

# *A Handbook for Student Teachers*



Kimberly Persiani-Becker, Ed.D  
Principal Editor  
CSU, Los Angeles

Dolores Beltran, Ph. D.  
Contributing Editor  
CSU, Los Angeles

Rebecca Joseph, Ph.D.  
Contributing Editor  
CSU, Los Angeles

Anna Chee, Ph.D.  
Contributing Editor  
CSU, Los Angeles



# Roles and Responsibilities for Student Teachers

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## *Introduction*

Welcome to Directed Teaching. Your next 11 weeks begins the final phase in your development as a preliminary professional educator, marking a change from observation and participation in schools as a teacher candidate to that of being a credentialed teacher. Therefore, it is important that you become attuned to the demands and expectations placed on teachers as you move to your new role. Our partnership schools expect a high degree of professional conduct beginning on the first day in the field. The following are some basic ideas that will help as you navigate your way through this experience, especially in the first couple of weeks, as you will most likely follow the lead of your Master Teacher, ultimately, if applicable.

We do understand that for many of you who work as interns in schools, that you may already be familiar with the working of your school site and the rigor of full time teaching, but during Directed Teaching you must follow two sets of rules: those of your school and those of this university. So for the purpose of Directed Teaching, we expect you to follow all the directions and expectations outlined in this handbook.

You will find a *Directed Teaching Guidelines Cheat Sheet* (Appendix D) to answer some basic questions that the *FAQ's* might miss. It is a simpler version of the details described throughout this document, meant to be used in Block 4 of your program.

### a. Code of Conduct

- Treat all parents, students and staff with respect and professionalism
- Follow all school and district policies and regulations while on school grounds and at school functions
- Follow all California State University, Los Angeles policies and regulations while on school grounds and at school functions
- Dress appropriately, with safety and professional standards in mind
- Arrive on time to all assignments, signing in and providing identification according to school standards
- Notify both your Master Teacher (if applicable) and your University Supervisor prior to any absences

### b. Professional Development

Your professional development will be a life-long process in order to help develop your knowledge and practice of teaching and working in schools and communities. You are expected to both fulfill the minimal requirements of your fieldwork placement and to maintain a disposition that lends itself to building a deep knowledge of and commitment to the life and work of the students, of the schools and the communities we serve. While the details of observation and participation of your Directed Teaching will be detailed later by your University Supervisor, some general requirements are:

- Maintain a useful note-taking/note-making system that you can rely on as you begin to understand the structure and routine of your Master Teacher(s) class
- When possible, find appropriate opportunities to participate in the work of the class, through working with individual students or small groups. Consult with the Master Teacher and your Supervisor to determine what is appropriate, especially at the beginning of your 11 week placement
- Maintain a reflective journal that documents your participation with students, any questions you might have for your Supervisor, and any accomplishments you've made or difficulties you might need assistance with.
- To the extent possible participate in staff meetings, professional development activities and other educational functions but be on time to your seminar class (EDEL 403c or EDSE 445E and/or other applicable courses)
- Take advantage of and create opportunities to know the community your school serves
- Introduce yourself to the parents as they come to the class and/or through a newsletter during the first week of your Directed Teaching
- Let your Master Teacher(s) know about your requirements for your seminar, including the videotaping of yourself teaching, collection of student data, and other key assignments.

### *FAQ's*

⇒ As student teachers, you are guests at your assigned school sites and must always act as professionals, which includes ensuring professional attendance, department, and preparation. If you are the teacher of record while student teaching at your school site, you must simultaneously follow the requirements of your school and of our program.

⇒ The following provides a truncated version of our formal policies for many FAQs we often receive. **You are required to locate and print** the full version of FAQ's at the following website: [http://www.calstatela.edu/academic/ccoe/off\\_studentservices\\_dt.htm](http://www.calstatela.edu/academic/ccoe/off_studentservices_dt.htm). Should you have any additional questions, contact your university supervisor first, and then if necessary, The Office of Student Services.

### **1. What do I do once I get my placement?**

a. We recommend that you visit your assigned school site in advance. Yet, so not visit your Master Teacher(s) unannounced or interrupt their teaching.

b. You should find the best travel routes and determine where you can park before the first day of directed teaching.

c. You can introduce yourself to your Master Teacher, receive any materials to help you prepare, and observe the classroom if you have time. Please set up a formal meeting with your master teacher before your visit. Master Teachers have busy teaching schedules and should never be interrupted while teaching or without notice. Please give

your Master Teacher a copy of the Master Teacher handbook and these frequently asked questions or the following website link:

 [http://www.calstatela.edu/academic/ccoe/off\\_studentservices\\_dt.htm](http://www.calstatela.edu/academic/ccoe/off_studentservices_dt.htm)

## **2. When should I start my assignment?**

You must start your assignment on the date assigned to you by the Office of Student Services. Call the school for the start time and get there early on the first day. Student teachers, who without permission, do not appear at their school site the first assigned day of student teaching, will have their directed teaching assignment terminated. This termination will constitute a failure of one quarter of directed teaching.

