUCATOR

On the reverse side, list the student's strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The student is requested to write a reaction statement.

Cooperating/Master Teacher \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Teaching Sample Project Completed: 1 2 3 4 5 6 7

Holistic Competencies Completed: 1 2 3 4 5 6 7 8 9

LEE Competencies Completed: 1 2 3 4 5 6 7

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction /Goals:

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_



Teacher Candidate \_\_\_\_\_

Date \_\_\_\_\_

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction/Goals:

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_



California State University, Fresno

**Classroom Observation Feedback Form A**

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

Lesson Plan  Topic and Objective Observed \_\_\_\_\_

Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ Co-Teaching Strategy \_\_\_\_\_

Teaching Performance Expectations

- |   |   |
|---|---|
| TPE 1A (MS) or 1B (SS) Subject-Specific Pedagogical Skills      | TPE 7 Teaching English Learners                     |
| TPE 2 Monitoring Student Learning During Instruction            | TPE 8 Learning About Students                       |
| TPE 3 Interpretation and use of Assessments                     | TPE 9 Instructional Planning                        |
| TPE 4 Making Content Accessible                                 | TPE 10 Instructional Time                           |
| TPE 5 Student Engagement  | TPE 11 Social Environment                           |
| TPE 6 Developmentally Appropriate Teaching Practices: K-3 & 4-8 | TPE 12 Professional, Legal, and Ethical Obligations |
|   | TPE 13 Professional Growth                          |

Directions: Record and document lines of evidence in terms of CSTP domains and specific behaviors/activities found in TPEs and TPAs. Provide feedback accordingly to participating student teachers. Use CSTP and TPEs, and TPAs as a guide to conduct observations.

<b>Observations</b>	<b>Areas to be developed</b>

Teacher Candidate Goals: \_\_\_\_\_

Observer Signature: \_\_\_\_\_ Teacher Candidate Signature: \_\_\_\_\_

## Classroom Observation Feedback Form B

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

Lesson Plan  Topic and Objective Observed \_\_\_\_\_  
 Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ Co-Teaching Strategy \_\_\_\_\_

O=Observed NO=Not Observed	O	NO	Evidence
<b>CSTP Making Subject Matter Comprehensible to Students</b>			
TPE 1A (MS) or 1B (SS) Subject-Specific Pedagogical Skills			
<b>CSTP Assessing Student Learning</b>			
TPE 2 Monitoring Student Learning During Instruction			
TPE 3 Interpretation and use of Assessments			
<b>CSTP Engaging and Supporting Students in Learning</b>			
TPE 4 Making Content Accessible			
TPE 5 Student Engagement			
TPE 6 Developmentally Appropriate Teaching Practices			
TPE 7 Teaching English Learners			
<b>CSTP Planning Instruction and Designing Learning Experiences for Students</b>			
TPE 8 Learning About Students			
TPE 9 Instructional Planning Co-Teaching Strategy _____			
<b>CSTP Creating and Maintaining Effective Environments for Students Learning</b>			
TPE 10 Instructional Time			
TPE 11 Social Environment			
<b>CSTP Developing as a Professional Educator</b>			
TPE 12 Professional, Legal, and Ethical Obligations			
TPE 13 Professional Growth			

Summary: \_\_\_\_\_

Observer Signature: \_\_\_\_\_ Teacher Candidate Signature: \_\_\_\_\_

Copies distributed: University Supervisor (white), Cooperating Teacher (pink), and Teacher Candidate (yellow)

**Competencies for Literacy Development: Phase III**  
**Field Study C: EHD 170/170ECE/160A or 160B -Final Student Teaching**

*The following activities will be completed in a EHD 170/160A or160B field placement. Teacher candidates are required to turn in lesson plan or plans, evidence of teaching, and a reflection to their university supervisor for each competency.*

**Supervisor's Signature:**

**Reading**

\_\_\_\_\_ 1. Identify **2** struggling readers. Administer assessments to determine the students' **literacy dispositions (motivation/interests), print skills (decoding/spelling), comprehension, writing skills, and vocabulary knowledge**. Analyze the assessments and write a paragraph or two for each student describing what the assessment data shows about each student's strengths/weaknesses. Use the template included to record assessment results and write your analysis. At the end of the semester, use the same tools to assess both students' literacy weaknesses. Use the same template to record results and write a paragraph or two for each student reflecting on the ways your instruction impacted student growth.

