

# FRESNO STATE



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## Kremen School of Education and Human Development

### *Cooperating/Master Teacher Handbook EHD 178/110D*



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**California State University, Fresno**  
**Kremen School of Education and Human Development**  
**Multiple Subject/Special Education Credential Program**

**Role Expectations of Teacher Candidates**

Detailed expectations are outlined in the syllabi and other sections of this handbook; however, all Teacher Candidates are expected to abide by the following general expectations:

1. Attend orientation sessions and seminars at the beginning of the semester as well as meetings with University Supervisors and/or Cooperating Teachers.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, regular attendance, and appropriate dress (neat, clean, and modest).
4. Notify the school, Cooperating Teacher, and University Supervisor in the case of an absence.
5. Observe the Cooperating Teacher model methods and strategies for effective teaching.
6. Become familiar with classroom management strategies and procedures used by the Cooperating Teacher and the School Site.
7. Learn and abide by all applicable school rules and regulations.
8. Develop lesson plans and have them approved by the University Supervisor and Cooperating Teacher before each lesson is taught.

**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**

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.



## **Qualifications and Role Expectations for University Supervisors**

The University Supervisor is a faculty member of the Kremen School of Education and Human Development. She or he is assigned Teacher Candidates by the Director of Professional Field Experiences. The supervisor has access to office space in the Education Building but is generally visiting or meeting with student teachers at their assigned school sites. Serving as a liaison between the University and cooperating schools, she or he provides the schools with information about Teacher Candidates and the program. In turn, she or he communicates the cooperating schools' suggestions and needs to the University for the improvement of the teacher education program.

Supervisors are Individuals who are credentialed in educator preparation. Supervisors are experts in the content area of the candidate being supervised and have professional experiences in public school settings. They have training in effective supervision approaches; good communication skills; ability to articulate the University's philosophy of teacher education; and knowledge of current content -specific pedagogy and instructional practices. They receive on-going training and are knowledgeable about the program assessments including in the TPEs and TPAs.

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### **Role Expectations of University Supervisors EHD 178/178ECE/110D and SPED 171/172**

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, discusses expectations and Co-Teaching.
3. Holds group and or individual small group discussions to review the California Standards for the Teaching Profession, Teacher Performance Assessments, and other pertinent topics throughout the semester.
4. Makes weekly visits/contacts 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, individual discussions or virtual discussions to review pertinent topics related to the student teaching experience.
5. Completes (in writing) a minimum of six formal lesson observations and provides documentation of contact for each Teacher Candidate under their supervision. Observations are to be documented in alignment with the Teacher Performance Expectations and California Standards for the Teaching profession. Two of these formal evaluations may include video capture or synchronous video observations.
6. Maintains communication with the Teacher Candidate, Cooperating Teacher and the school principal/administrator throughout the semester.
7. Reviews lesson plans and responds to reflections on a regular basis.
8. Observes Teacher Candidate teaching some of the LEE 177/177ECE competencies for Literacy Development and gives feedback on implementation. These competencies are assigned and verified by the LEE 177/177ECE instructor.

9. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials, and resources.
10. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
11. Collaborates and participates in a mid-semester and final evaluation meeting with the Cooperating/Master Teacher and Teacher Candidate.
12. Verifies the completion or lack of 50% of the competencies at mid-semester.
13. Observes a Teacher Candidate's site visitation project including a meeting to review and assess the observation with the Teacher Candidate (EHD 178/178ECE/110D).
14. Assists the Teacher Candidate with meeting the competencies, verifies/signs off the successful completion of competencies, and objectively evaluates the successful completion the student teaching experience. Assigns a CR/NC grade or Letter Grade (SPED 171/172).
15. Submits copies of required documentation 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	
<p style="text-align: center;"><b>Intern Eligible</b></p> <b>SPED 179 or 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	
	<p style="text-align: center;"><b>Intern Eligible</b></p> <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)

### Assignment and Examination Schedule

Date	Assignment
<b>Weeks 1-15</b>	Performance Assessment Scheduled Visit/Observations
<b>Weeks 7-8</b>	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the EHD 178 Teaching Competencies Documented attendance at all required seminars
<b>Weeks 8-15</b>	Site Visitation Observation/Conference
<b>Weeks 14-15</b>	Final Assessment/Goal Setting Meeting All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