## **3. What is the attendance policy?**

These attendance policies apply to both student teachers working in a master teacher's classroom and student teachers that are teachers of record in their own classrooms. Student teaching is for at least 10 weeks, usually all 11 weeks, of a full quarter.

### a. Daily Schedules:

You are responsible for being present at your assigned school site each and every day of student teaching following the required contract hours of teachers at your school.

### b. Absentee and Tardy Policies:

You may only miss **two days** during the entire quarter (this includes teachers of record as well). Missing more than two days will most likely result in a failure of student teaching. More than **two late arrivals or early leavings** may also lead to the failure of student teaching.

### c. Sign in Policies:

#### **For students working with one or more master teachers:**

If required, you should follow the school's required sign-in procedures for visitors. You MUST also sign in and out each day with your Master Teacher, who must also sign the attendance sheet. You will receive this attendance sheet during the first week of your directed teaching seminar.

#### **For students who are teachers of record in their own classrooms:**

You are expected to follow school sign in policies. We reserve the right to see your sign-in sheet should we suspect you of missing more than the allowed two days.

d. Unusual Schedules:

You must also be present at the school site during standardized testing, final exams, and other days that result in different schedules. You will benefit from learning how to administer standardized tests and exams and can use any additional non-instructional time for long term planning, tutoring, and other school site activities.

e. Whom do I notify if I need to miss a day of student teaching and what are my responsibilities for a missed day?

During your first week of school, you should exchange phone numbers with your Master Teacher and University Field Supervisor along with email addresses. If you know in advance you will be absent on a particular day, let both know and leave a lesson plan if you were responsible for teaching that day.

If you have an emergency the night before or morning of a school day, you must personally notify your Master Teacher and find a way to get a lesson plan to the teacher. Once you are teaching full time, you are as responsible for lesson planning as any regular teacher. It is unprofessional to leave your master teacher without a viable lesson plan.

**4. If my Master Teacher is absent, must I go to school?**

Yes, you must go to your school site with one exception. If your teacher is attending a professional development workshop and you are allowed to go, you may also attend. You must notify your Supervisor if this attendance interferes with your observation schedule.

If your teacher is out for any other reason, you must go to the school site. The school will most likely place a substitute in the room. You can negotiate with the substitute, if you are ready, whether you teach the lesson for the day or not. State law prevents you from being the paid substitute for the day in that room. If the school site asks you to do so, you must contact your University Field Supervisor or the Office of Student Services immediately.

**5. Do I have to attend school site professional development meetings?**

**a. Early release days or late start days.** YES. Many schools release students early one day a week or start late so that teachers can attend professional development or staff meetings. You must attend those meetings, as they are part of the regular, contractual school day. Ask your Master Teacher to arrange permission for you to attend these meetings.

**b. Pupil free days.** YES. Often, teachers get pupil-free days to meet for professional development or for parent conferences. You must also attend those days as they fall into the regular school calendar.

**c. After school meetings.** IDEALLY. Occasionally, schools have after-school professional development or teacher meetings. If that event interferes with your CSULA seminar or work schedule, you do not have to attend these school-based meetings. But you should try at least once during student teaching to attend after school events.

**For teachers of record working in their own classrooms:**

**Yes to all three with one possible exception:**

Of course, you must attend early release or late start and pupil free days. However, occasionally, after school meetings may interfere with your directed teaching seminar. You should immediately let your school site administrator know of the conflict as our directed teacher seminar professors have attendance requirements they will not and cannot waive for teachers of record. School site administrators are supposed to support your completion of your credential. Show them your syllabus, if necessary.

**6. What is my required daily teaching schedule?**

You are responsible for being at your assigned school site all day long for at least 10 weeks though most assignments are 11 weeks long. It is not up to you to decide or negotiate your schedules with your Master Teachers or school sites.

You and your Master Teacher will negotiate an instructional schedule. You are responsible for giving your Master Teacher a copy of the Master Teacher Handbook the first day of directed teaching or for referring them to the link on the Office of Student Services Website. Many have not worked with CSULA students in the past, so this handbook will help them understand our expectations. You can find this handbook: <http://www.calstatela.edu/academic/ccoe/studserv/roles.pdf>

Typically students observe the first week and pick up a class or content area to cover each following week so that by week five or six, students are teaching a full day.

**7. Must I lesson plan every day?**

**For traditional student teachers working with one or more master teachers:**

YES, in fact, you are not allowed to teach any lesson or part of a lesson without a lesson plan. Your Master Teacher may or may not ask for one and may or may not use one him or herself. Regardless, you must plan. You should ask if your Master Teacher has a preference. If not, use a lesson plan format you learned in our program (See Appendix A for ideas). If you do not know how to do an appropriate lesson plan, let your supervisor or Seminar instructor know immediately.

**For teachers of record working in their own classrooms:**

Even if no one at your school site asks to see your lessons, we expect you to plan each and every day. You may follow the lesson plan standard of your school site but there should be enough details that an observer/evaluator can understand each and every step of your instructional plan for the lesson.

