



**Kremen School  
of Education and  
Human Development**

**FIELD WORK HANDBOOK**

EHD 154A | EHD 155A | EHD 154B | EHD 155B

**Single Subject & Internship  
Credential Programs**

Office of Professional Field Experience

Fall 2016



## **Introduction**

### **Vision**

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

### **Mission Statement**

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATEQaccredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and lifeQlong learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

### **Goals**

- To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- To be at the cutting edge of the application of best practice models and educational technology.
- To prepare education professionals who have a command of content knowledge and pedagogy, and who continuously strive to improve their practice.
- To support the lifelong development of practicing professionals with services and programs including the doctorate.
- To prepare professionals who are committed to leadership and service in diverse community settings.
- To integrate performance assessment as a key evaluation technique in each of our programs.
- To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

## Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

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<b><i>Reflection</i></b>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<b><i>Critical thinking</i></b>	Candidates analyze situational contexts, resulting in more informed decisionQmaking. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<b><i>Professional ethics</i></b>	Candidates learn to make wellQreasoned ethical judgments. We foster this disposition by teaching ethical decisionQmaking that relies on reflection and results in professional action.
<b><i>Valuing diversity</i></b>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
<b><i>Collaboration</i></b>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<b><i>Life:long learning</i></b>	Candidates demonstrate a commitment to lifeQlong learning about their profession and beyond. We foster this disposition through preQprofessional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

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**SECTION I:**  
**Credential Program Information**



## 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 Preliminary Single Subject Credential in the following subjects: Agriculture, Art, Business, English, French, Industrial Technology, Physical Education, Mathematics, Music, Science, Social Science & Spanish.

A Preliminary Single Subject Credential provides authorization to teach a specified subject in a departmentalized middle school or high school classroom for a maximum period of five years. The requirements for completing the Professional (Clear) Single Subject Credential will be provided by the employing school district.

The current options for pursuing a Preliminary Single Subject Credential are as follows:

**Single Subject Credential, Daytime Cohort:** designed for candidates where most classes, including student teaching, are held before 4pm.

**Single Subject Credential, Evening Cohort:** designed for candidates where most classes are held after 4pm, but student teaching takes place during the school day.

**Single Subject Credential, Off-Campus Cohort (District Partnerships):** designed for candidates who are interested in taking classes at a campus located within the same school district as their student teaching placement. Partnerships with districts will vary from year to year.

**Internship Credential:** designed for qualified individuals who have prior classroom experience and who seek an alternative route to obtaining a Preliminary Teaching Credential. Students must possess a bachelor's degree from an accredited institution and meet all criteria for admission to a basic credential program. In addition, interns enroll in coursework leading to a Preliminary Teaching Credential.

For more information regarding the Internship Credential Program, visit:

<http://www.fresnostate.edu/kremen/credential/teacherQinternship.html>

## State Admission Requirements

California Code of Regulations (Section 41100) mandates that for admission to a teaching credential program, a student must be assessed in terms of the following criteria:

**Pre Program Courses and Field Experiences.** The candidate shall have successfully completed a supervised early field experience (or EHD 50 waiver) and other prerequisite courses and experiences prescribed by the campus.

**Professional Aptitude.** The candidate shall demonstrate suitable aptitude for teaching in the public schools. Aptitude is assessed through interviews and letters of recommendation.

**Physical Fitness.** The candidate shall satisfy the standards of physical fitness required by the State Credentialing Agency.

**Basic Skills.** The candidate shall demonstrate proficiency in fundamental skills in written and spoken English, reading, and mathematics.

**GPA Requirement.** The candidate shall have attained a grade point average of at least 2.67 in all baccalaureate and post baccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted.

**Certificate of Clearance.** The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession.

**Admission Exceptions.** If a candidate has not met one or more admission requirements but possesses compensating strengths in other required areas, he or she may apply for conditional admission which must be cleared prior to admission to student teaching. The number of exceptions granted each year shall not exceed 15 percent of the total number of candidates admitted during the previous year.

For more information regarding the Single Subject Credential Program admission requirements, visit: <http://www.fresnostate.edu/kremen/applications/ssreqs.html>

## Sample Course Sequences \*Please refer to your advising sheet for your specific course requirements

Two Semester Schedule	Course	Course Name	Units
Prerequisites	EHD 50 or equivalent	PreQprogram Field Experience	<b>0N3</b>
	CI 149	Curriculum, Instruction and Technology in Secondary Schools	<b>3</b>
Phase 1	CI 151	Social Context of Teaching	<b>3</b>
	CI 152	Educational Psychology	<b>3</b>
	LEE 157	Teaching English Learners in Secondary Classrooms	<b>3</b>
	CI 161 or SPED 158	Methods & Materials in Secondary Teaching or Differentiated Instruction in Inclusive Settings	<b>3</b>
	EHD 155A	Initial Student Teaching in Secondary School	<b>4</b>
	EHD 154A	Initial Student Teaching Seminar	<b>1</b>
Phase 2	CI 161 or SPED 158	Methods & Materials in Secondary Teaching or Differentiated Instruction in Inclusive Settings	<b>3</b>
	LEE 156	Content Area Literacy & Communication in Secondary Classrooms	<b>3</b>
	EHD 155B	Final Student Teaching in Secondary School	<b>10</b>
	EHD 154B	Final Student Teaching Seminar	<b>1</b>
<b>Total Units</b>			<b>34</b>
Three Semester Schedule	Course	Course Name	Units
Prerequisites	EHD 50 or equivalent	PreQprogram Field Experience	<b>0N3</b>
	CI 149	Curriculum, Instruction and Technology in Secondary Schools	<b>3</b>
Phase 1	CI 151	Social Context of Teaching	<b>3</b>
	CI 152	Educational Psychology	<b>3</b>
Phase 2	CI 161 or SPED 158	Methods & Materials in Secondary Teaching or Differentiated Instruction in Inclusive Settings	<b>3</b>
	LEE 156	Content Area Literacy & Communication in Secondary Classrooms	<b>3</b>
	LEE 157	Teaching English Learners in Secondary Classrooms	<b>3</b>
	EHD 155A	Initial Student Teaching in Secondary School	<b>4</b>
	EHD 154A	Initial Student Teaching Seminar	<b>1</b>
Phase 3	CI 161 or SPED 158	Methods & Materials in Secondary Teaching or Differentiated Instruction in Inclusive Settings	<b>3</b>
	EHD 155B	Final Student Teaching in Secondary School	<b>10</b>
	EHD 154B	Final Student Teaching Seminar	<b>1</b>
<b>Total Units</b>			<b>34</b>

## COURSE SEQUENCE FOR TEACHER INTERNS

See Section VI for Teacher Internship Program Information (page 98)

Single Subject Q Courses prior to Internship ( <i>Must have completed EHD 50 &amp; CI 149</i> )		Units
EHD 155A	Initial Student Teaching	4
EHD 154A	Student Teaching Seminar	1
*SPED 158	Differentiated Instruction in Inclusive Secondary Settings	3
CI 151	Social Contexts of Teaching and Learning	3
CI 152	Adolescent Learning and Development	3
LEE 157	Teaching English Learners in Secondary Classrooms	3

\* If SPED 158 is not offered during 1st semester, candidate may take CI 161 and take SPED 158 2nd semester (switch SPED 158 with CI 161).

Single Subject Q Courses taken during Internship: Semester 1		Units
EHD 155B	Final Student Teaching Internship	5
*CI 161	Content Area Literacy and Communication in Secondary Teaching	3
EHD 154B	Final Student Teaching Seminar	1

Single Subject Q Courses taken during Internship: Semester 2		Units
EHD 155B	Final Student Teaching Internship	5
LEE 156	Content Area Language and Literacy in Secondary Classrooms	3

## Program Advisors

Single Subject CoQCoordinator Dr. Nancy Akhavan ED 443   278Q0345   nakhavan@csufresno.edu	Field Placement Director Ms. Janine Quisenberry ED 239   278Q0257   jquisenb@csufresno.edu
Single Subject CoQCoordinator Dr. Libbi Miller ED 249   278Q0019   elmiller@csufresno.edu	Single Subject Placements Dr. Emy Lopez Phillips ED 361   278Q0315   ephillips@csufresno.edu
Internship Director Dr. Steve Price ED 333   278Q0230   josephp@csufresno.edu	Credential Admissions Analyst Ms. Renee Flores ED 100   278Q0300   reflores@csufresno.edu
Credential Analyst Ms. Sherri Nakashima ED 100   278Q0299   sherrin@csufresno.edu	Admissions/General Program Advising ED 100   278Q0300

### Questions or Problems

If you need further information concerning the Single Subject Credential Program or if problems arise during student teaching, please contact a Single Subject Credential Coordinator.

### Handbook Revision

Suggestions for revising this handbook would be appreciated. Student teachers/interns, master/cooperating teachers, school administrators, and university supervisors are invited to suggest additions, deletions or revisions to the Single Subject Coordinator.

