Handbook for Multiple Subject and Early Childhood Credential Programs
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Kremen School of Education and Human Development

Overview

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. KSOEHD fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and lifelong learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

Non-Discrimination Policy
Fresno State’s Credential Programs, as well as all of our region’s school districts, are committed to the principle of equal opportunity. Fresno State’s credential programs do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified candidates with disabilities.

Services for Students with Disabilities
Any Teacher Candidate who would like to request academic accommodations due to a disability should contact the Services for Students with Disabilities Office by phone at 559-278-2811 or by email at ssdstaff@mail.fresnostate.edu. Any Teacher Candidate who has a letter from Services for Students with Disabilities Office indicating a disability that requires academic accommodations should present the letter to all course instructor(s) and the clinical practice University Coach so that a discussion of any accommodations that are needed can be held confidentially.
Multiple Subject Credential Program Overview

The Preliminary Multiple Subject Credential Program at Fresno State is focused on preparing innovative, social justice oriented educators who are highly prepared to meet the diverse needs of students in the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, developmentally appropriate practices, and Universal Design for Learning, program graduates will be prepared to design and implement research-based curriculum that builds on student strengths and responds to student academic, social, emotional, and developmental needs.

**Inquiry**

Inquiry, also known as action research, is foundational to candidate preparation at Fresno State. Inquiry is a process of identifying puzzles of practice (Yun & Bennett, 2018) as they arise in a classroom setting, referencing research related to the issue, collecting and analyzing data to gain deep understanding of the issue, and methodically implementing interventions to address and resolve the issue. Inquiry is essential to elevating educators from implementers of generic curriculum to professionals who are capable of differentiating instruction to meet the range of needs present in any classroom context. Inquiry also encourages teachers to collaborate, learn from one another, and disseminate findings within their communities of practice, a necessary skill for participation in school site learning communities.

**Culturally Sustaining Practices**

Culturally sustaining pedagogy (Paris, 2012), is a framework that focuses on the cultural experiences and ‘ways of being’ that students bring with them to the classroom in order to ensure that curriculum is inclusive and asset based. In other words, a culturally sustaining framework serves to disrupt deficit perspectives and facilitates building upon the linguistic, cultural, familial, and social capital of the children in the context.

**Developmentally Appropriate Practices**

A deep understanding of human development is essential to good teaching. In order for teachers to design learning opportunities that are appropriate for the learner’s current level of development, candidates must understand various stages of development and know which practices will work best for learners at each of the various stages. Through a developmentally appropriate practices framework, candidates learn how to engage their learners in ways that will match current developmental levels and stretch learners’ capacity within a zone of proximal development.
Universal Design for Learning

Universal Design for Learning (UDL) is a framework that guides the development of flexible learning environments that can accommodate individual learning differences. A UDL framework guides teachers to provide multiple means of representation, action and expression, and engagement when designing learning opportunities to ensure that all students have the ability to access the content in ways that work best for them, represent their learning in a range of ways, and work in a manner that is most engaging in order to facilitate each student’s most impactful learning.

Tk20

Fresno State uses Tk20 (fresnostate.tk20.com) as its online database and clinical observation system. Tk20 houses all students’ placement data, formal and informal observations, FAST project portfolios, etc. The unit administrator is responsible for the building, troubleshooting, and distribution of Tk20 ‘binders’, applications, etc., every semester. Tk20 is accessible for seven years after purchase, giving it the potential to be used by candidates throughout Induction and even onto administrative credentials if they pursue them.

Program Options

Preliminary Multiple Subject Credential Program

Pursue the basic Preliminary Multiple Subject Credential in evening cohorts on campus or through the daytime Multiple Subject Residency Partnerships with or without the Bilingual Authorization, or the Dual mild/Moderate Residency Partnership.

Dual (Multiple Subject & Special Education) Credential Option

Earn your Education Specialist and Multiple Subject credentials simultaneously. Some of the courses are required for both credentials and specialized dual student teaching placements are used.

Bilingual Authorization Permit (BAP)

Pursue a Bilingual Authorization in Spanish or Hmong within the preliminary multiple subject credential program. Earning a Bilingual Authorization prepares graduates to provide academic instruction for:

- English Learner students in their primary language (Spanish and Hmong)
- English Language Development (ELD) in grades K-12, including preschool
- Using Specially Designed Academic Instruction in English (SDAIE) strategies in self-contained classes
- Building multicultural knowledge in culturally and linguistically diverse communities
Program Contacts

Program Coordinator
Multiple Subject Program Coordinator: Dr. Heather Horsley | hhorsley@csufresno.edu

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ED 205 | OCP@csufresno.edu | 559. 278. 0315
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Department of Literacy, Early Childhood, Bilingual, and Special Education

Office in ED 250 | 559. 278. 2500

Imelda Basurto, Ph.D., Department Chair

Credential Analyst

Credential Application Website: http://fresnostate.edu/kremen/teaching-credential/cred-cert.html

Credential Analyst 2019-2020: Sherri Nakashima | sherrin@csufresno.edu
Role Expectations & Stakeholder Qualifications

Teacher Candidate/Resident

Expectations

Every teacher candidate—whether in a residency, partnership, or evening cohort—is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following responsibilities should guide candidates in working with students, school site faculty and staff, colleagues and peers, and university faculty and staff.

General Program Responsibilities:

1. Attend all mandatory events, meetings, convenings, conferences that are part of the credential program.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, regular attendance, and appropriate dress. Please see the Professionalism Policy section of this handbook.
4. Notify the school site, mentor teacher, and university coach by 7:30 am in the case of an absence or tardiness.
5. Observe other educators model methods and strategies for effective teaching.
6. Become familiar with classroom strategies and procedures used by the mentor teacher.
7. Learn and abide by all applicable school site policies and regulations.
8. Develop lesson plans and revise as needed to have them approved by the university coach and mentor teacher before each lesson is taught.
9. Examine and be mindful of personal biases in promoting culturally sustaining pedagogy, universal design for learning, and developmentally appropriate pedagogy principles in working with children and families.
10. Engage in documenting weekly reflections and continuous cycles of inquiry throughout the program.