### **Assignment and Examination Schedule**

Date	Assignment
<b>Weeks 1-15</b>	Performance Assessment Scheduled Visit/Observations
<b>Weeks 7-8</b>	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the EHD 178 Teaching Competencies Documented attendance at all required seminars
<b>Weeks 8-15</b>	Site Visitation Observation/Conference
<b>Weeks 14-15</b>	Final Assessment/Goal Setting Meeting All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

### **General Field Placement 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 B provides many opportunities for multi-modal assessments. University Supervisors will visit the school site or contact candidates every week. 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 and meets with the student on the Site Visitation Project. Competencies are outlined in the Field Work Handbook. Satisfactory completion of all competencies including a passing score of 2 or above on the Site Visitation Project, as verified by the University Supervisor, is required for credit in the course. **Failure to complete and submit the Site Visitation**

**Project on Task Stream by the required date may place teacher candidate in jeopardy of not receiving credit for the course.**

**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 to 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.

**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.

**Substitute Teaching:** Teacher candidates are **not** permitted to serve as a substitute while on duty as a student teacher.

**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 your 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 178, Field Study B requires Teacher Candidates to spend a minimum of 12 hours a week, Monday-Thursday 8:00-11:00 AM, in a K-2 grade classroom where they will complete course competencies. EHD 178ECE requires a minimum of two full days a week, with Teacher Candidates arriving at least ½ hour before school starts and staying until at least ½ hour after the school day ends. EHD 110D, Field Study B requires Teacher Candidates to spend a minimum of 20 hours a week, Monday-Fridays 8:00-12:00. Dual teacher Candidates spend approximately 16 hours in a K-3 Multiple Subject classroom and 4 hours in a Special Education placement. Because school starting times vary, duty hours may be adjusted by the supervisor based the school's schedule. Teacher Candidates must be at the school for additional time as required for planning, seminars, and conferences/meetings with the master teachers. Case studies and other Phase 2 course related assignments may be drawn from students in EHD 178/178ECE/110D, Field Study B, however, additional time outside of required field placement hours will be necessary to complete these assignments.



### **Seminars/Group Meetings or Individual Discussions:**

Small Group Discussions should allow the supervisor opportunities to present suggestions and to impart the experience that they have to their teacher candidates. These can be individual or group meetings.

<b><u>Week 1-2</u></b>	Introduction/Orientation meeting with supervisor
<b><u>Weeks 1-15</u></b>	EHD 178 Field Study B Competencies LEE 177 Competencies for Literacy Development as required by LEE 177 instructor. Small group discussions TBA
<b><u>Week 7</u></b>	Mid-semester Assessment/Goal Setting Conference Documentation for 50% of EHD 178 Field Placement B Competencies
<b><u>Week 8-15</u></b>	Site Visitation Project observation and conference. Site Visitation Project submitted on Task Stream.
<b><u>Weeks 13-15</u></b>	Supervisor Evaluation and Master Teacher Survey submitted on Task Stream
<b><u>Week 14-15</u></b>	All EHD 178 Field Study B competency logs with satisfactory verification by University Supervisor. Final Assessment/Goal Setting meeting scheduled with Master Teacher. University Supervisor attends if necessary.

### **Subject to Change:**

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

## University Policies

### **Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

### **Cheating and Plagiarism:**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

### **Make Up Policy for Planned and Unplanned Absences:**

In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated

periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University

Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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**California State University, Fresno**  
**Kremen School of Education & Human Development**  
**EHD 178/178ECE/110D**

**Student Teaching Competency Log**

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

Cooperating/Master Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

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

Student I.D. Number \_\_\_\_\_

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The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

**Mid-Semester Certification of Competency**

Based on the accompanying Student Teaching Competency assessments, I/we recommend:

\_\_\_\_\_ The Teacher Candidate has achieved the competencies necessary to advance to the second half of EHD 178/178ECE/110D.

\_\_\_\_\_ Although the Teacher Candidate demonstrates some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next phase of EHD 178/178ECE/110D with the understanding that continued improvement is required for the successful completion of EHD 178/178ECE/110D.

\_\_\_\_\_ The Teacher Candidate has not developed the competencies necessary to progress to the next phase of EHD 178/178ECE/110D.