# **The California Teacher Performance Expectations**

## **A. Making Subject Matter Comprehensible to Students**

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments  
Teaching English Language Arts in a Single Subject Assignment  
Teaching Mathematics in a Single Subject Assignment  
Teaching Science in a Single Subject Assignment  
Teaching History/Social Science in a Single Subject Assignment

## **B. Assessing Student Learning**

TPE 2: Monitoring Student Learning During Instruction  
TPE 3: Interpretation and use of Assessments

## **C. Engaging and Supporting Students in Learning**

TPE 4: Making Content Accessible  
TPE 5: Student Engagement  
TPE 6: Developmentally Appropriate Teaching Practices  
TPE 7: Teaching English Learners

## **D. Planning instruction and Designing Learning Experiences for Students**

TPE 8: Learning About Students  
TPE 9: Instructional Planning

## **E. Creating and Maintaining Effective Environments for Student Learning**

TPE 10: Instructional Time  
TPE 11: Social Environment

## **F. Developing as a Professional Educator**

TPE 12: Professional, Legal, and Ethical Obligations  
TPE 13: Professional Growth

To review the complete text of the Teacher Performance Expectations of the California Commission on Teacher Credentialing, visit: <http://www.ctc.ca.gov/educatorQprep/TPAQfiles/TPEsQFullQVersion.pdf>



## Teacher Performance Expectations (TPE)

Represents how you are evaluated in the Credential Program

## CA Standards for the Teaching Profession (CSTP)

Represents how school districts evaluate their teachers

**TPE 1B:** Subject)Specific Pedagogical Skills for Single Subject Teaching

**Domain A:**  
Making Subject Matter Comprehensible to Students

**CSTP 1:**  
Engaging and Supporting All Students in Learning

- 1.1 Connecting students' prior knowledge, life experience, and . . .
- 1.2 Using a variety of instructional strategies and resources to . . .
- 1.3 Facilitating learning experiences that promote autonomy, . . .
- 1.4 Engaging students in problem solving/critical thinking/other . . .
- 1.5 Promoting self)directed, reflective learning for all students . . .

**TPE 2:** Monitoring Student Learning During Instruction  
**TPE 3:** Interpretation and Use of Assessment

**Domain B:**  
Assessing Student Learning

**CSTP 2:**  
Creating and Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning/implementing classroom procedures and routines . . .
- 2.6 Using instructional time effectively

**TPE 4:** Making Content Accessible  
**TPE 5:** Student Engagement  
**TPE 6:** Developmentally Appropriate Teaching Practices  
**TPE 7:** Teaching English Learners

**Domain C:**  
Engaging and Supporting Students in Learning

**CSTP 3:**  
Understanding & Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content . . .
- 3.2 Organizing curriculum to support student understanding of . . .
- 3.3 Interrelating ideas/information within/across subject matter . . .
- 3.4 Developing student understanding through instructional
- 3.5 Using materials/resources/technologies to make subject matter

**TPE 8:** Learning about Students  
**TPE 9:** Instructional Planning

**Domain D:**  
Planning Instruction and Designing Learning Experiences for Students

**CSTP 4:**  
Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Drawing on & valuing students' backgrounds, interests . . .
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing & sequencing instructional activities & materials
- 4.4 Designing short)term and long)term plans to foster student . . .
- 4.5 Modifying instructional plans to adjust for student needs

**TPE 10:** Instructional Time  
**TPE 11:** Social Environment

**Domain E:**  
Creating and Maintaining Effective Environments for Student Learning

**CSTP 5:**  
Assessment of Student Learning

- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting/using multiple sources of information to assess
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students/families/other audiences . . .

**TPE 12:** Professional, Legal, and Ethical Obligations  
**TPE 13:** Professional Growth

**Domain F:**  
Developing as a Professional Educator

**CSTP 6:**  
Developing as a Professional Educator

- 6.1 Reflecting on teaching practice & planning professional . . .
- 6.2 Establishing professional goals & pursuing opportunities . . .
- 6.3 Collaborating with colleagues and the broader professional . . .
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional . . .
- 6.6 Managing professional responsibilities to maintain motivation . . .
- 6.7 Demonstrating professional responsibility, integrity, and ethical

Teaching Performance Assessments



## Overview of Teacher Performance Assessments

In addition to regular observations by supervisors and master/cooperating teachers the *California Commission on Teaching Credentialing* (CCTC) requires that all teacher candidates be assessed with respect to the *Teacher Performance Expectations* (TPEs) using performance based assessments or *Teacher Performance Assessments* (TPAs).

At Fresno State, these assessments are known as *FAST: Fresno Assessment of Student Teachers*. During orientation week for EHD 155A, each student teacher will receive a *FAST Handbook* online, which describes the TPAs in detail. For each project there is: (a) a description of the task, (b) a prompt with specific instructions, and (c) a 4Mpoint rubric to give both candidates and evaluators an idea of what is expected.

A score of 1 indicates that the candidate clearly does not meet expectations; a score of 2 indicates that the candidate meets expectations; a score of 3 indicates that the candidate meets expectations at a high level; a score of 4 indicates that the candidate exceeds expectations. The TPAs help the program, the university supervisors, and the master/cooperating teachers assess the teacher candidate's progress in meeting the TPEs.

Four projects will be used in the assessment of the candidate: two (2) during initial student teaching and two (2) during final student teaching. The candidate must earn a passing score of 2 or more for each TPE or section of the assessment.

For EHD 155A (Initial Student Teaching)

### 1. SITE VISITATION PROJECT

This project includes a written lesson plan, observation by the university supervisor, and a reflection on the lesson taught that is written by the candidate.

### 2. COMPREHENSIVE LESSON PLAN PROJECT

For this project, the candidate will analyze a lesson plan designed for students in a classroom with a significant number of English learners.

For EHD 155B (Final Student Teaching/Internship)

### 1. HOLISTIC PROFICIENCY PROJECT

For this project the candidate will collect and share evidence documenting specific TPEs with the university supervisor, and will prepare a written reflection about evidence of documentation for each TPE. The reflection will be submitted to *Task Stream*. This project also includes observation by the university supervisor.

### 2. TEACHING SAMPLE PROJECT

For this project the candidate prepares a written paper documenting content area unit planning, facilitation, assessment, and analysis of student learning.

NOTE: In regular final student teaching, the above two projects are completed in one semester. In the Internship Program, the two projects are completed in two semesters.



**SECTION II:**  
**Stakeholder Qualifications and Roles**  
**Expectations for Field Placements**



## Qualifications for School Site Field Placements

The selection of school sites and Cooperating Teachers is done through collaborative efforts between the Director of Professional Field Experiences, Program Coordinators, University Supervisors and local school administrators.

Fresno State uses the established criteria for selection of school site placements and the qualifications for Cooperating/Master Teachers. The Director of Professional Field Experiences (or designee), work through the school district placement procedures to place teacher candidates. The university supervisor will contact the onMsite administrator to finalize assignments and procedures for orientations.

\*Teacher Candidates are not assigned to schools in which their children are enrolled or those in which family members are employed.

Sites are selected based on the following criteria:

- a) Demonstrate commitment to collaborative evidenceMbased practices and continuous program improvement.
- b) Student population provides variety for teacher candidates such as age, gender, ethnicity, language, special needs and socioeconomic backgrounds. Students with disabilities are in the Least Restrictive Environment (LRE) and there is robust support for English Learners.
- c) District personnel, fully qualified schoolMsite administrators and teachers are willing to work cooperatively and collaboratively with University Supervisors and Teacher Candidates.
- d) Teachers are willing to attend: initial orientations, university workshops (including coMteaching) and Cooperating/Master Teacher conferences. These conferences and workshops include opportunities for learning/improving cognitive coaching and giving effective feedback.
- e) Area, location and size of sites meet current Teacher Candidate training needs including socioM economic and cultural diversity.
- f) Data from sources such as Educational Research, Academic Performance index and Fresno State Cooperating/Master Teacher databases (qualitative feedback from supervisors and students) are also considered.

California State University, Fresno also follows selection criteria as described in CCTC Standards for the Preparation of Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English. The University provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.



## **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 KM12 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 wellMdeveloped 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. CoMteaching 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 schoolMrelated activities and committees is expected.
5. 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 at all times.
2. Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor and the time frame falls in the last 4-6 weeks of the semester.
3. 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, disciplinary and emergency procedures.
4. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
5. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
6. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences when applicable.
7. 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.
8. Arranges for the Teacher Candidate to have ample teaching opportunities.
9. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
10. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
11. Agrees to complete required Mid-semester Evaluation and Final Evaluation 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.
12. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

## Qualifications and Role Expectations 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 to 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 remains with the paid employees. Teacher Candidates should accompany Cooperating/Master Teachers while on duty, but should not serve as a substitute for their Master Teacher.

#### **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 Director of Professional Field Experiences or Program Coordinator and University Supervisor. Approval will only be granted if all course requirements have been met, recommendation from the supervisor and the time frame falls in the last 4-6 weeks of the semester.