If you would like to request academic accommodations due to a disability, please contact Services for Students with Disabilities, Henry Madden Library Suite 1202; (559-278-2811). If you already have a letter from SSD indicating you have a disability that requires academic
accommodations, please present the letter to your coursework instructor(s), university coach, and mentor teacher so that we can arrange the accommodations you might need.

**Responsibilities to Students**

As a candidate you will be interacting with students in schools throughout your program. As you are learning to teach you will be exposed to information and situations in which there may be concern for the health, safety, privacy, or psychological wellbeing of students and/or families. Your responsibilities to all the students you encounter, whether they are in your direct charge or not, include the following:

Treat all students with dignity: All students must be treated with dignity and respect at all times regardless of their race; color; creed; gender; age; disability; sexual orientation; political or religious belief; or social, cultural, or linguistic status.

- Students, including those with disabilities, must be allowed to participate on an equal basis in any program or activity for which they are qualified.
- Students must be free from harassment by teachers or other students.
- Students must have physical privacy - including freedom from unwanted or punitive touching or physical restraint. If any student needs physical guidance or assistance in performing any activity, the assistance must be provided in the most dignified and private manner possible.
- Students and their families have the right to be referenced in respectful terminology when discussing race, religion, disability, or any other social or physical characteristics.
- Students should be corrected for academic or disciplinary problems in a respectful, non-punitive manner.
- Students should not be subjected to shame or humiliation in front of peers or staff.

Maintain privacy and confidentiality: All students and their families have the right to privacy and to confidentiality of both all verbal and written records and information from a third party. While you may need to know certain private information for the purpose of your own academic learning or preparation for appropriate instruction, this information is not to be shared with others outside the academic or school community except as required by law.

- When sharing information within the school community, make sure you are doing so with the ultimate benefit of the students in mind. Gossip is never appropriate.
• Written information should be shared only in the most limited distribution possible to attain your goal. Be especially cautious in using e-mail or social media to convey information about students. Email, Twitter, and Facebook are considered public media. Treat anything you write on email and social media as though it were publicly available.

• Information shared with fellow Residents and faculty through papers and classroom documents or discussions should avoid personal identifiers that might enable someone to connect the information with a specific student, family, teacher, or school.

• Safeguard the physical and emotional safety of students: Do not engage in any activity that could reasonably be thought to jeopardize the health, safety, or wellbeing of students. Check school policies on safety during field trips and investigations.

• If you have questions or concerns about a situation, ask your mentor teacher, school principal, university coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an event that threatens the health or safety of a student, you must report this to the proper authorities at once. In cases of imminent danger know and follow school emergency policies. Know and follow your school’s policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation. Examples of situations that may fall under this principle are the following:
  o Suspected child abuse
  o Weapons on campus
  o Physical or sexual contact among students or between students and adults
  o Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
  o Sexual harassment or harassment based on disability, sexual orientation, race, or religion
  o Derogatory name-calling or other verbal or physical humiliation
  o Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

Where a student’s health or safety is threatened, individual confidentiality cannot be respected: You are obligated by law to report these matters to the proper authorities. You
should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

**Responsibilities to Faculty, Staff, and Cohort**

Treat your partner schools, course instructors, and fellow candidates with respect: Be sensitive to your position as a learner and as a guest in a partner school. While you may not agree with all the philosophies, policies, and practices you will encounter, refrain from public criticism of partner schools, personnel, or students. Discuss any concerns about situations in the schools with the appropriate program coordinator.

- Whenever disagreement occurs with course instructors, administrators, and/or staff members, approach the situation with respect. Be sure to understand and follow the norms of the school community in which you are placed. In general, follow the Fresno State Student Conduct Code, which encourages the free expression of ideas AND also expects that candidates will conduct themselves as responsible and respectful members of the academic community. The Code further allows instructors to exclude from class anyone who is disorderly, disruptive, or dishonest. Plagiarism, in any form, is grounds for dismissal from the program.

- If you have a concern or issue with a given instructor, discuss the matter first with the instructor. If that is not possible, discuss the matter with the program coordinator. Refrain from spreading rumors or engaging in free-floating complaints either in conversation or via email.

Plan for instruction and observation in a timely manner: In order to help insure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the coach at least two work days (not weekend days) prior to teaching and must be submitted in final form to mentor teacher at least one day in advance of the lesson’s implementation, or as requested by the mentor teacher. It is assumed that the candidate will work with the mentor on an initial draft of the lesson prior to submitting to the coach. Plans should always be complete enough that another teacher could step in and function as a substitute.

- Scheduled Clinical Observations in Phases 2 & 3 - It is the candidate’s responsibility to meet the minimum expectation of six formal observations by your coach, as well as beginning, midterm, and final triad meeting with your coach and mentor. Please work with your coach and mentor to create a schedule during the first week of placement to insure that you are able to complete this requirement.
Participate actively in community building: You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.

- Attend school site events such as “Back to School Night” as requested by your mentor teacher, school site administrator, university coach, and/or course instructors.
- Assist in preparations for school site events and parent conferences as needed.
- Get to know the other teachers, candidates, administrators, and staff at your school site.
- Whenever possible, get involved with extracurricular activities at your school site.

Assessment

Fresno State’s program is guided by the framing principles of inquiry, Universal Design for Learning, culturally sustaining pedagogy, developmentally appropriate practices.

Program Standards

The program is guided by the [California Teacher Performance Expectations](https://www.cctc.ca.gov) (TPEs), and [California Standards for the Teaching Profession](https://www.cde.ca.gov) (CSTPs).