## **8. Who evaluates me?**

### **For all student teachers:**

Your University Field Supervisor will observe/evaluate you at least four times. If you have not heard from your supervisor by the end of your second week of student teaching, contact the Office of Student Services.

### **For traditional student teachers working with one or more master teachers:**

You have at least two evaluators: your Master Teacher(s) and your University Field Supervisor. Each Master Teacher must complete a formal evaluation.

### **For teachers of record working in their own classrooms:**

You have two evaluators: your administrator (principal or vice-principal) and University Field Supervisor.

## **9. What if I am concerned with my placement?**

The Office of Student Services spends a considerable amount of time arranging placements and developing partnerships with districts and schools. As much as we try to honor your first or second choice, we cannot always do so as districts and schools do not always accept our placement requests. Only under extenuating circumstances will we change placements. You are only to notify officials in Student Services at CSULA of your request. You are NOT to make any contacts with other classrooms or schools on your own behalf.

We know that in rare occurrences matches between student teacher and Master Teacher are a challenge. Do not wait, as we will not make changes ever after the first two weeks of the quarter. If you have concerns with your placement within the first two weeks of your placement, discuss the issues with your supervisor. Do not discuss any issues with anyone at your school site. You are not to initiate any change of Master Teachers. If you have not been assigned a supervisor, contact the Office of Student Services during the first week of the quarter. Remember, that we cannot guarantee a new placement during the same quarter. We also do not change sites should you receive an unsatisfactory mid-quarter evaluation.

## **10. How should I dress? Is there a standard CSULA dress code?**

While CSULA does not have a formal dress code, as long as you are a student in our credential program, we require you to dress professionally for your position. For secondary students this requirement means no jeans or sneakers unless you are a PE teacher, art teacher, or industrial technology teacher where such dress is more appropriate.

## **11. How will I know if I did not pass student teaching?**

You will know by the end of the quarter if you did not pass student teaching. You must receive passing evaluations from both your master teacher and University Field Supervisor with no "needs improvements" anywhere on either evaluation. If you receive a failing mid-term evaluation by week five or six of the quarter, that does not mean you will automatically fail, but it does mean that without significant changes, you may very well not pass.

The State of California allows a maximum of three attempts at student teaching. A successful quarter is defined as a full quarter of directed teaching and evidence of attainment of all directed teaching competencies. Placements that are terminated at any time during the quarter because of a student's unacceptable teaching, management, behavior, or professionalism are considered one failed attempt. Should this termination occur, the Office of Student Services would provide you with further policy details.

## **12. What do I do once I complete Directed Teaching?**

The credential evaluation process includes the following:

1. During the student's last term, usually by week 5 of student teaching, the student will submit an application for credential evaluation, which can be found at [www.calstatela.edu/edcredential](http://www.calstatela.edu/edcredential). It is recommended that the students turn in the applications sooner than later, because applications will be evaluated in the order they are received. So the earlier the better.
2. After submitting the application the credential analysts in the Office for Student Services will review the student's file and determine if all requirements have been completed. At this time, if there are any deficiencies a letter will be sent to the students. Common deficiencies are things like RICA test scores and CPR certification.
3. As soon as grades post for that quarter the analysts will go back to each application (again in the order in which they were received) and check the grades for the outstanding coursework.
4. If all the requirements have been met at this time then the analysts will electronically recommend the student for the credential to the Commission for Teacher Credentialing.
5. The Commission then emails the student, at the email address they listed on the application. The Commission email will invite the student to log on to the Commission's webpage, pay a fee, and answer several questions. After that time the Commission will do a final criminal and FBI background check before issuing the credential.

We wish you well during this exciting, culminating experience of your teaching credential process. Should you have any additional questions, please first contact your supervisor and then, if necessary, the Office of Student Services at 323-343-4320.

## *Orientation to Directed Teaching*

As mentioned in the FAQ's, as a student teacher you fall under the contractual obligations of your Master Teacher. With this, you should be privy to the requirements of the Master Teacher by learning about and discussing the following topics and/or reviewing the school/district handbook. Your Master Teacher will have several concerns he/she will want to discuss with you as the quarter goes, but when there is downtime such as recess and lunch, consider the following for discussion:

### a. Orientation to the School

- Review and/or discuss pertinent information about the school and community.
- Familiarize yourself with the school campus. If possible, tour the campus with your Master Teacher and Instructional Aid from your class.
- Introduce yourself to faculty, staff, resource personnel, principal, vice-principal, counselors, secretaries, custodians, nurse, aides, cafeteria workers, bus drivers, etc... if your Master Teacher does not.
- Ask about the Master Teacher's instructional materials (Teacher Manuals, student and teaching supplies, use of technology such as overhead projector, TV/DVD player and classroom computers, etc). Ask about any forms the Master Teacher may be required to complete (eg: IEP, SST, CUM paperwork) but be sure to remember that all student information is confidential.
- Locate the schedules for both the school and the class you will be teaching.
- Ask about key meetings, including PTA, staff meetings, parent conferences, IEP meetings, SST meetings, etc...and ask your Master Teacher(s) to arrange your attendance at these meetings for you.
- Discuss any of the school and/or district policies relating to student teachers.
- Review information about the departmental and school policies regarding curriculum and instruction, discipline procedures, attendance policy including absentee and tardy management, safety drill exercises, special schedules, handling of substance or parental abuse, and the proper methods of procuring needed equipment, materials and supplies. This may be in your Master Teacher's faculty handbook.
- Discuss the chain of command for resolution of problems.
- Discuss standards, including dress, for both students and teachers.
- Ask about any unwritten school policies.
- Ask about the plan of the school site including the locations of offices, cafeteria, lounge, appropriate adult restrooms, and copying facilities.
- Discuss emergency plans for earthquake and fire drills.
- Ask about the library, audio-visual aids, computers and/or computer lab, the location of supplies and materials and ask about policies regarding access to these support materials.

- Ask about any co-curricular and extracurricular activities.
- Ask about reports and record-keeping procedures.
- Discuss with your Master Teacher the importance of developing good relationships with teachers and other personnel.
- Ask your Master Teacher if you can arrange for classroom visitation to other classes/grades whenever possible.
- Discuss the philosophy of the school.

b. Orientation to the class

- If your Master Teacher does not do so, introduce yourself to the students. Give a sincere welcome and indicate confidence. You may even want to ask your Master Teacher if on the second day you can bring in a bag of items from home that reflect who you are. This is a good way to get the children to connect to you on a basic level and know that you want to be there and get to know them.
- Familiarize yourself with management techniques used in the classroom. Keep notes throughout the first couple of weeks as you learn the daily routine and discipline plan.
- Learn the names of the students. (Perhaps try nametags for yourself and/or name cards for the students for a few days.)
- Create a seating chart for your class/es to not only learn names more quickly, but be able to call on individuals rather than “the girl in blue at table one”.
- Discuss your philosophy and beliefs about teaching with your Master Teacher so he/she is aware of your style and techniques you might like to try out during your 11 weeks.
- Learn the classroom schedules, routines, and grading procedures.
- Discuss the expectations your Master Teacher has for you.
- Plan with the Master Teacher for your *gradual* assumption of teaching responsibilities.
- Discuss your Master Teacher’s practice of both daily and long-term planning. Familiarize yourself with your Master Teacher’s method of lesson planning. Ask about clarification of the curriculum organization of the district, school, class and subject if you are unclear.
- Exercise caution with the statements you make as you learn about the students, their backgrounds, and community characteristics. Also, ask for information about the students in the class, including:
  - ✓ levels of functioning
  - ✓ exceptional conditions and their educational implications
  - ✓ location and content of students’ records (ask for access to “cum” folders, as appropriate)
  - ✓ methods of grouping for instruction
  - ✓ Student’s IEP goals and objectives and student’s disabilities
  - ✓ Fulfillment of A-G requirements if in a high school
  - ✓ CAHSEE pass rates if in a high school

- Ask to assume responsibility for routine class duties as soon as possible. This will aid in your becoming a contributing member of the teaching team.

#### 4. *Being Supervised as a Student Teacher*

The Master Teacher will provide the most insightful, consistent and useful supervision of you. In addition to general observation and feedback regarding your behavior, it is expected that the Master Teacher will consistently use *clinical supervision* techniques which involves observing and recording your performance, providing specific feedback, and engaging in collaborative conference discussions in order to enhance growth in your teaching skills. In order to facilitate this, Master Teachers may wish to keep a journal of your performance. You can then make notes to yourself in the same journal to refer back to as you progress.

##### a. Suggestions for Developing Rapport

In support of effective supervision, it is essential to develop open and truthful communication. The following are some suggested guidelines for developing rapport with your Master Teacher.

- During the first week discuss with your Master Teacher his/her expectations of you and how he/she may want to organize a consistent means of communication (i.e.: double entry journal, daily conferencing at the end of the day, weekly conferencing on Friday, etc...). Ask about the frequency of pre-conferences, observations and feedback conferences. This is a good time to make sure you understand his/her expectations of you from the beginning. Unclear expectations lead to frustrations on the part of the master teacher and the student teacher.
- Show respect for the Master Teacher and her/his ideas. Do not make suggestions and/or correct the Master Teacher in front of the class or any place within the hearing of students, and even then, ask for clarification rather than point out the Master Teacher's error. In respecting each other professionally, conversations can be more meaningful and productive.
- Remember to ask if you can visit other classrooms and/or grade levels during downtime so that you can be exposed to a variety of different teaching techniques.
- Engage in constructive conversations based on observations and be open to suggestions and recommendations.