**Cooperating/Master Teacher** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

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

**Date** \_\_\_\_\_

**California State University, Fresno**  
**Department of Curriculum and Instruction EHD 178/178ECE/110D**  
**Field Study B Final Competency Verification**

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

Cooperating /Master Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

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

Student I.D. Number \_\_\_\_\_

**EHD 178/178ECE/110D FIELD STUDY B COMPETENCIES LOG**

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

**Certification of Competency**

Based on the accompanying Teacher Candidate's Competency assessments, I/we recommend:

\_\_\_\_\_ The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.

\_\_\_\_\_ The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.

\_\_\_\_\_ The Teacher Candidate models exemplary professional behavior and dress.

\_\_\_\_\_ The Teacher Candidate engaged in implementing successful Reading/Language Arts competencies in the classroom (LEE 177/177ECE).

\_\_\_\_\_ The Teacher Candidate has passed all sections of the Site Visitation Project.

\_\_\_\_\_ The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to the next phase of the program and student teaching/practicum.

\_\_\_\_\_ Although the Teacher Candidate evidences some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next practicum course with the understanding that continued improvement is required.

\_\_\_\_\_ The Teacher Candidate has not developed the competencies necessary to progress to daily student teaching.

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

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

Teacher Candidate: \_\_\_\_\_ ID. \_\_\_\_\_

**FIELD STUDY B COMPETENCY LOG**

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178/178ECE/110D competencies. It is the student’s responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.

Teacher candidates write lesson plans using effective teaching models. The direct instruction clinical/target, teaching or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Co-Teaching strategies are identified and used in planning and implementing instruction. Teacher Candidates review all lesson plans with the Cooperating Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson.

Supervisor’s  
Signature

Competency

- \_\_\_\_1/1ECE. Teacher Candidates completed a Student in Context Classroom Profile and provided a description/reflection on the following: the physical arrangement of the classroom, school policies such as: classroom rules/discipline, attendance procedures; dress code, school schedule, and daily procedures. Procedures should include but are not limited to lining up, pencil sharpening, distributing supplies, asking and answering questions, etc. An electronic copy of the Field Work Handbook with form templates is available at the fresnostate.edu web site. (Dual candidates should identify differences in the above for a general education classroom and a special education classroom. This description should include a description and type of SPED placement as well as case load and disabilities of students in your class (review cum folders and IEPs).
- \_\_\_\_1D. Dual candidates complete the above profiles for their SPED classroom. The description should include: type of SPED placement, caseload and disabilities of the students in their class. Elaborate on the students you are assigned to work with (including strengths and needs for support).
- \_\_\_\_2/2ECE. Teacher Candidates assumed responsibility of the morning routine on a daily basis as documented by supervisor/master teacher observation.  
**Co-Teaching Strategy:**\_\_\_\_\_
- \_\_\_\_2D. Dual candidates should provide a schedule and description of responsibilities with SPED students with whom they work.
- \_\_\_\_3/3ECE. Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their EHD 178/110D, Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 9a; NCATE 1.3).  
The reflection should include:  
1. What is the purpose of this document?  
2. What is the responsibility of the teacher? Students? Parents?  
3. Having read this document what are the implications for the use of technology in your classroom?
- \_\_\_\_3D. Dual candidates will identify at least 2 technology accommodations that are being used or could be used with students in their current SPED placements.

\_\_\_\_ 4/4ECE. Teacher Candidates request a copy of the School/District's Student Study Team (SST)/Student Success Team forms and procedures from their EHD 178/178ECE/110D, Field Study B School Site. Request permission to, and attend, a Student Study/ Student Success Team meeting. Following the meeting the Teacher Candidate will write a reflection about the meeting to include strengths and concerns. (NCATE 1.6 Collaboration, Reflection)

\_\_\_\_ 4D. Dual candidates will also attend an IEP meeting and write a reflection about the meeting which includes a description of the roles of the members of the committee.

\_\_\_\_ 5/5ECE. Teacher Candidates plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. After the lessons, the Teacher Candidate will post-assess the students' knowledge, analyze the students' learning, and reflect on the effectiveness of the lessons. (CCTC 4 a-e, 5f, 8A(a), 13e,f 15 a, b; TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6 all, 1.7) \*Completed and teaching verified during field experience but graded by course faculty.