FAST TPA

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs) through passing a state-approved Teacher Performance Assessment (TPA). Competency with the TPEs develops over time through coursework and clinical practice. The Kremen School of Education and Human Development has designed its own TPA to evaluate candidate mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The FAST consists of two tasks or “projects” that you will complete in Phase 2 and Phase 3. Each project will be scored by an experienced and trained scorer using a task-specific four-point rubric. The rubric levels are:

1 = Does not meet expectations
2 = Meets expectations
3 = Meets expectations at a high level
Candidates must earn a minimum score of “2” on each TPE or section evaluated in a project in order to receive credit for the clinical experience in which the assessment is required (i.e., Phase 2 or 3) and to advance to the next phase of the program. If you earn a non-passing score of “1” on any TPE or section of a FAST project, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for Special Consideration using the FAST Non-Passing Score Procedure (for a total of 3 possible attempts in a semester). Please be aware that the CCTC requires that your scores and any notation of the necessity for retakes on the FAST projects be sent to them.

A history of your scores will be available to you through Tk20 for sharing with your professional induction program supervisor as you see fit. Please note that success on FAST is just one of several requirements for earning a California Preliminary Multiple Subject Credential. Earning a passing score on the FAST does not guarantee that you will receive your credential.

**Reading Instruction Competence Assessment (RICA)**

Every candidate must pass the RICA in order to become credentialed in the state of California: [https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutRICA.html](https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutRICA.html)

Our program is designed to support candidates with this high stakes exam in multiple ways. In phase one, Literacy Foundations is aligned to the RICA content expectations and the structure of the performance exam. All candidates are encouraged to take RICA as soon as possible after completion of Literacy Foundations and Disciplinary Literacy (phase two).

**University Coach**

Coaches are responsible for holistically supporting candidate development. Becoming a teacher requires identity shifts, personal sacrifices, and is often a transformational experience. Coaches are candidate advocates, mentors, and allies. As such, coaches focus on developing their candidates in a supportive and nurturing manner with a growth mindset. This is accomplished by visiting the candidate weekly, providing a minimum of six formal coaching sessions with formative feedback, and ensuring regular availability to the candidate. Coaches are prepared to provide comprehensive supports beyond feedback. These may include advocating for the candidate, providing resources for wellness and basic needs, and sometimes an ear or a shoulder. Coaches have experience as a teacher, site-
based administrator, and/or a teacher educator. The coach is a direct link between clinical practice and coursework.

Coaches are assigned to candidates by the Office of Clinical Practices in the previous semester. Coach assignments are determined by OCP zones, which are organized by district regions. When coaches are hired, they select the regions to which they can travel. Candidates placed in school sites within each region are matched with coaches who have selected that OCP zone.

**Expectations**

Coaches ARE NOT gatekeepers or summative evaluators. The role involves providing differentiated holistic supports to ensure each candidate's success. Expectations for university coaches include the following:

- Engage in a minimum of six formal observations using CREATe to provide formative, action-oriented, feedback that is aligned with prioritized skills and 6 check-ins which may include “Informal Observations” and other differentiated supports.
- Document observations of candidate teaching through scripted field notes and formative feedback submitted through Tk20
- Schedule beginning, mid-semester, and final triad meetings with the candidate and mentor to ensure that the candidate is progressing and provide feedback on growth areas
- Have a debriefing meeting with the candidate after each observation
- Begin an “Areas for Improvement” plan for candidates at the first sign of need
- Monitor progress and call a Plan of Assistance meeting with the Coordinator if the “Areas for Improvement” plan does not yield expected growth
- Provide individualized scaffolding and support for each candidate
- Provide continuity across the program expectations
- Share resources such as timelines, classroom management strategies, and assignment criteria, as well as serving as a communication link between Fresno State and partner schools.
- Build and maintain a collaborative relationship with the partner school, particularly the administration and mentor teachers
- Serve as a direct link between the field and coursework and helping to negotiate course-based ideas with district curriculum
- Support candidates in content (e.g., Math, Literacy)
• Support candidates in basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator)
• Schedule additional visits and observations as needed or requested by the candidate
• Engage in continuous cycles of inquiry to improve practice
• Attend all mandatory program events (e.g., orientations, meetings, professional development workshops)
• Participate in CREATe training and obtain reliability as a rater
• Participate in FAST training, calibration, and scoring
• Interact with candidates and mentor teachers with respect at all times

**Evaluation**

All university coaches will be evaluated by their candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20 (page XX).
Veteran Practitioners

For the purpose of this handbook, the district-provided Veteran Practitioners, who may be referred to as the Master Teacher, Cooperating Teacher, Mentor Teacher or the district supervisor, will be referred to solely as the “Mentor Teacher”.

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as candidates build competency in program standards. Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet these standards. Thank you for serving in this capacity!

State Requirements

The Mentor Teacher Veteran Practitioner must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The Veteran Practitioner Mentor Teacher must have demonstrated exemplary teaching practices as determined by the employing district and the university teacher preparation program. The matching of Teacher Candidate and the Mentor Teacher is a collaborative process between the school district and the program.

Essential Attributes of an Effective Mentor Teacher

1. Introduce the Teacher Candidate to the classroom and the students. Encourage the Teacher Candidate to introduce themselves to the students as soon as possible.

2. Introduce the Teacher Candidates to other staff members in the school and give them an opportunity to regularly interact with others.

3. Help the candidate locate resource materials, equipment, and the key staff members on campus.

4. Accept the Teacher Candidate as a co-worker of equal status. Prepare the class to treat the Teacher Candidate the same way they treat you.

5. Provide opportunities for the Teacher Candidate to study children and how they learn.
6. Structure responsibilities which gradually induct the Teacher Candidate into full time teaching. Help the Teacher Candidate to plan at least a week ahead.

7. Encourage the Teacher Candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.

8. Conference regularly with the Teacher Candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.

9. Work with the Teacher Candidate in developing lesson delivery skills.

10. Work with the Teacher Candidate in developing classroom management skills. Explain your system and devise a way to work together.