##### b. Suggestions of Questions for Conferencing with your Master Teacher

You should conference with their Master Teachers consistently in order to receive feedback in relationship to the final evaluation (TPE's/Education Specialist Standards). University Supervisors will observe you a minimum of four times to sufficiently assess your performance. Conference topics will depend upon your needs and the classroom

situation. The following are typical conference topics and may be discussed with your Master Teacher at some point during your 11 weeks:

- The purpose and effectiveness of the Master Teacher's methods
- Individual pupil characteristics, backgrounds, abilities, and/or problems
- Daily schedule and time allotments
- Classroom organization and procedures, including record keeping and seating arrangements
- Use of audio-visual materials and computers
- Overview of classroom work underway
- Classroom management techniques, alternatives
- Consideration of techniques to be used with individual pupils, groups of pupils or whole classroom
- Motivating pupils to learn
- Questioning techniques and activities to enhance higher level thinking on the part of the students
- Dealing with emergencies
- Bulletin boards and displays
- Arranging for field trips using available resources
- Evaluation and growth and development of pupils
- Action plan for At-Risk students
- Personal adjustment to the teaching role
- Professional ethics
- Prioritizing areas for your professional growth (e.g., work on the one or two most crucial; establish realistic goals, develop strategies for implementation, and determine how you will be assessed).

**As you begin teaching, specific aspects of your instructional performance should become the primary focus of each conference using the *Directed Teaching Evaluation Rubric* that includes requirements to meet the *California Standards for the Teaching Profession* and the *SB 2042 Teaching Performance Expectations*.**

Additional key topics for discussion might include the following:

- ✓ Cumulative files, IEP and SST paperwork, etc...
- ✓ General day-to-day record keeping
- ✓ Lesson planning formats and examples (See Appendix A)
- ✓ Thematic, inter-curricular unit planning
- ✓ Multi-modality teaching
- ✓ Special Education placement and procedures related to mainstreaming
- ✓ Instructional modeling
- ✓ Effective direction giving
- ✓ Effective questioning skills

- ✓ Methods and strategies for Specially Designed Academic Instruction in English
- ✓ Learning needs of linguistically and culturally diverse students
- ✓ Learning needs of students with disabilities
- ✓ Planning for the “First Day” and “First Week” of school
- ✓ Cooperative learning strategies
- ✓ Parent conferencing and parent communication protocol
- ✓ Grading procedures
- ✓ Positive Reinforcement
- ✓ Building an effective classroom climate
- ✓ Planning for a substitute
- ✓ District, county, and community family and educational resources
- ✓ Back-to-School Night and Open House preparation ideas
- ✓ Team building with colleagues
- ✓ Disruptive students
- ✓ The principal visiting your classroom
- ✓ Parent in your classroom
- ✓ Different grading procedures

#### 5. *Being Evaluated as a Student Teacher*

Your Master Teacher will be responsible for formally evaluating you at the mid-term and in the final week. The university will provide forms. These evaluations are based on concrete observations and conferencing you have had with your Master Teacher over time. Most likely, your Master Teacher will refer to prior conferencing notes and reflections when completing the mid-term and final evaluations, so make sure any kind of double entry journal or notes he/she has written to you about your performance are made available to him/her. Appendix B offers a variety of ideas for discussion in regard to ongoing lesson planning and delivery. Using this as a tool throughout the quarter will help you know about your strengths and areas for improvement and will help your Master Teacher as he/she prepares your mid-term and final evaluations documents.

The University Supervisor is responsible for formally observing you a minimum of four times but may request up to seven visits. Your University Supervisor will work out a schedule with you, as you are entitled to know in advance of the day, date, and time you will be formally observed by him/her. Upon these visits, you will need to provide a copy of the formal lesson plan you will be observed teaching for that subject/period including any worksheets and/or homework assignments, your general lesson plan book or binder, your reflection journal/written reflections from your Seminar course, and a camera if you would like pictures taken of you teaching, to include in your portfolio.

a. Observation of the Student Teacher by the Master Teacher

Most of your activities during the first couple of days or even the first week, will consist of observations to learn about the Master Teacher's teaching style and about the students in the class. This should be an active period in which you look for specifics to ensure that it will be a meaningful observation. Consider asking your Master Teacher to meet with at the end of each day of the first week or on Friday of the first week to go over your notes and clarify any questions or concerns you have at that time. The following questions may be used to structure your observations and record them in a daily journal:

1. What routine class procedures have been established?
2. What procedures are used to motivate students when introducing new lessons?
3. What provisions are made for individual differences?
4. What classroom management/discipline techniques are being used that might be helpful to you?
5. What instructional techniques and activities are being used to develop a classroom environment that enhances learning?
6. What activities are being used to enhance higher level thinking by students?
7. What might you do to help students who struggle?

Upon meeting with your Master Teacher each day or on Friday, ask any questions about what you have observed and offer to begin taking on tasks the next day or second that you feel you are comfortable with (i.e.: attendance, morning intake activities, collecting and grading homework, reading aloud a picture book or chapter from the core literature, starting the subject/period with new vocabulary, teaching one lesson a day, work with a small group of struggling students, etc...). The sooner you start taking on tasks, the more quickly you will be prepared to plan and deliver instruction and the more practice you will get. REMEMBER, your Master Teacher cannot read your mind. If you are ready to try something, just ask.

b. Observation of the Student Teacher by the University Supervisor

As mentioned above, your University Supervisor is responsible for formally observing you a minimum of four times but might visit a total of seven. He/she will only visit you and your Master Teacher's classroom with an appointment to do so. Don't forget to provide a copy of the formal lesson plan you will be observed teaching for that subject/period including any worksheets and/or homework assignments, your general lesson plan book or binder, your reflection journal/written reflections from your Seminar course, and a camera if you would like pictures taken of you teaching, to include in your portfolio.