**Co-Teaching Strategies:** \_\_\_\_\_

\_\_\_\_ 5D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

\_\_\_\_ 6/6ECE/6D. The teacher candidate will utilize the One Teach, One Observe Co-Teaching Strategy when observing a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1). The description should include:

1. Describe how the lesson aligns with the California Science Content or New Generation Science Standards (NGSS).
2. Describe the strategies used for materials management. How did the strategy facilitate instruction?
3. What instructional and English learner strategies did you observe?
4. How did the use of these strategies help the students achieve their learning goals?
5. How was student achievement measured/ evaluated?

\_\_\_\_ 7/7ECE. Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided in the handbook. The lesson must align with the California Science and Language Arts Content Standards, Common Core Standards, and New Generation Science Standards; will incorporate the use of expository text; and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b),13e,15a,b; TPE 1,4,5,7; NCATE 1.1, 1.3, 1.6; NAEYC 1, 3, 4, 5; Reflection, Critical Thinking, Valuing Diversity)

**Co-Teaching Strategy:** \_\_\_\_\_

\_\_\_\_ 7D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

\_\_\_\_ 8. Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3)

**Co-Teaching Strategy:** \_\_\_\_\_

\_\_\_\_ 8ECE. ECE Cohort candidates will include this lesson as part of their 10-lesson standards-drive, project-based integrated history-social science and/or science unit.

\_\_\_\_ 8D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction.



- \_\_\_\_ 9/9ECE. Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3)  
**Co-Teaching Strategy:** \_\_\_\_\_
- \_\_\_\_ 9D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).
- \_\_\_\_ 10/10D. Teacher Candidates plan, teach, and reflect a series (minimum of 4 consecutive days) Language Arts lessons before their Site Visitation observation.  
**Co-Teaching Strategies:** \_\_\_\_\_
- \_\_\_\_ 11/11ECE/  
 11D. The Site Visitation Project: see FAST Manual. Teacher candidate must receive a passing score of 2 or above.  
**Co-Teaching Strategy:** One Teach, One Observe.
- \_\_\_\_ 12/12ECE. Teacher Candidates completed weekly reflections (NCATE 1.6 Reflections)
- \_\_\_\_ 12D. Dual candidates will write at least three reflections on classroom management and reinforcement techniques used in both the Multiple Subject and Special Education classrooms.

**EHD 178A**

**Seminars**

- \_\_\_\_ 13. Orientation  
 \_\_\_\_ Orientation for ECE  
 \_\_\_\_ Orientation for SPED  
 \_\_\_\_ Lesson Planning (SPED Only)  
 \_\_\_\_ Classroom Management (SPED Only)
- \_\_\_\_ 14. California Standards for the Teaching Profession (NCATE 1.6 Life Long Learning)/Task Stream Seminars
- \_\_\_\_ 15. Classroom Management Seminar
- \_\_\_\_ 16. K-8 Visual Arts Seminar
- \_\_\_\_ 17. K-8 Performing Arts Seminar
- \_\_\_\_ 18. Co-Teaching Strategies and Ethics Seminar
- \_\_\_\_ 19. Character and Civic Education Conference (Spring Semester Only) (NCATE 1.6 Professional Ethics, Life Long Learning)



**California State University, Fresno**  
**Kremen School of Education & Human Development**  
**EHD 178/178ECE/110D Student Teaching Competency Log**

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

Cooperating/Master Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

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

Student I.D. Number \_\_\_\_\_

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The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

**Mid-Semester Certification of Competency**

Based on the accompanying Student Teaching Competency assessments, I/we recommend:

\_\_\_\_\_ The Teacher Candidate has achieved the competencies necessary to advance to the second half of EHD 178/178ECE/110D.

\_\_\_\_\_ Although the Teacher Candidate demonstrates some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next phase of EHD 178/178ECE/110D with the understanding that continued improvement is required for the successful completion of EHD 178/178ECE/110D.

\_\_\_\_\_ The Teacher Candidate has not developed the competencies necessary to progress to the next phase of EHD 178/178ECE/110D.