11. Demonstrate sensitivity to the emotional needs of the Teacher Candidate during the stressful period of student teaching.

12. Observe the Teacher Candidate and provide honest, specific, and constructive feedback on lessons. Encourage the Teacher Candidate to reflect on what went well in the lesson, then come up with strategies to improve their effectiveness. Try to get the Teacher Candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.

13. Familiarize the Teacher Candidate to district and school programs (e.g., GATE, Special Education, Migrant Education, etc.)


15. Inform the Teacher Candidate of district and school testing programs and their place in the curriculum.
16. Build and maintain trust.

17. Help parents understand the valuable role the Teacher Candidate plays in the classroom.

18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.

Additional Mentor Teacher information can be found here.

Mentor Teacher Responsibilities

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making teacher practice visible, and 3) engaging as a teacher educator.

<table>
<thead>
<tr>
<th><strong>Providing a practice space</strong></th>
<th><strong>Making Practice Visible</strong></th>
<th><strong>Engaging as a Teacher Educator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow candidates to take instructional risks</td>
<td>• Model unit and lesson planning and share rationale for sequence, strategies, etc.</td>
<td>• Plan weekly structured meetings with candidates</td>
</tr>
<tr>
<td>• Give opportunities for candidates to try out new methods they are learning in program</td>
<td>• Model instruction and share rationale for teaching moves</td>
<td>• Build in opportunities to talk with candidates about planning and instruction</td>
</tr>
<tr>
<td>• Support candidates as they learn and apply ideas about child development &amp; how to work in diverse, high-needs schools</td>
<td>• Model fostering a positive classroom climate</td>
<td>• Observe candidates and provide formative feedback</td>
</tr>
<tr>
<td>• Support candidates in successfully completing their course requirements, as needed.</td>
<td>• Debrief lessons after teaching and describe how this informs subsequent lessons</td>
<td>• Continuously provide feedback on planning and instruction once the candidate takes the lead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate actively in classroom (observing, modeling classroom)</td>
</tr>
</tbody>
</table>
### Providing a practice space
- Retain the legal responsibility for the classroom at all times

### Making Practice Visible
- Utilize co-planning and co-teaching methods
- Model how to work with an instructional team (other teachers, SPED, EL, Coaches, parents, etc.)
- Model how to create appropriate teacher-student relationships with students in order to enhance student learning

### Engaging as a Teacher Educator
- management, and co-teaching)
- Participate in collaborative learning
- Ensure that candidate demonstrates Professional Expectations
- Engage in at least two (2) joint meetings with the candidate and University Coach
- Provide mid-semester evaluation and input toward the final evaluation
- Provide recommendation letters as requested by candidates

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In addition to the Mentor Teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

**Organization**

How do we manage our time and stay organized? How do we share physical and mental space?

- Be flexible
- Provide a workspace or area for the candidate
- Establish planning time – but keep scheduling FLEXIBLE - Planning time is essential so a formal consistent time each week is critical
- Have a pre-arranged time to communicate, plan, debrief, and assess
• Find creative or technological solutions for communicating
• Come prepared with ideas, questions, dilemmas
• Recognize the priorities that may pull you away from scheduled planning times and establish alternatives
• Use technology (email, phone, etc.) if needed to create/preserve planning time
• Prioritize obligations (meetings, etc.) at school to ensure success of co-teaching
• Communicate openly and honestly about what your needs are (e.g., alone time vs. collaborative time)
• Advocate for candidate to assist with technological resources

**Communication**

How do we establish clear communication in light of dynamic evolving role of the Teacher Candidate?

• Have and express clear expectations from the beginning and continue evolving them
• Assign roles
• Be open & kind to each other
• Discuss what you and your candidate are learning together in your classroom
• Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
• Ask questions

**Opportunities**

How do we create opportunities for the candidate to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?

• Be open to new ideas
• Use the University Coach to help in planning
• Ask clarifying questions to push candidate thinking and planning
• Ask for justifications and rationales for new ideas with data
• Focus efforts where strengths exist
Approaches to Teaching

How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a Mentor and candidate disagree on approaches?

- Be open to new ideas
- Compromise and negotiate
- Communicate: talk about approaches as early as possible
- Figure it out before/after class, NOT in class; avoid conflict during class
- Be metacognitive about your teaching approaches
- Listen to the candidate’s experiences and feelings
- Reflecting protocols on how the lesson went after
- Don’t take things personally! Assume good intentions
- Bring in an outside individual if candidate doesn’t respond to feedback
- Allow plenty of time ahead to review materials and lesson plans
- Prevent conflicting messages to students by talking about differences ahead of time (e.g., regarding discipline). It’s like parents – talk about differences ahead of time (or discuss after the fact); communication between Mentor Teacher and Candidate is critical; differences can be ok!

Expectations for Students

How do we manage different expectations for student behavior and performance between Teacher Candidates and Mentors?

- Communicate the school site’s rules
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students
- Never disagree in front of the students
- Figure out who has a lower or higher behavior threshold
- Have clarity on amount of candidate ownership and Mentor support; have open and flexible communication about roles in classroom
- Assist candidate in establishing explicit expectations and consistency
Lesson Planning

How do we ensure that the candidate develops lesson planning skills and address issues such as when the candidate submits a late and/or underdeveloped lesson to Mentor?

- Plan ahead
- Refer back to submission date and have a conversation with the candidate about what you expect for next time (ask why the lesson plan was late and under-developed)
- If it happens again, alert the University Coach

**If you are experiencing a challenging situation with a candidate, please contact the candidate’s University Coach as soon as possible.**

Mentor Teacher Roles

1. 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.

2. 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, as needed to fulfill coursework requirements.

3. 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.

4. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.

5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.

6. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.

7. 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.
8. Maintains communication with the University Coach regarding the student’s progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Coach.