Your University Supervisor will watch you teach an entire period for the lesson plan you provide, though he/she might choose to arrive a bit early to watch the transition from one period/subject to the next. He/she will observe, take notes, and then meet with you afterward. At this time, your University Supervisor will review strengths of the lesson and your practice as well as areas for improvement. Take notes if you like. Keep in mind, this is constructive criticism and should be considered when planning for your next formal observation. Your Supervisor will look to see that you have implemented suggestions whenever possible. For example, if he/she says that your students would benefit from you circulating during the group work portion of your lesson so that students can ask you questions and get clarification, then you will want to remember to try this out between visits and then include it in your next observation, if appropriate.

During these conferences following your lesson observation, be sure to ask questions about how you can improve if not already discussed. You might also ask for specific benchmark goals that your Supervisor would like to look for in the next visit. Try to get these in writing on your evaluation form so that you have them available as you plan. Also, make sure to confirm the next formal observation day, date and time so you are both fully aware. This helps avoid any scheduling confusion for the two of you as well as the Master Teacher.

#### c. Evaluation Forms and Rubrics

Check with the Office of Student Services

### 6. *Increasing the Student Teacher's Responsibility*

The level of responsibility for teaching should increase as the Master Teacher feels that you are ready and, by the end of the term, you need to have assumed full responsibility for a minimum of one week for Multiple Subject and a minimum of five weeks for Single Subject. It's helpful if you sit with your Master teacher and make a draft of a timetable for increasing your responsibility based on what we expect you to accomplish. Use the Mid-Term and Final Evaluation form to guide the two of you as you make up this timetable. See the suggested timetables below but keep in mind that depending on your past experiences in schools and classrooms, these timetables may need to be adjusted based on your own development:

a. **Multiple Subject** - A suggested sequence of increasing the level of responsibility that Multiple Subject credential candidates may assume includes:

- Observation of the Master Teacher and the class
- Performing routine, non-teaching tasks (management tasks, staff responsibilities, preparation of materials)
- Tutoring
- Teaching a small group; two groups

- Preparing and teaching a unit
- Assuming responsibility for the entire class for brief periods of time
- Assuming full responsibility for a curriculum area such as reading, math or social studies
- Assuming full responsibility for the class

*Sample timeline - after each of the following weeks, the student should be:*

1st week	<ul style="list-style-type: none"> <li>• Conducting class business (attendance, lunch count, bring students from Recess, line up, dismissal, etc.)</li> <li>• Learning student's names</li> <li>• Becoming familiar with class procedures, materials, and schedule(s)</li> <li>• Observing and reflecting on Master/Cooperating teacher's model lessons then discuss at the end of each day or at the end of the first Friday</li> <li>• Teaching a reading group, including follow-up</li> <li>• Conducting the read-aloud story time</li> <li>• Working with small groups or individual students, providing additional assistance in math, language arts, etc.</li> <li>• Preparing to take responsibility for another subject</li> </ul>
2nd week	<ul style="list-style-type: none"> <li>• Continuing above</li> <li>• Welcoming students at the beginning of the day, recess, lunch, etc.</li> <li>• Spelling Test, Art or Music lesson</li> <li>• Adding another curricular area such as math</li> <li>• Preparing to teach a lesson from social studies, science or health unit next week</li> <li>• Meeting with Master/Cooperating teacher after each lesson taught by the student teacher to discuss strengths and needs for improvement</li> </ul>
4th week	<ul style="list-style-type: none"> <li>• Teaching at least four subjects on a regular basis or as a team teacher with the Master/Cooperating teacher such as Reading or Language lessons, math lessons, Physical Education lessons, etc.</li> <li>• Teaching a science lesson, cultural, social or ecological lesson</li> <li>• Designing a bulletin board</li> <li>• Gradually adding additional subjects on a more consistent basis</li> <li>• Ready to teach a total group lesson: art, music, P.E., core literature</li> </ul>
5th and 6 <sup>th</sup> week	<ul style="list-style-type: none"> <li>• Assuming additional content areas</li> <li>• Becoming familiar with specific student learning levels</li> <li>• Meeting with Master/Cooperating teacher consistently to reflect on lesson strengths and needs of improvement</li> </ul>
8 <sup>th</sup> and 9 <sup>th</sup> week	<ul style="list-style-type: none"> <li>• Preparing to assume full responsibility for the classroom and instruction. This is the time the Student Teacher implements what has been learned throughout the formal course work and field experience. After having apprenticed with a Master/Cooperating teacher for approximately eight weeks, the Student Teacher is ready to apply this knowledge and practice within an autonomous environment. The unique personality of the Student Teacher and the newly acquired teaching strategies can now be implemented.</li> </ul>