## **Qualifications and Role Expectations 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 TPE's and TPA's.

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### **Role Expectations of University Supervisors**

1. Works collaboratively with the Director of Professional Field Experiences (or designee) and principal to make classroom assignments, if applicable.
2. Meets with Cooperating/Master Teachers for an orientation to go over course requirements, discusses expectations, roles, and CoM Teaching during the first two weeks of the semester.
3. Makes regular visits to the school site for the purpose of meeting with Teacher Candidates, Cooperating Teachers, Administrators/designee, or visiting/observing Teacher Candidates. Visits may include holding small group, individual, or virtual discussions to review pertinent topics related to the student teaching experience.
4. Completes (in writing) a minimum of six formal lesson observations and provides documentation of contact for each Teacher Candidate under their supervision (EHD 155A & EHD 155B). Two of these formal evaluations may include video capture, or synchronous video observation. Observations are to be documented in alignment with the Teacher Performance Expectations and California Standards for the Teaching Profession.
5. Conducts a final visit with the Teacher Candidates and Cooperating/Master Teacher, which may include the final evaluation.
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, when applicable.
8. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials and resources.
9. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.

10. Observes a Teacher Candidate's Site Visitation Project. Reviews student's lesson reflection and submits the scores on TaskStream, then makes time to share the results with Teacher Candidate (EHD 155A only).
11. Participates in the scoring of the Comprehensive Lesson Plan Project (EHD 155A only).
12. Evaluates the completion of the Holistic Proficiency Project (EHD 155B only) and provides remediation if necessary.
13. Evaluates the completion of the Teaching Sample Project (EHD 155B only) and provides remediation if necessary.
14. Collaborates with the Cooperating/ Master Teacher in completing the midMsemester & final evaluation form. Evaluation meetings with the Cooperating/Master Teacher, Teacher Candidate and University Supervisor to review this form will be scheduled as needed.
15. Assists the Teacher Candidate with meeting the competencies, verifies/signs off the successful completion of nonMteaching activities. Assigns a CR/NC grade (EHD 155A).
16. Submits copies of required documentation to the Office of Professional Field Experiences at the end of the semester.

**SECTION III:**  
**Teacher Candidate Professional Ethics  
and Procedures**



## Teacher Candidate Code of Ethics

1. All information that the Teacher Candidate receives about students in his/her class or school is to be kept confidential. Confidentiality includes all forms of communication including electronic forms such as email, text messages, blogs, Twitter, Facebook. Refer to Confidentiality of Student Records on next page.
2. A Teacher Candidate's main focus should be with what is being achieved with the students rather than with the impressions being made on the Cooperating Teacher or University Supervisor.
3. The Teacher Candidate should maintain the dignity necessary to gain the respect of his/her students.
4. The Teacher Candidate should show enthusiasm concerning the learning experiences being developed with students.
5. The Teacher Candidate should be respectful and courteous to all students.
6. The Teacher Candidate should consider himself a member of the community in which she/he is teaching and act accordingly.
7. Disciplinary measures used by the Teacher Candidate should conform to the instructions of the supervising/cooperating teacher.
8. The Teacher Candidate must be an example to his/her students in every way M physically, mentally, and ethically.
9. The Teacher Candidate should be interested in and be ready to assist with the improvement of the class as if it were his/her own.
10. The Teacher Candidate must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.
11. The Teacher Candidate must be completely impartial in dealing with students and must constantly strive to be fair while judging students' actions.
12. The Teacher Candidate should refrain from imposing his/her religious or political views upon his students and should exhibit a broadminded, tolerant attitude toward other groups and individuals.
13. The Teacher Candidate is a guest at the assigned school site. It is expected that the Teacher Candidate model exemplary professional behavior at all times.

*Adapted from: Donald M. Sharpe, A Brief Guide to Secondary Student Teaching, Indiana State University, Terre Haute, Indiana, 1970, p. 24.*

## Confidentiality of Student Records

It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the *Family Educational Rights and Privacy Act of 1974*, which made explicit the principles of confidentiality, which are summarized here.

The communication of confidential information to another person, except within the authorized educational framework, is a violation of individual rights which have legal protection and may lead to serious consequences. Teacher Candidates are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect the confidentiality of the information to which they have access.

Although Teacher Candidates may be permitted access to certain student records under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records.

As a Teacher Candidate, you will at times have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the *Family Educational Rights and Privacy Act of 1974* which protects its confidentiality.

Therefore, without belaboring the technicalities of this Act, Teacher Candidates would be advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

1. Treat all knowledge of students in strictest confidence.
2. Discuss student information only with your Cooperating Teacher and ask him/her what you may or may not do with any information.
3. Do not participate in a discussion verbally or electronically of students in the teachers' room, in front of staff, parents or anywhere outside of the classroom.
4. Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc. Do not leave them where they might get out of your possession.

## Procedures for Teacher Candidate Remediation/Reassignment/Dismissal

In certain situations, a Teacher Candidate may need to be remediated, reassigned, or dismissed from student teaching. Difficulties may include: personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics and insurmountable discipline problems.

The following outlines procedures for remediation, reassignment, and dismissal:

A **meeting** will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. The Director of Professional Field Experiences, Program Coordinator, Faculty Advisor, and the site principal will be notified and may be asked to attend. Remediation, reassignment, or dismissal will be discussed.

### Remediation

1. A **plan of assistance meeting** will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. The Director of Professional Field Experiences, Program Coordinator, Faculty Advisor, and the site principal will be notified and may be asked to attend. Remediation will be discussed.
2. The Plan of Assistance Form will be prepared by the University Supervisor, in consultation with the Cooperating/Master Teacher. This plan will state the areas of concern, action (recommendations for remediation), resources needed to support teacher candidate, and date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate and University Supervisor must sign and date the plan. Copies of all evaluations, Teacher Performance Assessments, weekly block plans, competency logs, lesson plans or any pertinent paperwork are attached to the report. Copies will be given to all concerned parties.
3. The University Supervisor, in consultation with the Cooperating/Master Teacher, will document the Teacher Candidate's progress toward identified area(s) of concern. The University Supervisor will conduct a weekly formal observation and evaluation. A conference to review progress will be conducted, as stipulated in the Plan of Assistance.
4. The final responsibility for the assignment of a course grade lies with the University Supervisor.
5. This process will not be extended beyond the term of the California State University, Fresno semester.

### Reassignment

1. A **reassignment meeting** will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. The Director of Professional Field Experiences, Program Coordinator, Academic Advisor, and the site principal will be notified and may be asked to attend. Reassignment will be discussed.
2. A Reassignment Form will be prepared by the University Supervisor, in consultation with the Cooperating/Master Teacher and the Director of Professional Field Experiences/Coordinator. This form will state the reasons for reassignment, including supporting documents, as well as expectations for success in the next field placement experience.

## Dismissal

1. If a Teacher Candidate is asked by school site personnel to be removed from his/her classroom placement and or school site, the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with the Director of Professional Field Experiences and/or Program Coordinator, University Supervisor, and Teacher Candidate at the University.
2. A **dismissal meeting at the school site can be held whenever necessary.** It will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. The Director of Professional Field Experiences, Program Coordinator, Academic Advisor, and the site principal will be notified and may be asked to attend. Dismissal will be discussed.
3. A Dismissal Form will be prepared by the University Supervisor, in consultation with the Cooperating/Master Teacher and the Director of Professional Field Experiences/Coordinator. This form will state the reasons for dismissal, including supporting documents.
4. **Dismissal** from a field placement will result in “No Credit” (NC) for the course. If the teacher candidate wishes to continue in the program and repeat the course, a Special Consideration form is required. This form, available, on the KSOEHD website, must be completed and turned into ED 100 by the first day of registration for the following semester. The Special Consideration Committee will review all requests, make a decision, and inform the teacher candidate within one month after registration has begun. If necessary, a second Special Consideration meeting will be held one week before the first day of the semester.
5. Students who receive a grade of “No credit” (NC) 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.

## Candidate Plan of Assistance

Complete the following **Plan of Assistance** if a teacher candidate has demonstrated minimal or no progress toward Teacher Performance Expectations/Assessments or California Standards for the Teaching Profession (for lesson observations). Please refer to the process delineated on the previous page for additional actions if the plan does not result in a satisfactory outcome for the teacher candidate. If necessary, complete a 'Candidate Reassignment/Dismissal' Form (on the following page).

Teacher Candidate Name:		Date:		
Supervisor Name:		Course:		
Concern (TPE or CSTP Area; or Disposition)	Action (List steps to remedy concern)	Resources needed to support teacher candidate	Review Date	Comments regarding progress or outcome

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
 Teacher Candidate University Supervisor

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
 Cooperating/Master Teacher Program Coordinator/ Advisor/ Director of Field Placements







## Section IV: Initial Student Teaching



## EHD 154A: Initial Student Teaching Seminar Syllabus

### Course Description:

The Initial Student Teaching Seminar is to accompany initial student teaching. Candidates will have opportunities to investigate and discuss a variety of topics and strategies, and to reflect on issues that surface during their student teaching experience. This seminar contributes to an effective initial student teaching experience through regular meetings of initial student teachers across subject areas to examine important topics related to teaching and working at a school site. Time is also scheduled to discuss the prompts and rubrics for the Comprehensive Lesson Plan Project (CLPP) and the Site Visitation Project (SVP). CR/NC Grading Only.