9. Agrees to complete required Midterm Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach.
   a. When evaluating, the Mentor Teacher considers the candidate’s stage as a beginning teacher and gives input regarding course credit to the University Coach.
   b. A letter of reference is optional.

10. Participates in a Midterm Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

11. Informs University Coach of Teacher Candidate’s absences, inappropriate dress or concerns regarding professionalism.

Evaluation
All Mentor Teachers will be surveyed by their candidates at the end of the semester. This survey will be submitted by each candidate on Tk20.

Mentor Teacher Professional Development Requirement
The Commission on Teacher Credentialing (CTC) requires that all Mentor Teachers participate in a minimum of ten (10) professional development hours in order to serve as a Mentor. Fresno State is currently developing a database of Mentor Teachers so that we can track which Mentors already meet this requirement. Some Mentors are also Induction Mentors and have been through district-sponsored training in Induction or Coaching skills. These trainings will count as part of the State’s required hours. As we determine a process for tracking these hours, we will notify you.

Mentor Teacher Conference
In addition to the initial 10 hours of Mentor Teacher professional development, the CTC requires all Mentor Teachers to participate in two (2) hours of program-specific professional development every year. This requirement can be met through attendance at the annual Mentor Teacher Conference at Fresno State [budget permitting] or through assigned professional Mentor Teacher modules. Mentor Teachers will receive an invitation to the conference through email.
Mentor Teacher Incentives from Fresno State

- $150 stipend for attending the Mentor Teacher Conference (invitation will be emailed);
- $450 refund on registration fees for courses taken at Fresno State within a two-year period, beginning fall 2018 for qualified Mentor Teachers; and
- Fresno State library privileges.

For more information, please contact the Office of Clinical Practice
### Program Policies

#### General Placement Policies

Teacher Candidates are strictly prohibited from finding their own placements in phases two and three.

No teacher candidate can be placed or assigned a coach without a clinical practice application, this includes employed students working as the teacher of record in their own classrooms. Applications have a section for employed students to provide their employment details including school site, district, and grade level.

All clinical practice applications can be found on Tk20 (fresnostate.tk20.com), and links to application-specific instructions are found in the Student Online Resources. Alternative applications are available when necessary through the Office of Clinical Practice; email ocp@csufresno.edu for a direct link.

A priority deadline for placements can be found on the semester calendar. Wish list requests received up to this date will be honored to the best of the Office of Clinical Practice’s ability, but no request can be guaranteed. We cannot consider any requests or changes to requests received after the priority deadline.

#### Attendance

Candidates are expected to attend and participate in all scheduled university classes and field assignments. The following general policies for program attendance are required of all candidates in the Education Specialist and Dual programs. Individual instructors will set the policy for your regular courses. These policies may be appealed when unusual circumstances warrant in individual cases.

- Candidates are expected to be at their school site from a half hour before the first bell on site until half an hour after the last bell on site for full-day placements (EHD 178, 110D, 170), and until 11:30 or noon in half-day placements (EHD 160A and 160B).
- If an illness or other emergency situation arises that necessitates an absence, the relevant persons (typically your coach and your mentor teacher) should be notified as soon as possible. They should be notified 24 hours in advance, or by 7:30 the morning of at the latest.
- It is your responsibility to make sure any lesson plans or other materials are delivered to the school site.
- Multiple absences may result in a performance contract or dismissal from your school site or even from the program.
- Candidates are automatically excused from their clinical practice placements for required seminars, orientations, workshops, and other events sponsored or
supported by the Kremen School of Education and required for the program. However, if you fail to attend these required events AND do not go to your placement it will be counted as an unexcused absence.

- All unexcused absences, as well as excused absences over 2 days total in the semester, must be made up by the student.

“Personal” days: Candidates may take one day per semester as needed to attend to personal business, family commitments and other discretionary activities – provided they obtain permission from the mentor teacher and their coach beforehand.

“Excused” absences: Candidates will be excused from attending their clinical practice placement in the event of serious illness, the illness of a child that requires the candidate’s care, a family death, or similar crisis requiring their presence. It is expected that candidates will make an effort to schedule medical appointments outside of clinical practice commitments; it is understood that this will not always be possible. Verification from a physician should be acquired for appointments as well as extended absence due to illness.

“Unexcused” absences: Unexcused absences and tardiness compromise the integrity of the program and often represent an abrogation of responsibilities to both your colleagues in the cohort and children we serve in partner schools. A pattern of unexcused absences or tardiness will result in an administrative referral for a “Plan of Assistance” (see Forms), and possible removal from clinical placement. Candidates are expected to make up all unexcused absences, which may require you to work in your placement site during university holidays or after the final day of clinical practice listed on the calendar.

In some cases candidates may wish to be absent from their placement in order to attend special development activities. Absence from your clinical practice to attend these events (within your district or elsewhere) is acceptable in principle. However, as with personal days, you must obtain permission from your coach and mentor teacher beforehand. The only exception are candidates working as the teacher of record in their own classrooms, if your district requires your attendance at an event, you may go, but you must inform your coach ahead of time so that they know not to schedule an informal visit at that time.

Employment

If you are made an offer of employment we strongly advise that you contact the program coordinator immediately to determine whether the position meets California Commission on Teacher Credentialing and Kremen School of Education & Human Development requirements for program completion, and whether the position is feasible for the program to continue supervising. Some restrictions may apply as to what permits students can be employed under and still receive supervision, so it is doubly important that you consult
with the Program Coordinator and the Office of Clinical Practice before you accept a job offer.

Once your position is approved and you have accepted it, you must inform the Office of Clinical Practice immediately so that they can place you on the employed students list, and cancel any placement requests on your behalf.

We highly encourage all candidates to explore the Teacher Internship Program (see page 8 for contact information) once they are hired.