**Cooperating/Master Teacher** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

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

**Date** \_\_\_\_\_

**California State University, Fresno**  
**Kremen School of Education and Human Development**  
**Department of Curriculum and Instruction**  
**EHD 178/178ECE/110D –Field Study B Final Competency Verification**

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

Cooperating /Master Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

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

Student I.D. Number \_\_\_\_\_

**EHD 178/178ECE/110D FIELD STUDY B COMPETENCIES LOG**

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

**Certification of Competency**

Based on the accompanying Teacher Candidate's Competency assessments, I/we recommend:

- \_\_\_\_\_ The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.
- \_\_\_\_\_ The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.
- \_\_\_\_\_ The Teacher Candidate models exemplary professional behavior and dress.
- \_\_\_\_\_ The Teacher Candidate engaged in implementing successful Reading/Language Arts competencies in the classroom (LEE 177/177ECE).
- \_\_\_\_\_ The Teacher Candidate has passed all sections of the Site Visitation Project.
- \_\_\_\_\_ The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to the next phase of the program and student teaching/practicum.

- \_\_\_\_\_ Although the Teacher Candidate evidences some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next practicum course with the understanding that continued improvement is required.
- \_\_\_\_\_ The Teacher Candidate has not developed the competencies necessary to progress to daily student teaching.

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

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

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

ID. \_\_\_\_\_

**EHD 178/178ECE/110D – FIELD STUDY B COMPETENCY LOG**

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178/178ECE/110D competencies. It is the student’s responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.

Teacher candidates write lesson plans using effective teaching models. The direct instruction clinical/target, teaching or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Co-Teaching strategies are identified and used in planning and implementing instruction. Teacher Candidates review all lesson plans with the Cooperating Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson.

**Competency Requirement Key**

<i>Credential Program</i>	<i>Required Competencies</i>
Multiple Subject	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SPED	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Dual	1, 1D, 2, 2D, 3, 3D, 4, 4D, 5, 5D, 6, 7, 7D, 8, 8D, 9, 9D, 10, 10D, 11, 12, 12D
ECE	1, 2, 3, 4, 5, 6, 7, 8, 8ECE, 9, 10, 11, 12

Supervisor’s  
Signature

Competency

\_\_\_\_1. Teacher Candidates completed a Student in Context Classroom Profile and provided a description/reflection on the following: the physical arrangement of the classroom, school policies such as: classroom rules/discipline, attendance procedures; dress code, school schedule, and daily procedures. Procedures should include but are not limited to lining up, pencil sharpening, distributing supplies, asking and answering questions, etc. An electronic copy of the Field Work Handbook with form templates is available at the fresnostate.edu web site. (Dual candidates should identify differences in the above for a general education classroom and a special education classroom. This description should include a description and type of SPED placement as well as case load and disabilities of students in your class (review cum folders and IEPs).

\_\_\_\_1D. Dual candidates complete the above profiles for their SPED classroom. The description should include: type of SPED placement, caseload and disabilities of the students in their class. Elaborate on the students you are assigned to work with (including strengths and needs for support).

\_\_\_\_2. Teacher Candidates assumed responsibility of the morning routine on a daily basis as documented by supervisor/master teacher observation.

**Co-Teaching Strategy:** \_\_\_\_\_

\_\_\_\_2D. Dual candidates should provide a schedule and description of responsibilities with SPED students with whom they work.

\_\_\_\_3. Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their EHD 178/110D, Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 9a; NCATE 1.3).

The reflection should include:

- 4. What is the purpose of this document?
- 5. What is the responsibility of the teacher? Students? Parents?

6. Having read this document what are the implications for the use of technology in your classroom?

\_\_\_\_3D. Dual candidates will identify at least 2 technology accommodations that are being used or could be used with students in their current SPED placements.

\_\_\_\_4. Teacher Candidates request a copy of the School/District's Student Study Team (SST)/Student Success Team forms and procedures from their EHD 178/178ECE/110D, Field Study B School Site. Request permission to, and attend, a Student Study/ Student Success Team meeting. Following the meeting the Teacher Candidate will write a reflection about the meeting to include strengths and concerns. (NCATE 1.6 Collaboration, Reflection)

\_\_\_\_4D. Dual candidates will also attend an IEP meeting and write a reflection about the meeting which includes a description of the roles of the members of the committee.