### Single Subject Program Requirements:

*This course is a required course in Phase 1 of the "Two Semester Schedule" or Phase 2 of the "Three Semester Schedule" Single Subject Program. Please refer the Single Subject Coordinator, if you have questions.*

**Prerequisites:** Concurrent enrollment of EHD 155A.

<b>Course Information</b>	Instructor/Supervisor Name:
EHD 154A: 1 unit	Office Number:
Time:	Email:
School Site:	Telephone:
Website:	Office Hours:

### Required Texts and Instructional Materials:

- Single Subject Field Placement Handbook
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
- Refer to (or download when necessary) the California Department of Education website:  
<http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*

### Primary Learning Outcomes:

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

*Teacher Candidates will discuss, analyze and collaborate on how they do the following during their student teaching:*

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of each respective single subject content area (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize CobTeaching strategies.

#### **Course Requirements:**

1. This seminar will meet weekly during the semester and students are required to attend all scheduled seminars. Refer to the Instructor's weekly schedule for this course.
2. Students will be required to actively participate in discussions of important topics related to teaching and connected to the student teaching experience. Participation may occur face to face and/or online.

#### **Course Evaluation:**

1. Complete 4 written reflections on various topics as identified by the instructor. Reflections should be based on the Teacher Candidate's current student teaching placement observations, experiences, and/or connections to coursework.
2. Weekly discussion and participation will be evaluated on the following criteria:
  - (a) contributions to discussions, (b) connections to classroom, (c) willingness to ask questions, (d) sensitivity to people's feelings and beliefs, (e) positive attitude, (f) professionalism.

#### **Course Policies**

**Outside commitments:** Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of your student teaching seminar course. 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 nobcredit as a result of their performance on the above course requirements and evaluation.

**Absences:** This is a credit/no credit course. For credit, students are expected to attend all scheduled seminars and participate in discussions. Students with excused absences (maximum of 2) will be

assigned extra non-teaching assignments related to the seminar topic and will be required to submit a one-page summary for each activity.

**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 date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate must sign and date the plan. Students are also required to complete a Special Consideration form, and submit it to ED 100 by the required date. Their Plan of Assistance should be attached to this form. The petition to retake the course will be reviewed by the Special Consideration Admissions and Standards Committee. The teacher candidate will be informed of the committee's decision by email.

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.

**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.

**Subject to Change:**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**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 (278b2811).

**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 so, this will be provided to students by the instructor on or before the last day of instruction.

**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 makeup 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 24hour 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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## EHD 155A: Initial Student Teaching Syllabus

### Course Description:

EHD 155A is a supervised field experience in a 7b12 grade, single subject classroom. It is the first of two field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. EHD 155A requires a minimum of 15 hours a week (CCTC 15).

*Single Subject Program Requirements:* This course is a required course in Phase 1 of the “Two Semester Schedule” or Phase 2 of the “Three Semester Schedule” Single Subject Program. Please refer to the Single Subject Coordinator if you have questions.

**Prerequisites:** Successful completion of EHD 50 or equivalent, CI 149, and CI 151, CI 152 (or concurrent enrollment) of the Single Subject Credential Program.

<b>Course Information</b>	Instructor/Supervisor Name:
EHD 155A: 4 units	Office Number:
Time: Mon.bThurs. 8:00b11:00 or as agreed upon by Supervisor & Cooperating Teacher	Email:
School Site:	Telephone:
Website:	Office Hours:

### Required Texts and Instructional Materials:

- Single Subject Field Placement Handbook
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
- Registration for Task Stream (if you haven’t already): \$69.00= 2 years; \$67.00 = 3 semesters; \$42.00 = calendar year; \$25 = each semester
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*

### Primary Learning Outcomes:

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

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of each respective single subject content area (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).

- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize CobTeaching strategies.

### **Course Requirements:**

1. Student teaching usually begins and ends on the first and last day of instruction at the university, not the school site placement. Partnership schedules may vary.
2. Students are required to attend the first week of orientation on the FSU campus during the first week of instruction. The orientation schedule will be emailed to you directly prior to the beginning of the start of the semester.
3. Students are expected to be at their student teaching site for 15 hours per week. The schedule is to be discussed with the Cooperating/Master Teacher and approved by the University Supervisor. A typical schedule is 3 hours per day, Monday through Friday.
4. Student teachers must assume *full teaching responsibility* in the class periods to which they are assigned (2 class periods) for a minimum period of three full weeks (typically occurs during weeks 11b15), upon approval and recommendation of the Cooperating/Master Teacher and University Supervisor. Most student teachers will assume full teaching responsibility for a considerably longer period of time.
5. In addition to teaching, student teachers are assigned to a floating period where they can use the time to conference with their master teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.
6. Student teachers must complete a NonbTeaching Activities Record which requires that they participate in some of the nonbteaching activities that are typically part of a teacher's responsibilities, such as participating in a parentbteacher conference, attending extrabcurricular school events, attending staff or department meetings, and supervising students outside of classrooms. The *NonXTeaching Activities Record* can be found in the handbook.
7. During the last week of initial student teaching, student teachers must complete a survey regarding the University Supervisor and Cooperating/Master Teacher on TaskStream. This feedback will only be used to help KSOEHD improve our student teaching program.

**Course Evaluation:**

Student teaching performance will be observed/evaluated on a consistent basis throughout the semester to ensure candidates are meeting the selected Teacher Performance Expectations (TPEs) of the Commission on Teacher Credentialing (CTC) as aligned to the California Standards for the Teaching Profession (CSTPs). The CSTP standards represent how educators in California are to be evaluated once they enter the profession and the TPEs represent how credentialing programs evaluate their student teachers.

1. The University Supervisor will complete a minimum of six formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision. Two of these formal evaluations may include video capture, or synchronous video observation, if applicable.
2. Student teachers must score 2 or above on the Site Visitation Project (SVP) to be able to advance to final student teaching. This SVP includes a written lesson plan, observation by the university supervisor, and a written reflection on the lesson that was taught. 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. (See FAST Manual)
3. Student teachers must score a 2 or above on the Comprehensive Lesson Plan Project (CLPP) to be able to advance to final student teaching. The CLPP is actually an exam that will take place on campus at FSU. The candidate will analyze a lesson plan designed for students in a classroom with a significant number of English learners. (See FAST Manual)
4. Student teachers are given a midsemester evaluation and final evaluation (aligned to the TPEs and CSTPs) during a three-way conference with Master Teacher, Teacher Candidate, and University Supervisor. A copy should be made for the University Supervisor, Teacher Candidate and Academic Advisor. It is the responsibility of the Teacher Candidate to provide a copy of each evaluation to the Academic Advisor.

**A typical schedule for a fifteen week semester would be as follows, please refer to your University Supervisor & Cooperating/Master Teacher for an accurate schedule:**

Date	Assignment
<b>Weeks 1-2</b>	Orientation on campus; observing throughout the school; becoming familiar with the classes to be taught; assisting and “shadow teaching” the master teacher.
<b>Weeks 3-4</b>	Observing, assisting, shadow teaching and solo teaching or cobteaching on an occasional basis.
<b>Week 5-7</b>	Teaching (solo or cobteaching) at least one class on a daily basis; Midb Term Evaluation
<b>Week 8-10</b>	Teaching (solo or cobteaching) at least one class on a daily basis; Site Visitation
<b>Weeks 11-15</b>	Teaching (solo or cobteaching) at least two class on a daily basis; CLPP Preparation; Final Evaluation

### **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. Failure to comply with any requirement for student teaching may result in a student teacher having to withdraw from student teaching or receiving no credit.

**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 on the above course requirements and evaluation. In addition to the six formal observations, University Supervisors may enhance communication and contacts with teacher candidates (via phone, webinar, online community, etc.).

**Absences:** Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. Teacher Candidates will be required to make up time absent by adding days to the field placement experience, which must be completed by the last day of finals week and in agreement with the supervisor and master teacher. If a Teacher Candidate is going to be absent, he or she must notify the University Supervisor, the school, and the School Site Partner/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. More than 3 absences 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 date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate must sign and date the plan. Students are also required to complete a Special Consideration form, and submit it to ED 100 by the required date. Their Plan of Assistance should be attached to this form. The petition to retake the course will be reviewed by the Special Consideration Admissions and Standards Committee. The teacher candidate will be informed of the committee's decision by email.

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.

**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 lowrise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halterbtops, 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.

**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 (278b2811).

**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 so, this will be provided to students by the instructor on or before the last day of instruction.

### **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 makeup 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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## Guide to Observing Your Master Teacher

In EHD 155A, in addition to your two assigned student teaching classes, you have an additional floating period in which you can conference with your master teacher, observe other teachers at the school, talk with staff, complete special education observations/assignments, and/or prepare instructional materials for teaching. It is important to determine a weekly meeting time with your Cooperating/Master Teacher during the first week to determine schedules, discuss curriculum, and student needs.

When observing, make the period of time when you are primarily an observer an active learning experience. During these observations, make notes for yourself about things you found particularly interesting, effective, or had questions about. You will have an opportunity to discuss these observations during student teaching seminars. As you are observing, ask yourself the following questions:

- How does the teacher gain the students' attention at the beginning of class?
- How does the teacher capture the interest of the students?
- How does the teacher convey the objective of the lesson?
- How is the lesson organized?
- What types of questions does the teacher ask—and how does the teacher elicit student responses?
- How does the teacher get students actively involved in the lesson?
- What materials are used?
- How are students grouped?
- What classroom management strategies does the teacher use?
- How does the teacher individualize instruction for students with special needs?
- How does the teacher meet the special needs of English learners?
- What does the teacher do to recognize and affirm cultural diversity?
- What does the teacher do to avoid discipline problems?
- How does the teacher handle discipline problems when they occur?
- How does the teacher assess whether the lesson objective has been achieved?
- How does the teacher bring closure to the lesson?



## CoTeaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The cobteaching 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.***



## NonTeaching Activities Record For 155A Credential Candidates

Student Teacher \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

University Supervisor \_\_\_\_\_ Subject Area \_\_\_\_\_

The purpose of this form is to record your **mandatory participation** in activities other than classroom teaching. You will need to have your participation verified by your cooperating teacher or another appropriate school staff member, or University staff, as appropriate. You should keep this record in your possession until the end of the semester. It will then be collected by your university supervisor and submitted to the Field Placement Office on the last day of instruction.

**The activities listed below are required to receive credit for EHD 155A:**

- |  |           |      |
|--|-----------|------|
| 1. KSOEHD Student Teacher Orientation with Director of Field Experiences & CobTeaching seminar   | Signature | Date |
| 2. Single Subject Handbook & CSTP/TPE Overview   | Signature | Date |
| 3. Single Subject Lesson Design & Classroom Management Seminar   | Signature | Date |
| 4. TaskStream Enrollment & PrebDisposition Survey<br>(This will be signed off by your EHD 154A Instructor)   | Signature | Date |
| 5. Character & Civic Education Conference<br><i>(Spring Only)</i>  | Signature | Date |
| 6. Observe a teacherbled conference where a student’s individual learning needs are being discussed.   | Signature | Date |
| 7. Observe an IEP (Individualized Educational Program) planning meeting or an SST (Student Study Team) meeting where you are conferencing about a student’s learning needs and how you will change instruction to ensure learning. | Signature | Date |
| 8. Attend a planning meeting with your master teacher (e.g. Professional Learning Community or department/subject area meeting).   | Signature | Date |
| 9. Attend an extracurricular student activity (e.g., a play, athletic event, etc.)   | Signature | Date |

\_\_\_\_\_  
Student Teacher's Signature

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

## Taskstream Lesson Builder Components

Using the *TaskStream Lesson Builder* simplifies the lesson planning process. While you might not want to use this tool for all lesson plans (or might only want to use certain features) it does contain the components common to most lesson plans. Your master/cooperating teacher and/or university supervisor may request that you use a specific format.

### Vital Information

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Subject(s):

Topic or Unit Of Study:

Grade/Level:

Objective(s):

Summary:

### Implementation

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Learning Context:

Procedure: (Including CobTeaching Strategy to be used)

Differentiated Instruction:

Sample Student Products:

Collaboration:

Time Allotment:

Author's Comments and Reflections:

### Materials And Resources

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Instructional Materials:

Resources:

### Standards & Assessment

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Standards:

Assessment/Rubrics:



## Classroom Observation Feedback S Form A

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

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

Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ CobTeaching Strategy (if applicable) \_\_\_\_\_

Teaching Performance Expectations			
TPE 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	TPE 12	Professional, Legal, and Ethical Obligations
		TPE 13	Professional Growth

Supervisor Directions: Use the above TPEs as a guide to conduct observations. Record and document lines of evidence based on specific behaviors/activities found in the TPEs. Provide feedback accordingly to participating student teachers.

Observations	Areas to be developed

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

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

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



## Classroom Observation Feedback S Form B

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

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

Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ CobTeaching Strategy (if applicable) \_\_\_\_\_

Supervisor Directions: . Record and document lines of evidence based on specific behaviors/activities found in the TPEs. Provide feedback accordingly to participating student teachers. It is recommended that only 1b3 CSTPs are observed during each observation.

O=Observed NO=Not Observed	O	NO	Evidence
<b>CSTP Making Subject Matter Comprehensible to Students</b>			
TPE 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 CobTeaching 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:

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

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

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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate's current progress in EHD 155A, we have determined that:

_____	The teacher candidate is making satisfactory progress and may continue with EHD 155A student teaching.
_____	The teacher candidate is not making satisfactory progress at this point in the semester and will be allowed to continue with EHD 155A with the understanding that continued improvement is required for the successful completion of EHD 155A. Refer to Teacher Candidate Remediation.
_____	The teacher candidate is not making satisfactory progress in student teaching and will not receive credit for EHD 155A. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155A Syllabus.

University Supervisor Comments: \_\_\_\_\_

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation OR, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate's current progress in EHD 155A, we have determined that:

<input type="checkbox"/> The teacher candidate is ready to assume the responsibilities of daily student teaching required for EHD 155B. The student will receive a grade of CREDIT for EHD 155A.
<input type="checkbox"/> The teacher candidate has not developed the Teacher Performance Expectations (TPEs) necessary to progress to EHD 155B and will not receive credit for EHD 155A. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155A Syllabus.

University Supervisor Comments:

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# Section V: Final Student Teaching



## EHD 154B: Final Student Teaching Seminar Syllabus

### Course Description:

The Final Student Teaching Seminar is to accompany final student teaching. Candidates will have opportunities to investigate and discuss a variety of topics and strategies, and to reflect on issues that surface during their student teaching experience. This seminar contributes to an effective final student teaching experience through preparation for the Holistic Proficiency Project and the Teaching Sample Project. CR/NC Grading Only.

### Single Subject Program Requirements:

*This course is a required course in Phase 2 of the "Two Semester Schedule" or Phase 3 of the "Three Semester Schedule" Single Subject Program. Please refer to your Academic Department Advisor if you have questions.*

**Prerequisites:** Concurrent enrollment of EHD 155B.

<b>Course Information</b>	Instructor/Supervisor Name:
EHD 154B: 1 unit	Office Number:
Time:	Email:
School Site:	Telephone:
Website:	Office Hours:

### Required Texts and Instructional Materials:

- Single Subject Field Placement Handbook
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
- Refer to (or download when necessary) the California Department of Education website:  
<http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*

### Primary Learning Outcomes:

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

*Teacher Candidates will discuss, analyze and collaborate on how they do the following during their student teaching:*

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of each respective single subject content area (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).

- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize CobTeaching strategies.

### **Course Requirements & Evaluation:**

This course will be offered through your academic department. Refer to the Instructor's schedule for this course.

### **Course Policies**

**Outside commitments:** Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of your student teaching seminar course. 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 nobcredit as a result of their performance on the above course requirements and evaluation. In addition to the six formal observations, University Supervisors may enhance communication and contacts with teacher candidates (via phone, webinar, online community).

**Absences:** This is a credit/no credit course. For credit, students are expected to attend all scheduled seminars and participate in discussions. Students with excused absences (maximum of 2) will be assigned extra non-teaching assignments related to the seminar topic and will be required to submit a one-page summary for each activity.

**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 date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate must sign and date the plan. Students are also required to complete a Special Consideration form, and submit it to ED 100 by the required date. Their Plan of Assistance should be attached to this form. The petition to retake the course will be reviewed by the Special Consideration Admissions and Standards Committee. The teacher candidate will be informed of the committee's decision by email.

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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.

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### **Subject to Change:**

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### **University Policies**

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- 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 so, this will be provided to students by the instructor on or before the last day of instruction.

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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).

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

For copyright Questions & Answers:

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

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## EHD 155B: Final Student Teaching Syllabus

### Course Description:

EHD 155B is a supervised field experience in a 7b12 grade, single subject classroom. It is the second of two field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. During EHD 155B Teacher Candidates are onsite, five days per week, for the full school day. As the semester progresses, students assume responsibility for teaching at least four periods or the equivalent per day. EHD 155B culminates in a minimum solo or cobteaching field experience for four weeks to include: planning, implementing, and assuming all classroom duties/responsibilities.

\*Interns complete EHD 155B over the course of two semesters.

### Single Subject Program Requirements:

*This course is a required course in Phase 2 of the "Two Semester Schedule" or Phase 3 of the "Three Semester Schedule" Single Subject Program. Please refer to the Single Subject Coordinator if you have questions.*

**Prerequisites:** Successful completion of EHD 155A.

<b>Course Information</b>	Instructor/Supervisor Name:
EHD 155B: 5 units or 10 units	Office Number:
Time:	Email:
School Site:	Telephone:
Website:	Office Hours:

### Required Texts and Instructional Materials:

- Single Subject Field Placement Handbook
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
- Registration for Task Stream (if you haven't already): \$69.00= 2 years; \$67.00 = 3 semesters; \$42.00 = calendar year; \$25 = each semester
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*

### Primary Learning Outcomes:

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

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of each respective single subject content area (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize CobTeaching strategies.