**Professionalism**

As a guest at the assigned school site or as a teacher of record, it is expected that teacher candidates 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. It is recommended that all forms of social media communication should be kept professional and account settings should be set to private.

**Grading**

Candidates in the multiple subject credential program must maintain a grade point average (GPA) of 3.0 within the program. Candidates will receive a letter grade in all course work; and receive a grade of credit (CR) or no-credit (NC) in all clinical practice/field work as a result of their performance of the course requirements and evaluations.

Course-related assignments may be drawn from students in your clinical practice/practicum; however, additional time outside of required practicum and clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching may result in a teacher candidate having to withdraw from student teaching and receiving a grade of F or No Credit (NC).

**Substitute Teaching**

The California Commission on Teacher Credentialing allows candidates to substitute teach for their mentor teachers during their clinical practice hours only for their mentor teacher, and only if the mentor teacher collaborated with the candidate on the lesson plans and materials for the day beforehand. However, these days must be rare and not the norm. You may not take an absence from your clinical practice placement to substitute teach in another classroom, school site, or district. During your EHD 178/110D placements, you will be free to substitute teach two days a week. You will NOT be available to substitute teach during final student teaching as the State requirements demand a full-work week commitment.
Outside Commitments

Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of clinical practice or practicum. Such interference may result in having to withdraw from EHD 178/110D, 170, 160A, and 160B, or that the candidate make the adjustments necessary to fulfill the requirements of the program.

Extenuating Circumstances

We understand that sometimes life events may happen that are beyond the teacher candidate’s ability to control. Examples of extenuating circumstances can include (but are not limited to) medical or family emergencies, or a delay in Financial Aid leading to the student being administratively dropped from all courses. In these circumstances you must inform the program coordinator, the Office of Clinical Practice, and your university coach as soon as you are able.

Candidate Support

In certain situations, a candidate may need to be remediated, reassigned, or dismissed from a clinical practice/practicum placement or showing signs of struggling to meet their clinical practice/practicum requirements while working full time as the teacher of record. Difficulties may include (but are not limited to): personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge all candidates, coaches, and mentor teachers should follow the following procedures:

- **Step One:** At the first sign of a candidate experiencing a challenge in clinical placement, they university coach will explicitly address the challenge area with the candidate either during an observation debrief, regular check in meeting, or a specific meeting to address the issue.
- **Step Two:** If the candidate shows minimal improvement, the university coach will schedule a meeting with the candidate, their mentor teacher, and the university coach to address the challenge area with a specific plan of action.
- **Step Three:** If the candidate continues to show minimal improvement, the university coach will schedule a meeting for the candidate, university coach, and program coordinator to complete an Individual Plan of Assistance (Resources, page XX). This plan will outline the issue and the specific course of action the candidate must take to improve, and will include various resources to be used to support the candidate. The university coach, in consultation with the mentor teacher, will document the candidate’s progress in line with the Plan of Assistance and regular conferences to review progress may be conducted.
Reassignment/Dismissal from Clinical Placement/Practicum Placement

In some cases, a clinical practice/practicum placement may be a mismatch for the candidate. In such cases, the university coach will contact the Office of Clinical Practice to discuss possible reassignment. The Office of Clinical Practice, in consultation with the placement liaison and the program coordinator, will make final decisions regarding reassignment and will notify the university coach, candidate, and mentor teacher and site administrator. The Candidate Reassignment/Dismissal Form will be completed if the candidate is reassigned.

In the rare case that a teacher candidate is asked by a mentor teacher not to return to their classroom, the university coach will inform the candidate and the candidate will cease contact with the mentor teacher. If the candidate is asked by the school site administrator not to return to the site, the university coach will inform the candidate and the candidate will not return. Any belongings left will be collected by arrangement with the school site. The Candidate Reassignment/Dismissal Form (Resources, page XX) will be completed as appropriate for the situation.

Retaking a Clinical Practice/Field Work/Practicum Course

If the candidate shows minimal improvement after the Plan of Assistance has been initiated, they may either receive a letter grade of No Credit (NC) in clinical practice. The candidate may submit a Special Consideration (Resources, page XX) when required to repeat the practicum or clinical practice course. A committee will meet to review the special consideration and will either approve or deny the candidate’s request.

Student Dispute Resolution Process

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 then to the department chair if the coordinator is unable to resolve the matter.

After completing this appeal process from their own program to department, candidates who feel the issue has not been resolved or who wish to appeal the department decision may, within 30 days, submit a written appeal to the special assistant to the Dean or Associate Dean. The special assistant will then convene a School Dispute Resolution Committee which includes 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 with the School Dispute Resolution Committee in person or through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.
**Dismissal from the Program**

If a candidate is approved to repeat a clinical practice/practicum course and fails it a second time, this may result in automatic dismissal from the program. Candidates can also be dismissed from the program for violating the Teacher Code of Ethics, or the Professionalism or other University policies. Dismissal from the program will result in an automatic grade of F or No Credit (NC) for the clinical practice/practicum course, and the Candidate Reassignment Dismissal Form will be completed to reflect the decision.

Candidates who are dismissed after the date for refund of tuition are responsible for full tuition regardless of the circumstances leading to termination.

Candidates may follow the Dispute Resolution Process above to appeal dismissal from the program.

**Teacher Performance Assessments**

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers (FAST)*. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The SVP will be done during your EHD 178 or 110D clinical practice, and the TSP will be done in EHD 170, or in 160A or 160B if you are an intern. The projects are required to receive a grade of Credit (C) for your clinical practice course. Failure to receive a passing score on your SVP will result in a grade of No Credit (NC) for EHD 178/110D, or on your TSP will result in a grade of NC in EHD 170/160A/160B, and thus you will have to complete a special consideration form to repeat the course.
EHD 178: Field Study B

Syllabus

Course Description:

EHD 178 is a supervised field experience in a general education classroom. It is the first of three field placements preparing teacher candidates pursuing an Education Specialist Credential to teach in culturally and linguistically diverse classrooms, and the second for students in the Multiple Subject program. EHD 178 requires a minimum of 12 hours a week (all day), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday.