Some suggested activities:

- Teach core literature selection to a whole group
- Plan and prepare a bulletin board
- Develop and utilize an interest center
- Observe and then teach an ESL lesson
- Plan and teach an art lesson appropriate to grade level
- Plan and teach a music lesson appropriate to grade level
- Utilize manipulative materials to introduce a math concept

b. **Single Subject** - A suggested sequence of increasing the level of responsibility for a single subject classroom:

- Observation of the supervising teacher and the class
- Performing routine, non-teaching tasks (management tasks, some staff responsibilities, preparation of materials, etc.)
- Tutoring
- Teaching small groups
- Preparing and teaching a Unit (or part of it)
- Assuming responsibility for brief periods of time
- Assuming full responsibility for the subject area in the particular units or units that are being taught in the class
- Assume full responsibility for the class

*Sample timeline - after each of the following weeks, the student should be:*

1st week	<ul style="list-style-type: none"> <li>• Observing the class</li> <li>• Conducting class business (attendance, collect and track homework, etc.)</li> <li>• Assuming responsibility for tutoring individual students (e.g., writing skills, reading comprehension, note-taking or other study skills, or instruction that is content specific to the lesson/subject or unit being studied)</li> <li>• Assuming responsibility for a small group instruction, as above</li> <li>• Preparing to take responsibility for the whole subject in the particular unit that is being presented to the class</li> </ul>
2nd week	<ul style="list-style-type: none"> <li>• Continuing to assume responsibility for a small group instruction</li> <li>• Adding another portion of the different details of the Unit</li> <li>• Preparing lesson plans and teaching designated lessons as part of the unit</li> <li>• Preparing some assessment activities to measure comprehension in the subject area of the material taught</li> </ul>
3rd week	<ul style="list-style-type: none"> <li>• Planning for and teaching the class at the assigned times (scheduled with the master teacher and, as appropriate, with the university supervisor)</li> <li>• Adding more assessment measures</li> <li>• Preparing information for the following units and the necessary activities</li> </ul>
4th week	<ul style="list-style-type: none"> <li>• Assuming full responsibility for the classes</li> </ul>

Some suggested activities:

- Preparing a formal lesson plan which include instructional objectives, standards, set, procedures/lesson steps, guided practice and closure
- Following the procedures to deliver direct large group instruction, in order to develop skills, confidence and good working relationship with the class
- The Master Teacher may wish to encourage venturing into more innovative methodologies, such as cooperative learning, teaching for mastery or any other methodology
- The most important aspect is to assist the student teacher in creating and developing objectives that can fulfill the needs of the pupils.

c. **Ed Specialist Credential-** In cooperation with the Master Teacher, the student teacher and the university supervisor, a reasonable timeline will be established in order to meet the standards of the particular Ed Specialist program related to the student teacher (i.e.: mild/moderate disabilities, moderate/severe disabilities, visual impairments and blindness, physical and health impairments, and early childhood special education programs).

*Sample timeline - after each of the following weeks, the student should:*

1 <sup>st</sup> week	• Observe: Observe & keep a journal of your insights and questions to review with your Master Teacher. Review all student's IEP's
3 <sup>rd</sup> week	• Math, Journal Writing, Math Accommodations, & Journal Writing
4 <sup>th</sup> week	• Math, Journal Writing, Social Studies, Journal Writing Accommodations, Social Studies, Collaborative Teaching
5 <sup>th</sup> week	• Math, Journal Writing, Social Studies, Reading, Journal Writing Accommodations, Social Studies, Social Studies Accommodations, Reading Collaborative Teaching with General Education, develop an IEP for a student, complete a self evaluation using the given evaluation form
6 <sup>th</sup> week	• Math, Journal Writing, Social Studies, Reading, PE and Art, Math, Journal Writing, Journal Writing Accommodations, Social Studies, Social Studies Accommodations, Reading, Reading Accommodations, Collaborative Teaching with General Education, develop an IEP for a different student
7 <sup>th</sup> week	• Math, Journal Writing, Social Studies, Reading, PE and Art, After School Homework Club Math, Journal Writing, Journal Writing Accommodations, Social Studies, Social Studies Accommodations, Reading, Reading Accommodations, Collaborative Teaching with General Education, develop an IEP for a third student, After School Homework Club Activities
8 <sup>th</sup> week	• Begin taking over the entire class

## *7. Professional Obligations to Discuss with Student Teacher*

There are some professional considerations we would like you to consider as part of your professional growth and commitments to the teaching profession. Remember, you are a guest at your school site and we encourage you to remember that you are essentially on an interview everyday. The following are some topics we want you to discuss with your Master Teacher so you know what to do if these issues arise:

### **a. Strike Policy for Traditional Student Teachers**

In the event of a strike of certificated employees in a school district where a student is doing directed field experience, California State Universities endorse a policy of noninvolvement, whereby the student shall not appear at the training site (s) involved but shall report to the appropriate University Supervisor for direction and possible reassignment. Reassignment will be considered if the strike is longer than five (5) consecutive school days (teaching days).