#### **Course Requirements:**

1. Student teaching will typically be a full public school semester; however due to overlapping schedules, the actual beginning and ending dates for each student teacher must be arranged with the Advisor/Supervisor, Cooperating Teacher and Teacher Candidate.
2. Students who are taking EHD 155B for 10 units in one semester are expected to be at their school site the entire school day (approximately 6 periods). Over the course of the semester, student teachers work up to teaching a minimum of four periods or the equivalent per day. The schedule is to be discussed and approved by the Cooperating/Master Teacher and the University Supervisor.
3. Students who are taking EHD 155B for 5 units in one semester are expected to be at their school site for a minimum of three periods or the equivalent per day, with at least two periods per day spent actively involved with instruction. The schedule is to be discussed with the Cooperating/Master Teacher and approved by the University Supervisor.
4. Student teachers must complete a NonbTeaching Activities Record which requires that they participate in some of the nonbteaching activities that are typically part of a teacher's responsibilities, such as participating in a parentbteacher conference, attending extrab curricular school events, attending staff or department meetings, and supervising students outside of classrooms. The *NonXTeaching Activities Record* can be found in the handbook.
5. During the last week of final student teaching, student teachers must complete a survey regarding the University Supervisor/Advisor and Cooperating/Master Teacher on TaskStream. This feedback will only be used to help KSOEHD improve our student teaching program.

**Course Evaluation:**

Student teaching performance will be observed/evaluated at several points during the semester to ensure candidates are meeting the selected Teacher Performance Expectations (TPEs) of the Commission on Teacher Credentialing (CTC) as aligned to the California Standards for the Teaching Profession (CSTPs). The CSTP standards represent how educators in California are to be evaluated once they enter the profession and the TPEs represent how credentialing programs evaluate their student teachers.

1. The University Supervisor will complete a minimum of six formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision. Two of these formal evaluations may include video capture, or synchronous video observation, if applicable.
2. Student teachers must successfully complete the Holistic Proficiency Project. For this project, the candidate will collect and share evidence documenting specific TPEs with the University Supervisor, then prepare a written reflection about evidence of documentation for each TPE. The reflection will be submitted to TaskStream. The project also includes observation by the university supervisor.
3. Student teachers must successfully complete the Teaching Sample Project. For this project, the candidate prepares a written paper documenting area unit planning, facilitation, assessment, and analysis of student learning. See your FAST Handbook for complete requirements.
4. Student teachers must pass a midbterm evaluation and final evaluation which are both aligned to the TPEs and CSTPs. They will take place in threeway conference with Master Teacher, Teacher Candidate, and University Supervisor.

**A typical schedule for a fifteenSweek semester would be as follows, please refer to your University Supervisor for an accurate schedule:**

Date	Assignment	Periods or Hours
<b>Weeks 1</b>	Observing throughout the school; becoming familiar with the classes to be taught; assisting and “shadow teaching” the master teacher.	6 periods
<b>Weeks 2S5</b>	<u>Observing, Prep, Conference</u> Teach (solo or cobteaching)	<u>4 periods</u> 2 periods
<b>Week 6 S13</b>	<u>Observing, Prep, Conference</u> Teach (solo or cobteaching)	<u>2 periods</u> 4 periods
<b>Week 14S15</b>	<u>Observing, Prep, Conference</u> Teach (solo or cobteaching)	<u>1b2 periods</u> 4b5 periods

## **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. Failure to comply with any requirement for student teaching may result in a student teacher having to withdraw from student teaching or receiving no credit.

**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 on the above course requirements and evaluation. University Supervisors may visit the school site or contact candidates every week (via phone, webinar, online community, etc.).

**Absences:** Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. Teacher Candidates will be required to make up time absent by adding days to the field placement experience, which must be completed by the last day of finals week and in agreement with the supervisor and master teacher. If a Teacher Candidate is going to be absent, he or she must notify the University Supervisor, the school, and the School Site Partner/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. More than 3 absences 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 date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate must sign and date the plan. Students are also required to complete a Special Consideration form, and submit it to ED 100 by the required date. Their Plan of Assistance should be attached to this form. The petition to retake the course will be reviewed by the Special Consideration Admissions and Standards Committee. The teacher candidate will be informed of the committee's decision by email.

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

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**Substitute Teaching:** Teacher candidates may substitute teach for their Cooperating/Master teacher under the following conditions:

1. The substitute period must occur in the final 2-3 weeks of the semester, not before AND after the student teacher has met the TPE expectations.
2. They are qualified to be a substitute teacher according to state and district guidelines (e.g. CBEST, bachelor's degree, certificate of clearance). This is to be verified by the school district, not the university.
3. Their total substituting days do not exceed 20.
4. They are covered by district liability insurance for substitute teachers.

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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.

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## NonTeaching Activities Record For 155B Credential Candidates

Student Teacher \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

University Supervisor \_\_\_\_\_ Subject Area \_\_\_\_\_

The purpose of this form is to record your **mandatory participation** in activities other than classroom teaching. You will need to have your participation verified by your cooperating teacher or another appropriate school staff member, or University staff, as appropriate. You should keep this record in your possession until the end of the semester, when it will be collected by your university supervisor and submitted to the Field Placement Office on the last day of instruction.

**The activities listed below are required to receive credit for EHD 155B:**

- |   |           |       |
|---|-----------|-------|
| 1. KSOEHD Student Teacher Orientation with Director of Field Experiences  | _____     | _____ |
|   | Signature | Date  |
| 2. Teaching Sample Project Review   | _____     | _____ |
|   | Signature | Date  |
| 3. Holistic Project Review  | _____     | _____ |
|   | Signature | Date  |
| 4. Child Abuse Seminar  | _____     | _____ |
|   | Signature | Date  |
| 5. School Safety Seminar  | _____     | _____ |
|   | Signature | Date  |
| 6. Resume Writing & EdJoin Seminar  | _____     | _____ |
|   | Signature | Date  |
| 7. Interview Panel Seminar  | _____     | _____ |
|   | Signature | Date  |
| 8. Character & Civic Education Conference ( <i>Spring Only</i> )  | _____     | _____ |
|   | Signature | Date  |
| 9. Observe a teacher-led conference where a student's individual learning needs are being discussed.  | _____     | _____ |
|   | Signature | Date  |
| 10. Observe an IEP (Individualized Educational Program) planning meeting or an SST (Student Study Team) meeting where you are conferencing about a student's learning needs and how you will change instruction to ensure learning. | _____     | _____ |
|   | Signature | Date  |
| 11. Attend a planning meeting with your master teacher (e.g. Professional Learning Community or department/subject area meeting).   | _____     | _____ |
|   | Signature | Date  |
| 12. Attend an extracurricular student activity (e.g., a play, athletic event, etc.)   | _____     | _____ |
|   | Signature | Date  |

\_\_\_\_\_  
Student Teacher's Signature

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



## Classroom Observation Feedback S Form A

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

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

Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ CobTeaching Strategy (if applicable) \_\_\_\_\_

Teaching Performance Expectations			
TPE 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	TPE 12	Professional, Legal, and Ethical Obligations
		TPE 13	Professional Growth

Supervisor Directions: Use the above TPEs as a guide to conduct observations. Record and document lines of evidence based on specific behaviors/activities found in the TPEs. Provide feedback accordingly to participating student teachers.

Observations	Areas to be developed

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

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

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



## Classroom Observation Feedback S Form B

Teacher Candidate		School		Grade/Subject	
Cooperating Teacher		University Supervisor		Date	

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

Time/Period \_\_\_\_\_ Language of Instruction \_\_\_\_\_ CobTeaching Strategy \_\_\_\_\_

Supervisor Directions: . Record and document lines of evidence based on specific behaviors/activities found in the TPEs. Provide feedback accordingly to participating student teachers. It is recommended that only 1b3 CSTPs are observed during each observation.

O=Observed NO=Not Observed	O	NO	Evidence
<b>CSTP Making Subject Matter Comprehensible to Students</b>			
TPE 1B (SS) SubjectbSpecific 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 CobTeaching 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:

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

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

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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate’s current progress in EHD 155B, we have determined that:

_____	The teacher candidate is making satisfactory progress and may continue with EHD 155B student teaching.
_____	The teacher candidate is not making satisfactory progress at this point in the semester and will be allowed to continue with EHD 155B with the understanding that continued improvement is required for the successful completion of EHD 155B. Refer to Teacher Candidate Remediation.
_____	The teacher candidate is not making satisfactory progress in student teaching and will not receive credit for EHD 155B. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155B Syllabus.

University Supervisor Comments:

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate’s current progress in EHD 155B, we have determined that:

_____	The teacher candidate has developed the Teacher Performance Expectations (TPEs) necessary to pass EHD 155B. The student will receive a grade of CREDIT for EHD 155B.
_____	The teacher candidate has not developed the Teacher Performance Expectations (TPEs) necessary to complete EHD 155B and will not receive credit for EHD 155B. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155B Syllabus.

University Supervisor Comments:

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## Single Subject Teacher Performance Assessment Summary

### Observer Responsibilities and Suggested Scheduling

Semester	TPA	Assessor(s)	Complete by	How to submit
155A Initial Student Teaching	Site Visitation Project	University Supervisor	Week 10 (Rebdo, if needed by week 13)	Enter scores in <i>Task Stream</i>
	Comprehensive Lesson Plan Project	University Supervisors/ Professors	Week 15 Date of assessment established by FAST Coordinator	
155B Final Student Teaching	Teaching Sample Project: Students in Context*	University Supervisor	1st Observation or Week 3	No scores assigned
	Teaching Sample Project: Content & Outcomes*	University Supervisor	2nd Observation or Week 5	No scores assigned
	Teaching Sample Project: Assessment Plan & Design for Instruction*	University Supervisor	3rd Observation or Week 7	No scores assigned
	INTERIM Holistic Proficiency Project	University Supervisor	4th Observation Or Week 9	No scores assigned
	FINAL Teaching Sample Project:	University Supervisor	5th Observation or Week 11 or 12 (Rebdo, if needed, by week 16)	Assign scores; enter scores in <i>Task Stream</i>
	FINAL Holistic Proficiency Project:	University Supervisor	Week 15	Enter scores in <i>Task Stream</i>

\* NOTE: Supervisors may have students submit the TSP in sections OR as a complete document.