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Name:</th>
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<tbody>
<tr>
<td>EHD 178 2 units</td>
<td>Office Number:</td>
</tr>
<tr>
<td>Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled</td>
<td>Email:</td>
</tr>
<tr>
<td>Location: School Site:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Website:</td>
<td>Office Hours:</td>
</tr>
</tbody>
</table>

Required Texts and Instructional Materials:

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through unWired Broadband (https://www.unwiredbb.com/).
- 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
• Lesson planning
• Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
• Active Tk20 account (can be purchased at fresnostate.tk20.com)

Primary Learning Outcomes

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

• Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, and 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 Co-Teaching strategies.
Examinations and Major Assignments:

1. A minimum of six formal lesson observations by university coach in a general education placement. Teacher candidate assumed responsibility of the morning routine on a daily basis as documented by the coach/mentor teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.

2. Write lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught per specific field work requirements.

3. The Site Visitation Project Scheduled Visit/Observation will document the teacher candidate’s effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Weeks 1-15</strong></td>
<td>Performance Assessment Scheduled Visit/Observations</td>
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</table>
| **Weeks 7-8** | Mid-Semester Assessment/ Goal Setting Meeting  
Complete 50% of the EHD 178 Teaching Competencies  
Documented attendance at all required seminars |
| **Weeks 8-15** | Site Visitation Observation/Conference                                                        |
| **Weeks 14-15** | Final Assessment/Goal Setting Meeting  
All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction. |
Site Visitation Project (SVP)

FAST Overview

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers (FAST)*. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

Only the Site Visitation Project is required for Education Specialist-only candidates. The SVP will be scored by trained scorers (typically your university coach) using a specific four-point rubric:

1 = Does not meet expectations
2 = Meets expectations
3 = Meets expectations at a high level
4 = Exceeds expectations

In order to receive credit for EHD 178, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for a Special Consideration using the FAST Non-Passing Score Procedure (outlined in the FAST Manual – you will receive this in your CI 176 course or from your coach). Remember you must pass all sections of the assessment before you can receive credit for the associated fieldwork course.

Site Visitation Project Overview

The SVP assesses the candidate’s ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
TPE 6 – Developing as a Professional Educator (6.1)

For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual. More information about the SVP is found in your FAST Manual and will be discussed in your CI 176 class.
EHD 110D: Field Study B

Syllabus

Course Description:
EHD 110D is a supervised field experience in an elementary level classroom. It is the second of four field placements preparing teacher candidates pursuing both education specialist and general education credentials (Duals) to teach in culturally and linguistically diverse classrooms. EHD 110D requires a minimum of 20 hours a week (three full school days), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday, with two days in a general education classroom and one in a special education environment appropriate for the education specialist credential the candidate is pursuing.

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<td>EHD 110D 4 units</td>
<td>Office Number:</td>
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<tr>
<td>Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled</td>
<td>Email:</td>
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- 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
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- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
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Site Visitation Project (SVP)

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3 = Meets expectations at a high level
4 = Exceeds expectations

In order to receive credit for EHD 178, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for a Special Consideration using the FAST Non-Passing Score Procedure (outlined in the FAST Manual – you will receive this in your CI 176 course or from your coach). Remember you must pass all sections of the assessment before you can receive credit for the associated fieldwork course.

Site Visitation Project Overview

The SVP assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual.
EHD 170/160A/160B: Field Study C

Syllabus

Course Description:

The EHD 170 is a supervised full day, student teaching experience that culminates in a minimum of solo or co-teaching for four weeks. These four weeks include planning, implementing, and assuming all classroom duties/responsibilities. Minimum required hours for EHD 170/160A/160B are ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, trainings and school functions beyond the school day for specialized training from district trainers and or university faculty. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

EHD 170/160A/160B is the final Multiple Subject student teaching experience, which involves practicing the theory and methods learned in coursework and promotes the analysis of the Teacher Candidate’s own teaching. For Teacher Candidates to make progress, it is important that Mentor Teachers and Teacher Candidates share in all aspects of classroom management, receive ample time to work with students, and demonstrate the ability to use a variety of methods and techniques. Co-Teaching is encouraged. EHD 170/160A/160B offers continuing opportunities for Teacher Candidates to apply what they have learned and to assume responsibilities of full-time teachers.

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

Multiple Subject Program Requirements:

This course is a required course in Phase 3 of the Multiple Subject Program. Field Study C is designed to be taken concurrently with SPED 179, Differentiated Instruction and Classroom Management (Multiple Subject Only) and LEE 169.

Prerequisites:

Successful completion Phase 2 of the Multiple Subject or Dual Credential Program: CI 175, CI 176, LEE 166, LEE 167, EHD 178/110D. Concurrent enrollment in SPED 179 and LEE 169. Teacher Candidates must have passed all three CSET Subtests or have an approved Liberal Studies degree and have been CLEARED for final student teaching via a Tk20 application.

Course Information: $10.00 lab fee  
Instructor Name:
Units: 9 (5 each semester for 160A & B)  
Office Number:

Time: Mon.-Fri. 8:00-4:00 + Seminars as assigned.  
Email:

Location: School Site:  
Telephone:

Website:  
Office Hours:

**Required Texts and Instructional Materials:**

- Multiple Subject Student Teaching Handbook
- Candidates may be required to access Canvas for syllabus, assignments, resources, etc. (The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband](https://www.unwiredbb.com/)).
- Download or refer to the following standards on California Department of Education website: [http://www.cde.ca.gov/re/pn/fd/](http://www.cde.ca.gov/re/pn/fd/)
  - An active Tk20 account
  - FAST Manual

**Primary Learning Outcomes**

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

- Teacher Candidates will formulate specific pedagogical skills for the instruction of reading language arts, math, and science (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7)
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.7).
- Teacher Candidates will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (TPE 7; NCATE 1.6 Valuing Diversity)
- Teacher Candidates will draw upon an understanding of patterns of child and adolescent development to understand their students. (TPE 8; NCATE 1.4)
- Teacher Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (TPE 9; NCATE 1.1)
- Teacher Candidates will allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. (TPE 10)
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning. (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics, Life Long Learning).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.6 Reflection, Life Long Learning 1.7).
- Teacher Candidate will utilize Co-Teaching strategies.