\_\_\_\_5. Teacher Candidates plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. After the lessons, the Teacher Candidate will post-assess the students' knowledge, analyze the students' learning, and reflect on the effectiveness of the lessons. (CCTC 4 a-e, 5f, 8A(a), 13e,f 15 a, b; TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6 all, 1.7) \*Completed and teaching verified during field experience but graded by course faculty.

**Co-Teaching Strategies:** \_\_\_\_\_

\_\_\_\_5D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

\_\_\_\_6. The teacher candidate will utilize the One Teach, One Observe Co-Teaching Strategy when observing a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1). The description should include:

6. Describe how the lesson aligns with the California Science Content or New Generation Science Standards (NGSS).

7. Describe the strategies used for materials management. How did the strategy facilitate instruction?

8. What instructional and English learner strategies did you observe?

9. How did the use of these strategies help the students achieve their learning goals?

10. How was student achievement measured/ evaluated?

\_\_\_\_7. Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided in the handbook. The lesson must align with the California Science and Language Arts Content Standards, Common Core Standards, and New Generation Science Standards; will incorporate the use of expository text; and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b),13e,15a,b; TPE 1,4,5,7; NCATE 1.1, 1.3, 1.6; NAEYC 1, 3, 4, 5; Reflection, Critical Thinking, Valuing Diversity)

**Co-Teaching Strategy:** \_\_\_\_\_

\_\_\_\_7D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

\_\_\_\_8. Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3)

**Co-Teaching Strategy:** \_\_\_\_\_

ECE Cohort candidates will include this lesson as part of their 10-lesson standards-drive, project-based integrated history-social science and/or science unit.

\_\_\_\_8ECE.

\_\_\_\_8D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction.

\_\_\_\_9. Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3)

**Co-Teaching Strategy:** \_\_\_\_\_

\_\_\_\_9D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).

\_\_\_\_10. Teacher Candidates plan, teach, and reflect a series (minimum of 4 consecutive days) Language Arts lessons before their Site Visitation observation.

**Co-Teaching Strategies:** \_\_\_\_\_

\_\_\_\_11. The Site Visitation Project: see FAST Manual. Teacher candidate must receive a passing score of 2 or above.

**Co-Teaching Strategy:** One Teach, One Observe.

\_\_\_\_12. Teacher Candidates completed weekly reflections (NCATE 1.6 Reflections)

\_\_\_\_12D. Dual candidates will write at least three reflections on classroom management and reinforcement techniques used in both the Multiple Subject and Special Education classrooms.





## 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)**

*Did all the students meet the desired objective? Was the objective appropriate? How do you know? Would you teach this lesson again the same way or change it to make it more effective? Reflect on the strategy/ strategies that you used for focus student 1 and focus student 2. Were they effective? What changes would you make and why? How did you integrate co-teaching strategies into this lesson?*

*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?*

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

## CI 175: Science Instruction and Applied Technology

### Inquiry Lesson Plan Format

1. **California Science Content Standard:** List the standard **or portion** of the science content standard that will be taught in the lesson. Include the grade level and the type of science (ex. life, physical, etc.).

Example:

Grade Two: Life Sciences:

Plants and animals have predictable life cycles. As a basis for understanding this concept:

**2b. Students know the sequential stages of life cycles are different for different animals such as butterflies, frogs, and mice.**

Co-teaching Strategy: \_\_\_\_\_

2. **Learning Goal:**  
“The goal of the lesson states what you plan to accomplish and what you intend your students to learn.” (Sherman and Sherman, p. 165)

Example:

The students will learn about the life cycle of the butterfly.

3. **Objective:**  
“Objectives are specific statements that establish carefully thought out learning outcomes. They also specify conditions for learning and set expected standards for student performance.” (Sherman and Sherman, p. 165)

Example:

By drawing a correctly sequenced concept map, students will demonstrate the physical characteristics of the stages of the life cycle of a butterfly (stages and sequence: egg, caterpillar, chrysalis, and adult butterfly)

4. **Inquiry Prompt:**  
What is the question you will use to guide the investigation/inquiry?

Example:

How does a butterfly change as it grows?

5. **Materials:**  
List **all** of the needed teacher and student materials.