\_\_\_\_\_ 2. Based on your analysis of the 2 struggling readers, include specific modifications in your lesson plans to demonstrate how your instruction was differentiated to support their literacy needs and strengths. Submit 3 lesson plans with these modifications and 3 samples of student work.

\_\_\_\_\_ 3. Plan for and teach a minimum of 3 weeks of small group reading instruction for an advanced group of readers (e.g., guided reading, literature circles, collaborative strategic reading). Provide lesson plans that demonstrate you differentiated instruction for various ability levels.

\_\_\_\_\_ 4. Plan for and teach a minimum of 5 reading lessons that integrate the CCSS for English/Language Arts and/or the CCSS for Literacy in History/Social Science, Science and Technical Subjects with specific California Content Area standards (Science or Social Studies). At least 1 lesson must address **CCSS (SL 2** for your grade level),. Submit lesson plans and a written reflection for all 5 lessons.

**Writing**

\_\_\_\_\_ 5. Plan and teach a series of writing lessons (3-5) to guide students through the process of using the five steps of the **Writing Process (Prewriting, Drafting, Revising, Editing and Publishing)**. The lesson should address Narrative Writing (**CCSS Writing 3-** for your grade level). Submit all lesson plans, examples of student work that show evidence of each step, and a written reflection on the entire process.

\_\_\_\_\_ 6. Plan and teach a series of writing lessons (3-5) to guide students through the process of using the five steps of the **Writing Process (Prewriting, Drafting, Revising, Editing and Publishing)**. The lesson should address Informative/Explanatory Writing (**CCSS Writing 2-** for your grade level). Submit all lesson plans, examples of student work that show evidence of each step, and a written reflection on the entire process.

\_\_\_\_\_ 7. Incorporate **technological** tools for reading (e. g., web quest, SmartBoard) or writing (e. g., word processing, PowerPoint, web pages.) into 3-5 of your lessons. This competency may be done in combination with any of the other competencies. Submit a reflection on the way technology supported and/or hindered the students' learning.

## Initial Assessments for Struggling Readers

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Teacher \_\_\_\_\_ District & School Site \_\_\_\_\_

### I. Initial Assessment Information (provide results of each assessment)

Print skill:

Vocabulary:

Comprehension:

Fluency:

Interest and motivation:

Writing Development:

Analysis of strengths/weaknesses

## Post Assessment for a Struggling Reader

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

II. Post-assessment results/Progress achieved

II. Assessment Information (provide results of each assessment)

Print skill:

Vocabulary:

Comprehension:

Fluency:

Interest and motivation:

Writing Development:

Analysis of Progress

# CHARACTERISTICS OF AN EFFECTIVE MASTER/COOPERATING TEACHER

## Effective Master/Cooperating/Master Teachers:

1. Provide an orientation that gives information that eases the adjustment to the school and classroom
2. Introduce teacher candidates to others in the building and give them an opportunity to interact with faculty members regularly.
3. Help the candidate locate resource materials, equipment, and key people.
4. Accept the teacher candidate as a co-worker of equal status. Prepare the class to treat the teacher candidate the same way they treat you
5. Provide opportunities for the teacher candidate to study children and how they learn.
6. Structure responsibilities which gradually induct the teacher candidate into full time teaching. Help teacher candidate to plan at least a week ahead.
7. Encourage the teacher candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.
8. Conference regularly with the teacher candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.
9. Work with the teacher candidate in developing lesson delivery skills.
10. Work with the teacher candidate in developing classroom management skills. Explain your system and devise a way to work together
11. Demonstrate sensitivity to the emotional needs of the teacher candidate during the stressful period of student teaching.
12. Observe the teacher candidate and provide honest specific, constructive feedback on lessons. Encourage teacher candidate to reflect on what went well and come up with strategies to improve their effectiveness. For example, don't say, "Your lesson was pretty good", but try to get the teacher candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.
13. Familiarize teacher candidate to district and school programs (e.g., RSP, GATE, Special Education, Reading Recovery etc.)
14. Provide curriculum frameworks, and district guidelines.

15. Inform teacher candidate of district and school testing programs and their place in the curriculum.
16. Build and maintain trust
17. Help parents understand the valuable role the teacher candidate plays in the classroom.
18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or slave labor.

## **A Great Teacher....**

- Passion for teaching.
- Love of kids.
- Love of their subject.
- Understanding of the role of a school in a child's life.
- A willingness to change.
- A work ethic doesn't quit.
- A willingness to reflect.
- Organization
- Understanding that being a 'great teacher' is a constant struggle to always improve.
- Enough ego to survive the hard days.
- Enough humility to remember it's not about you.
- A willingness to work collaboratively.
- The willingness to try new methods of teaching.