**Examinations and Major Assignments:**
Teacher Candidates will be assessed through written work but the majority of assessments will be performance based. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidate’s assigned classroom.
Teaching Sample Project (NCATE 1.1, 1.3, 1.4, 1.6, 1.7) Passing score of 2 or above

- Six Formal Lesson Observations by University Coach (NCATE 1.1, 1.3, 1.4, 1.6 Reflection, Critical Thinking, Life Long Learning)

**Assignment and Examination Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Weeks 1-15</td>
<td>Initial Triad Meeting &lt;br&gt;University coaches will observe, provide feedback and verify &lt;br&gt;attainment of Teacher Performance Competencies on a weekly basis.</td>
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<tr>
<td>Weeks 7-8</td>
<td>Mid-Semester Assessment/ Goal Setting Triad Meeting &lt;br&gt;Complete 50% of the Multiple Subject Teaching Competencies &lt;br&gt;Documented attendance at all required seminars.</td>
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<tr>
<td>Week 10</td>
<td>Teaching Sample Project Due – Hardcopy and submitted on Task Stream</td>
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<tr>
<td>Weeks 13-15</td>
<td>Supervisor Evaluation, Master Teacher Survey, and Dispositions Survey &lt;br&gt;submitted on Tk20</td>
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<tr>
<td>Weeks 14-15</td>
<td>Final Assessment/Goal Setting Meeting &lt;br&gt;All competencies including Holistic Proficiency Project (TPA 3, TPE 12, 13), Teaching Sample Project Written Plan (CCTC 3a; TPE 2, 3, 8, 9, 10, 11, 13), Teaching Sample Project Classroom Performance Assessment Observation (CCTC 3b; TPE 2, 3, 8, 9, 10, 11, 13), Competencies for Literacy Development – EHD 170 and required University Supervisor observations must be successfully completed and verified by the last day of instruction.</td>
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**Assignment completion:** Course-related assignments may be drawn from students in your final student teaching/practicum placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.
Resources

Teacher Code of Ethics

Preamble
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

Principle I
Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

- Shall not reasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
• Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
• Shall not intentionally expose the student to embarrassment or disparagement.
• Shall not on the basis of race, color, creed, sex, national original, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation unfairly –
  o Exclude any student from participation in any program
  o Deny benefits to any student
  o Grant any advantage to any student.
• Shall not use professional relationships with students for private advantage.
• Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

• Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
• Shall not misrepresent their professional qualifications.
• Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
• Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
• Shall not assist a noneducator in the unauthorized practice of teaching.
• Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

—Adopted by the NEA
1975 Representative Assembly

## Co-Teaching Strategies

<table>
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<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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| **One Teach, One Observe** | 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.  
**Example:** One teacher can observe students for their understanding of directions while the other leads. |
| **One Teach, One Assist** | 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.  
**Example:** 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. |
| **Station Teaching** | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Example:** 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. |
| **Parallel Teaching** | 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.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| **Supplemental Teaching** | 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.  
**Example:** 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. |
**Alternative (Differentiated)**

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.

**Example:** 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.

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**Team Teaching**

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.

**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices.

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*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.*

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“**The Understanding by Design® framework**” *(UbD™ framework)*

“The Understanding by Design® framework” *(UbD™ framework)* offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends.

**The UbD framework is based on seven key tenets:**

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.”

**Conflict Resolution Guide**

Conflict is a natural part of life... in the workplace, too! Take ownership for the interpersonal challenges you encounter by taking responsibility for doing something about it, if you feel it’s advisable. Develop the personal confidence (through practice) to ask the individual to address the issue WITH you. Try this recommended procedure when issues arise with colleagues, faculty, students, parents, and mentor teachers (allowing for developmental and cultural differences, of course).

**On Your Own:**

A. Identify the specific issue(s) troubling you.

B. Specifically identify your associated feelings (formulate “I” statements in your mind).

C. Decide if this is an issue worth addressing (pick your battles). Think about the relationship. If it is to continue, your sensitive handling of the puzzle-solving process can have the effect of making the relationship work more easily in the future.

D. Think about appropriate time and place for discussion.

E. Take a minute to relax. Envision yourself communicating effectively and listening well. Envision the issue being successfully resolved.

**Taking Action:**

1. Contact the individual you wish to speak to. “Are you in the middle of something? I’d like to arrange a time to visit with you about a concern I have. When would be the best time for you?”

2. Once the appointment is made, distract yourself with other things.

3. As the day approaches, go back to A, B, C, and E.

4. Come to the appointment on time, appropriately dressed. Wait to begin your issue-related conversation until sitting with the individual in a private place. If the individual is not sensitive to your need for privacy, ask for what you need. "Is there somewhere we can find to talk privately?"

5. Present your perspective with an “I” statement. ATTACK THE PROBLEM, NOT THE PERSON. "I felt _______ when _________. I’d like to ________. I’m willing to ________.”

6. Ask for his/her perspective. "How do you feel?” or "What do you think?”
7. As he/she presents his/her point of view, breathe, listen actively, then paraphrase. "So it sounds like you feel _______ about _______ and you’d prefer _______ and you'd like me to _______. Is that right?"

8. Be aware of your emotions as well as the other person’s.

**After the Interaction:**

9. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about _______."

10. In a productive puzzle-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.

11. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. NEVER seek a third party as a first step.