# Section VI: Internship Credential Program



## COURSE SEQUENCE FOR TEACHER INTERNS

### Single Subject Basic Credential Programs

Single Subject b Courses prior to Internship ( <i>Must have completed EHD 50 &amp; CI 149</i> )		Units
EHD 155A	Initial Student Teaching	4
EHD 154A	Student Teaching Seminar	1
*SPED 158	Differentiated Instruction in Inclusive Secondary Settings	3
CI 151	Social Contexts of Teaching and Learning	3
CI 152	Adolescent Learning and Development	3
LEE 157	Teaching English Learners in Secondary Classrooms	3

\* If SPED 158 is not offered during 1st semester, candidate may take CI 161 and take SPED 158 2nd semester (switch SPED 158 with CI 161).

Single Subject b Courses taken during Internship: Semester 1		Units
EHD 155B	Final Student Teaching Internship	5
*CI 161	Content Area Literacy and Communication in Secondary Teaching	3
EHD 154B	Final Student Teaching Seminar	1

Single Subject b Courses taken during Internship: Semester 2		Units
EHD 155B	Final Student Teaching Internship	5
LEE 156	Content Area Language and Literacy in Secondary Classrooms	3

## Overview of Single Subject, Internship Credential Program

For Single Subject Credential candidates who have not yet completed “final” student teaching (EHD 155B) and who have a fulltime contract to teach in a public school—the Teacher Internship Program offers a path to obtaining the Single Subject Credential. An Internship Credential is offered through the Teacher Internship Program (TIP). The intern is mentored by both an onsite cooperating teacher and a university supervisor.

TIP prepares students to teach at the middle school, junior high, and high school levels. To enter the program, students must meet teacher preparation admission requirements. To complete the program, students demonstrate subject matter competency; successfully complete a series of professional education courses, seminars and a series of Teacher Performance Assessments; and, display teaching competence in at least two semesters of intern teaching.

Through EHD 155B interns will demonstrate their ability to meet selected Teacher Performance Expectations (TPEs). In addition to regular observations, the designated university supervisor will complete endofbsemester evaluations of an intern’s teaching performance. The forms used for these evaluations are located in this section of the handbook.

Requirements for the principal/school management team, onsite cooperating teachers, university supervisors, and teacher interns are summarized in the following pages. The Kremen School of Education and Human Development offers the required coursework in professional education and administers the required Teacher Performance Assessments.

### Teacher Performance Expectations

The California Commission on Teacher Credentialing (CCTC) requires that every credential program graduate seeking recommendation for a Preliminary California Credential show mastery of thirteen Teacher Performance Expectations (TPEs). The Kremen School of Education and Human Development has designed its own assessment system to evaluate intern mastery of the TPEs, the *Fresno Assessment of Student Teachers (FAST)*. The system consists of four tasks or “projects” that interns complete in a specific sequence while conducting fieldwork.

Two of the four required projects are completed through the Teacher Internship Program. The TPEs, the *Teaching Sample Project (TSP)* and the *Holistic Proficiency Project (HPP)* are completed in EHD 155B. Rubrics and detailed instructions regarding these assessments can be found in the *Fresno Assessment of Student Teachers (FAST) Handbook*. In the regular student teaching program, the *Holistic Proficiency Project* and the *Teaching Sample Project* are completed in one semester. In the Internship Program, the two projects may be completed in two semesters.

1. The *Teaching Sample Project* is designed for interns to plan and teach a onebtobfour week unit (depending on appropriateness of the grade level, subject matter, and program requirements), to assess student learning related to the unit, and to document an intern’s teaching, and subsequent evidence of, student learning. The intern prepares a written product documenting content area unit planning, facilitation, assessment, and analysis of student learning. This assessment will be scored by the university supervisor. The cooperating teacher does not participate in scoring this assessment.

2. The *Holistic Proficiency Project (HPP)* requires interns to document their levels of proficiency during the internship experience, through reflection on the progress that has occurred meeting each designated TPE, and provide evidence that supports the self assessment. The HPP is assessed near the end of the second semester. Interns enter their reflections on *Task Stream*, while the artifacts used to document their reflection are reviewed by the university supervisor and returned to the candidate. The cooperating teacher does not participate in scoring this assessment. The HPP is a summative evaluation, consequently scores are not awarded until the end of the second semester.

NOTE: A final passing grade cannot be submitted until scores of 2 or better are achieved for all TPEs on the *Holistic Proficiency Project* and the *Teaching Sample Project*

## Intern Requirements

The Teacher Internship Program (TIP) goal is to produce teachers who are reflective, collaborative practitioners. This phase of teacher preparation is a culmination of bridging theory and methods learned in coursework, and promotes the analysis of one's own teaching. It is hoped that each graduate will continue striving for professional growth through lifelong learning.

### The intern:

1. Registers for 5 units of EHD 155B for each of the two semesters.
2. Attends the TIP orientation at the beginning of the semester, professional development seminars, institutes, and other workshops conducted for the duration of the internship.
3. Develops and maintains weekly block lesson plans. Plans for all lessons to be taught, selecting and implementing effective teaching strategies and methods such as those outlined in the state frameworks for each subject area including teaching at least one lesson which integrates electronic media (e.g., computers, Internet resources, instructional video).
4. Meets with the onsite cooperating teacher on a weekly basis to receive assistance on all aspects of teaching and is receptive to the suggestions and feedback provided throughout the semester.
5. Maintains communication with the onsite cooperating teacher, principal/school management team, and university supervisor throughout the semesters.
6. Participates in:
  - a midsemester conference with the university supervisor.
  - at least one classroom observation by the principal/school management team each semester.
  - at least two classroom observations by the onsite cooperating teacher each semester in his/her own classroom.
  - a formal, final, fourway conference with the principal/school management team, onsite cooperating teacher, and university supervisor at the end of the semester.
7. Engages in activities such as parentteacher conferences, backtobschool nights, and department meetings.
8. Completes the *Teaching Sample Project* and *Holistic Proficiency Project*, meeting requirements and standards.

Survey of University Supervisors b Student teachers are asked to complete a survey regarding their university supervisors. This is done on TaskStream at the end of the semester.

## **OnSite Cooperating Teacher Roles & Requirements**

Qualifications for onsite cooperating teachers include a minimum of three years of exemplary teaching experience and a valid secondary teaching credential in the subject or subjects the intern is assigned to teach. The principal/school management team identify and assign onsite cooperating teachers. The cooperating teacher's willingness, ability, and opportunity to enhance the professional growth of the intern are among the strongest factors in determining the quality of teacher that will be produced.

### **Roles**

- Have sufficient and effective experience as a practicing classroom teacher to provide the best possible role modeling for interns.
- Demonstrate positive leadership qualities including 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.
- Are current in the latest methodology of their field, including techniques of both instruction and assessment. They should also be involved in curriculum development and be able to convey their material in various ways.
- Ask reflective questions of interns to support and stimulate their growth and independence.
- Use a variety of methods and encourage interns to develop their own style of teaching.
- Emphasize the principles of continuous learning and reflection.
- Aware of the school system and assist the intern with the everyday survival skills needed in the teaching profession.
- Maintain an open and flexible, creating a positive learning environment that motivates academically, linguistically, and culturally diverse students.
- Show empathy with students and demonstrate sensitivity to diverse cultures, languages, and ability levels in the classroom.
- Skillful at teaching the academically and linguistically diverse.

### **Requirements**

- Conduct at least two classroom observations of the intern each semester in the intern's own classroom. Provide continuous, supportive feedback (both verbal and written) and maintain communication with the university supervisor and principal/school management team regarding the intern's progress.
- Arrange a weekly conference period with the intern. Review the intern's lesson and unit plans and provide suggestions as needed. Discuss problems, issues, and potential solutions with the intern.
- Participate in a midsemester conference with the university supervisor and intern.
- Participate in a formal, final, fourway conference with the intern, principal/school management team, and university supervisor at the end of the semester.

## School Site Administrators Roles & Requirements

School site administration provides leadership in ensuring the success of the intern experience that is the shared responsibility of university and school personnel. Administrators assume the professional obligation of helping to prepare teachers for their future roles. Responsibilities of the principal/school site management team during the intern teaching experience are as follows:

### Roles

- Ensure that the intern's teaching assignment and schedule conform to California Commission on Teacher Credentialing regulations and TIP policies.
- The intern's teaching assignment must be limited to the subject that the intern will be credentialed to teach and subject in which the intern has met the qualifications for a supplementary authorization.
- Over half the teaching assignment must be in the intern's main credential area.
- Introduce the intern to district and school policies, philosophy, facilities, resources, disciplinary procedures, and information regarding the ethnic and socioeconomic composition of the school and community.
- Introduce the intern to school personnel.
- Identify, in cooperation with the university supervisor, an appropriate on-site cooperating teacher, based on qualifications listed in this handbook.
- Provide opportunities for the on-site cooperating teacher to conduct at least *two classroom observations* of the intern per semester in the intern's own classroom.