## Letter of Recommendation

*Some teacher candidates will ask you for a letter of reference. This is optional. If you choose to write a letter of reference the following may be helpful.*

**“TWO SPECIFIC AREAS THAT MUST BE PRESENTED IN ANY WORTHWHILE LETTER OF RECOMMENDATION.”**

### THE STUDENT AS A PERSON

### THE PERSON AS A STUDENT

- 
- |                              |                               |
|------------------------------|-------------------------------|
| 1. Personality               | 1. Academic Aptitude          |
| i. Getting Along With Others | i. Divergent Thinking         |
| ii. Independence             | ii. Process of inquiry        |
| iii. Initiative              | iii. Subject Fluency          |
| 2. Attitude                  | 2. Academic Performance       |
| 3. Character                 | i. Work Habits                |
| 4. Maturity Level            | ii. Communication Abilities   |
| 5. Other Areas               | iii. Participation            |
|                              | 3. Academic Attitude          |
|                              | i. Enthusiasm for Subject     |
|                              | ii. Pride in Work             |
|                              | iii. Receptive to Instruction |

## DESCRIPTOR RESULTS

POSITIVE: 1 – 30

- 
- |                            |                                |
|----------------------------|--------------------------------|
| 1. Exceptional             | 16. Trustworthy                |
| 2. Highly Recommended      | 17. Fine Professional Attitude |
| 3. Outstanding             | 18. Self-Starter               |
| 4. Creative                | 19. Respected                  |
| 5. Demonstrated Leadership | 20. Dedicated                  |
| 6. Superior                | 21. Well Qualified             |
| 7. Innovative              | 22. Poised                     |
| 8. Confident               | 23. Flexible                   |
| 9. Cooperative             | 24. Constructive               |
| 10. Well Prepared          | 25. Dependable                 |
| 11. Superb                 | 26. Desire To Learn            |
| 12. Articulate             | 27. Understanding              |
| 13. Sound Judgment         | 28. Involved                   |
| 14. Conscientious          | 29. Professional               |
| 15. No Hesitation To Hire  | 30. Organized                  |

DESCRIPTOR RESULTS  
NEUTRAL: 1 – 30

- 
- |                              |  |
|------------------------------|--|
| 1. Generally                 | 17. Appears To Be Dependable                       |
| 2. Background                | 18. Change   |
| 3. Uniform                   | 19. Methodical                                     |
| 4. Probability               | 20. Potential                                      |
| 5. Possibility               | 21. Is Off To A Good Start                         |
| 6. Sufficient                | 22. Has Potential                                  |
| 7. Suitable                  | 23. Acquiring                                      |
| 8. Is A Beginner             | 24. Please Call If You Need Additional Information |
| 9. Satisfactory              | 25. Has Learned To Be Forceful                     |
| 10. Seems To Have Dedication | 26. Works Well With Motivated Students             |
| 11. Systematize              | 27. Gaining In Professionalism                     |
| 12. Met Their Potential      | 28. Serious  |
| 13. Growth In Discipline     | 29. Gregarious                                     |
| 14. Average                  | 30. Recognizes The Need To Improve                 |
| 15. Reasonably Good          |  |
| 16. Gaining                  |  |

DESCRIPTOR RESULTS  
NEGATIVE: 1 – 30

- 
- |  |                                    |
|--|------------------------------------|
| 1. Negligent                             | 16. Will Need Supervision          |
| 2. Lax                                   | 17. Slack                          |
| 3. Indecisive                            | 18. Shortcomings                   |
| 4. Lackadaisical                         | 19. Blemish                        |
| 5. Tardy                                 | 20. Apathetic                      |
| 6. Weak                                  | 21. Vacillate                      |
| 7. Flounder                              | 22. Could Do More Work In Planning |
| 8. Late                                  | 23. Frailty                        |
| 9. Confused                              | 24. Needs To be More Aware         |
| 10. Bewildered                           | 25. Hamper                         |
| 11. Has Difficulty                       | 26. Possibly Will Improve          |
| 12. Insecure                             | 27. Misgiving                      |
| 13. Needs To Work On Being Conscientious | 28. Reluctant                      |
| 14. Needs Careful Guidance               | 29. Decline                        |
| 15. Complacent                           | 30. May Have Difficulty            |

## Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <b>Example:</b> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*