6. **Key Vocabulary:**  
List all **science terminology** and **academic language** that will be introduced. **Specify the method you will use to contextualize the vocabulary.**

7. **Procedure:**

In a step-by-step format provide a detailed sequence of the components of the lesson. All definitions, background information, and resources need to be included.

Required elements: constructivist teaching design, inquiry design, English Learner strategy, special needs strategy, and instructional technology application.

Inquiry methodology needs to be evident in the steps of the procedure.

Possible evidence of inquiry:

Teacher-Directed Inquiry Option: Questioning Strategy: Using Bloom's taxonomy provide teacher prompt questions: List the questions you will ask and indicate the level of Bloom's taxonomy. Make sure your questions extend beyond "knowledge" and "comprehension" levels.

Guided Inquiry Option: Exploration: Students are given materials to investigate. Specific inquiry questions are provided to focus the investigation. Ex. "How does the toy make the sound?"

Student-Directed Inquiry Option: Student Investigation: Students investigate a question on their own. Example: Students create their own sound toy and explain how it makes sound.

8. **Assessment:**

Assessments may include: "homework, quizzes, and systematic observations of students, formal interviews, oral reports, essays, performance appraisals, performance tasks, journals, learning logs, laboratory notebooks, self-assessments, and portfolios of work." (Sherman and Sherman, p. 171)

Detail the **specific performance criteria** that will be used for evaluation.

Example:

1. Students will create a concept map that will include:
2. All of the stages of the life cycle of the butterfly are included (stages: egg, caterpillar, chrysalis, and adult butterfly).
3. The stages are drawn in the correct sequence.
4. The correct physical characteristics of each stage of the life cycle are illustrated. (egg: small, round ball; caterpillar: multi-segmented larva with legs and eyes; chrysalis: oval form, hanging from a twig; adult butterfly: head, thorax, abdomen, six legs coming from the thorax, two eyes, and two antennae).

## **Guidelines for EHD 178/178ECE/110D Teacher Candidate Evaluation**

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.

# Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) Comparison Chart

TPE	CSTP
<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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Name \_\_\_\_\_ I.D. # \_\_\_\_\_

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

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

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**Mid-Semester – Teacher Candidate Assessment/Goal Setting – EHD**  
**178/178ECE/110D**

Elements Of Competence

1. Engaging & Supporting All Students In Learning
  
  
  
  
  
  
  
  
  
  
2. Creating & Maintaining Effective Environments For Student Learning
  
  
  
  
  
  
  
  
  
  
3. Understanding And 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 teacher candidate is requested to write a reaction statement.

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

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

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

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Circle EHD 178 Competencies Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Circle LEE 177 Competencies Completed: 1 2 3 4 5 6 7 (as required by LEE 177 instructor)

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction /Goals:

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

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

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

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

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

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**Final – Teacher Candidate Assessment/Goal Setting – EHD 178/178ECE/110D**

Elements of Competence

1. Engaging & Supporting All Students In Learning

2. Creating & Maintaining Effective Environments For Student Learning

3. Understanding and Organizing Subject Matter For Student Learning

4. Planning Instruction & Designing Learning Experiences For All Students

5. Assessing all 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 teacher candidate is requested to write a reaction statement.

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

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

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

List the student's strengths as well as areas needing improvement. Use an extra sheet of paper if needed. The Teacher Candidate is requested to write a reaction statement

Teacher Candidate Strengths:

Goals/Areas Needing Improvement:

Cooperating/Master Teacher Comments:

University Supervisor Comments:

Teacher Candidate Reaction/Goals:

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

## 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.

Observations	Areas to be developed

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

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

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

## Classroom Observation Feedback Form B

<u>Teacher Candidate</u>		<u>School</u>		<u>Grade/Subject</u>	
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)

## **CHARACTERISTICS OF AN EFFECTIVE MASTER/COOPERATING TEACHER**

### Effective Master/Cooperating 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<br>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<br>Abilities   |
| 5. Other Areas                  | iii. Participation               |
|                                 | 3. Academic Attitude             |
|                                 | i. Enthusiasm for<br>Subject     |
|                                 | ii. Pride in Work                |
|                                 | iii. Receptive to<br>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

<b>Strategy</b>	<b>Definition/Example</b>
<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.***