### Requirements

- Conduct at least *one classroom observation* of the intern each semester.
- Maintain communication with the intern, on-site cooperating teacher, and university supervisor.
- Participate in both end of semester conference evaluations with the on-site cooperating teacher, university supervisor and interns

## University Supervisors Roles & Requirements

The university supervisor plays a key role in the internship program. The supervisor is the university's primary contact with school personnel. Serving as a liaison between the university and cooperating schools, the supervisor communicates the cooperating school's suggestions and needs to the university for improving the Teacher Internship Program.

### Roles

- Conduct an orientation with the intern and on-site cooperating teacher and principal/school management team at the beginning of the semester.
- Make a minimum of six to eight visits per semester to the school site for the purpose of meeting with school personnel and/or observing the intern teaching.
- Observe the intern in a variety of subjects, curriculum areas and/or classes, providing time for supportive feedback and reflection with the intern and on-site cooperating teacher.
- Maintain communication with the intern, on-site cooperating teacher, and the school principal/school management team throughout the semester.
- Conduct a mid-semester conference with the intern.
- Evaluate the intern's teaching performance objectively and constructively using the clinical/target or integrated teaching models as a basis for the evaluation.
- Use experience and knowledge to assist the intern in understanding and applying current teaching methods, related materials, and resources.
- Give students written feedback concerning their teaching performance.
- Meet with the principal/school management team, on-site cooperating teacher and intern when necessary to facilitate the intern's progress.
- Arrange a formal, final, four-way conference with the on-site cooperating teacher, principal/school management team, and intern.

### A. Evaluation of Interns

In EHD 155B, interns will meet the *Teacher Performance Expectations* (TPEs). A list of the TPEs may be found in this handbook. (See Table of Contents.) To this end, they will complete two *Teacher Performance Assessments* (TPAs) during EHD 155B, plus two end of semester evaluations.

1. Mid-Semester Evaluation At the end of the first semester the university supervisor completes the Mid-Term Evaluation located in *Section V: Final Student Teaching*. A conference between the intern and university supervisor is held as part of this evaluation.
2. Final Evaluation b Shortly before the completion of the intern's assignment (the end of the second semester), the university supervisor completes the Final Evaluation located in Section V: Final Student Teaching. As part of this evaluation, a conference is held between the intern and the university supervisor. Both sign the Final Evaluation. The university supervisor gives a grade of "credit" or "no credit" for EHD 155B. Credit for EHD 155B is required for a credential.
3. Scores submitted for intern using the Teaching Sample Project and Holistic Proficiency Scoring Log

TO: Superintendent/Personnel Director

FROM: Dr. Steve Price, Program Director  
Teacher Internship Program (TIP)  
(559) 278b0474

RE: Substitute Request Form

This letter will facilitate payment for the cost of a one-day substitute teacher. A teacher intern employed by your district makes the request for the substitute.

Place name of teacher intern in the space above.

In joint agreement with the Teacher Internship Program at California State University, Fresno and your school district, the teacher intern has requested to attend a conference or participate in other professional development activities on:

Date

Teacher interns are required to attend conferences, professional development seminars, and activities identified by the Teacher Internship Program. Teacher interns are encouraged to use these professional development opportunities to enhance their classroom instructional programs. The TIP will cover the cost of the substitute teacher. In order to expedite payment, please send the appropriate invoice to:

Teacher Internship Program  
California State University, Fresno  
School of Education and Human Development  
5005 N. Maple Avenue, M/S ED2  
Fresno, CA 93740b8025

Thank you for your cooperation in this matter. Please feel free to call (559) 278b0474 if you have any questions or comments.



# NonTeaching Activities Record For 155B Internship Credential Candidates

(This form should be completed over two semesters)

Intern Teacher \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

University Supervisor \_\_\_\_\_ Subject Area \_\_\_\_\_

The purpose of this form is to record your **mandatory participation** in activities other than classroom teaching over the course of two semesters. You will need to have your participation verified by an appropriate school staff member or University staff. Keep this record in your possession until the end of the both semesters, when it will be collected by your university supervisor and submitted to the Field Placement Office on the last day of instruction.

## The activities listed below are required to receive credit for EHD 155B:

- |   |                            |
|---|----------------------------|
| 1. KSOEHD Teacher Internship Orientation  | _____                      |
|   | Signature _____ Date _____ |
| 2. Teaching Sample Project Review   | _____                      |
|   | Signature _____ Date _____ |
| 3. Holistic Project Review  | _____                      |
|   | Signature _____ Date _____ |
| 4. Child Abuse Seminar  | _____                      |
|   | Signature _____ Date _____ |
| 5. School Safety Seminar  | _____                      |
|   | Signature _____ Date _____ |
| 6. Character & Civic Education Conference<br>(Spring Only)  | _____                      |
|   | Signature _____ Date _____ |
| 7. Observe/Conduct a teacherbled conference<br>where a student's individual learning needs are<br>being discussed.  | _____                      |
|   | Signature _____ Date _____ |
| 8. Observe/Conduct an IEP (Individualized<br>Educational Program) planning meeting or an<br>SST (Student Study Team) meeting where you<br>are conferencing about a student's learning<br>needs and how you will change instruction to<br>ensure learning. | _____                      |
|   | Signature _____ Date _____ |
| 9. Participate in a planning meeting (e.g.<br>Professional Learning Community or<br>department/subject area meeting).   | _____                      |
|   | Signature _____ Date _____ |
| 10. Attend an extracurricular student activity (e.g.,<br>a play, athletic event, etc.)  | _____                      |
|   | Signature _____ Date _____ |

\_\_\_\_\_  
Student Teacher's Signature

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



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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate’s current progress in EHD 155B, we have determined that:

_____	The teacher candidate is making satisfactory progress and may continue with EHD 155B student teaching. The teacher candidate will receive CREDIT for 5 units of EHD 155B.
_____	The teacher candidate is not making satisfactory progress at this point in the semester and will be allowed to continue with EHD 155B with the understanding that continued improvement is required for the successful completion of EHD 155B. Refer to Teacher Candidate Remediation.
_____	The teacher candidate is not making satisfactory progress in student teaching and will not receive credit for EHD 155B. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155B Syllabus.

University Supervisor Comments:

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Univ. Supervisor \_\_\_\_\_

**Part A.** Please rate the student teacher as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items. The student teacher:

1. Was punctual and present on a regular basis.	NS	NI	S
2. Focused on effective instruction as evidenced by student learning.	NS	NI	S
3. Was reflective on teaching practice and willing to improve instructional techniques to ensure student learning.	NS	NI	S
4. Was professional in conduct and appearance.	NS	NI	S
5. Responded positively to direction from the university supervisor and master teacher.	NS	NI	S

**PART B.** Indicate the student teacher’s strengths and areas needing improvement based on your overall assessment of the student’s progress. You may consider evidence in the classroom, your own observations, and the student’s own reflections.

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

**PART C.** Based on the Teacher Candidate’s progress in EHD 155B, I have determined that:

_____	The teacher candidate has developed the Teacher Performance Expectations (TPEs) necessary to pass EHD 155B. The teacher candidate will receive CREDIT for 5 units of EHD 155B.
_____	The teacher candidate has not developed the Teacher Performance Expectations (TPEs) necessary to complete EHD 155B and will not receive credit for EHD 155B. See the section on <i>Retaking Field Placement Courses</i> , located in the EHD 155B Syllabus.

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University Supervisor Comments:

\_\_\_\_\_  
Univ. Supervisor Signature

\_\_\_\_\_  
Cooperating Teacher Signature

Student Confirmation: I have reviewed this evaluation with my University Supervisor and I understand that I must provide a copy to my Academic Advisor before the end of the current semester: Academic Advisor Name: \_\_\_\_\_

\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# Section VII: Forms For Supervisors



## Student Teacher /Intern Information Form

Candidate Name \_\_\_\_\_ ID# \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Home \_\_\_\_\_ Cell \_\_\_\_\_ E-mail \_\_\_\_\_

Undergrad Major \_\_\_\_\_ Grad Major \_\_\_\_\_ Semester/Year \_\_\_\_\_

Permanent Address \_\_\_\_\_ Zip \_\_\_\_\_

School(s) \_\_\_\_\_

School Address \_\_\_\_\_ Principal \_\_\_\_\_

School Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Master/Cooperating Teacher 1 \_\_\_\_\_ Room \_\_\_\_\_ Ext. \_\_\_\_\_

Home/Cell Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Master/Cooperating Teacher 2 \_\_\_\_\_ Room \_\_\_\_\_ Ext. \_\_\_\_\_

Home/Cell Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Schedule: \_\_\_\_\_ Regular \_\_\_\_\_ Block

PERIOD	SUBJECT	TIME

### In Order to Help with Letters of Recommendation:

On a separate page write a short summary of your background. Indicate any special abilities such as music, piano, art, or athletics. Mention honors or awards earned in high school or at the university. Discuss the reasons you chose to become a teacher.

Make copies for your master/cooperating teachers and university supervisor.