If any student decides to participate, either by aiding strikers or assisting the operation of the school, s/he will NOT be considered a representative of California State University, and during the period of involvement will NOT be considered as an authorized directed field experience student.

Please review this with your Master Teacher in order to avoid any potential implications due to misinformation.

### **b. Reporting Child Abuse**

You should report any suspicions of child abuse to your Master Teacher, the school site administrator and the University Supervisor. It is then up to the school to contact the appropriate authorities if warranted. For interns, the teacher of record, you are responsible for formally reporting any suspicions of child abuse as well as letting the school site administrator and the University Supervisor know.

### **c. Dress Code**

You are to dress professionally. We realize many schools have a relaxed dress code; however, you will want to avoid being too relaxed in the way you dress. The way you dress can affect the way students respond to you in the classroom, and you also want to be taken seriously by the school site administrators and/or your Master Teacher. Dressing professionally plays a big role in that. Dress so University Supervisors, parents, students, teachers, and all other adults at your school site can distinguish you from your students. As the students on campus get older, many of our younger teachers begin to blend in with the students. We ask that you try to set yourself apart by dressing appropriately.

Female student teachers must avoid wearing clothing that is too form fitting or too short, and tops that are low-cut or show the mid-riff. Male students should wear collared shirts and avoid tennis shoes. Jeans and shorts are not to be worn to school (unless you are having a sport day or casual day) by either females or males. Tattoos are not to be visible and tongue studs are not to be worn during student teaching. Both are considered unprofessional by California State University and the school districts, which we service. Of course, PE, Art, and Industrial Technology teachers should dress appropriately for your courses. Also, if you know that you are doing an activity that may result in a mess, we recommend lab coats and/or aprons.

Some supervisors will allow you to wear jeans on Fridays, if this conforms to the school dress code. If your dress is inappropriate, your Master Teacher has been instructed to let your supervisor know immediately.

#### d. Use of Electronic Devices throughout the Day

Pagers, cell phones, and the like are not to be used during instructional time. Have emergency telephone calls directed to the school office. In addition, checking e-mail throughout the day on the classroom computers during instructional time is not acceptable. If you abuse any of these occurrences, your Master Teacher has been instructed to notify your supervisor immediately.

### 8. *California Teaching Performance Expectations*

Teaching Performance Expectations (TPEs) describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. It is important throughout your experience in your classroom, which you and your Master Teacher consistently refer to them as you design lessons, work with students, parents, peers and the administration. It is important that you have several opportunities to cultivate these skills, as they are necessary for your development and evaluation for Directed Teaching completion.

#### MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

##### **TPE 1 Specific Pedagogical Skills for Subject Matter Instruction**

#### ASSESSING STUDENT LEARNING

##### **TPE 2 Monitoring Student Learning During Instruction**

- Determine student progress toward achieving the state-adopted content standards
- Support students learning during instruction

##### **TPE 3 Interpretation and Use of Assessments**

- Understanding of assessments
- Using and interpreting assessments
- Giving feedback on assessments

#### ENGAGING AND SUPPORTING STUDENTS IN LEARNING

##### **TPE 4 Making Content Accessible**

- Addressing state-adopted academic content standards
- Prioritizing and sequencing essential skills and strategies
- Using various strategies to facilitate student learning

**TPE 5 Student Engagement**

- Understanding of goals
- Ensuring active and equitable participation
- Monitoring student progress

**TPE 6 Developmentally Appropriate Practice**

- Understanding important concepts about the learners
- Designing instructional activities
- Providing appropriate educational experiences

**TPE 7 Demonstrates understanding of appropriate practice for English Language Learners**

*PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS*

**TPE 8 Learning about Students**

- Child and adolescent development
- Assessment of students
- Students needs and abilities

**TPE 9 Instructional Planning**

- Establishing goals
- Connecting academic content to the students
- Selecting strategies/activities/materials

*CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING*

**TPE 10 Instructional Time**

- Allocating instructional time
- Managing instructional time
- Reflecting on the use of instructional time

**TPE 11 Social Environment**

- Understand the importance of the social environment
- Establishes a positive environment for learning
- Engages in behaviors that support a positive environment

*DEVELOPING AS A PROFESSIONAL EDUCATOR*

**TPE 12 Professional, Legal, and Ethical Obligations**

**TPE 13 Professional Growth**

- Evaluating teaching practice
- Improving teaching practice
- Reflection and feedback

## 9. *Education Specialist Standards*

Unlike the TPE's for the Multiple Subject and Single Subject credentials, the Ed Specialist credential follows a set of standards, which directly follow the requirements of the CCTC. Said standards including a rationale for each can be found at <http://www.ctc.ca.gov/educator-prep/standards/speced.pdf> and they are listed below:

### **LEVEL I**

#### **Core Standards for All Specialist and Services Credentials**

Standard 10: Professional, Legal, and Ethical Practices

Standard 11: Educational Policy and Perspectives

Standard 12: Educating Diverse Learners with Disabilities

Standard 13: Special Education Field Experiences with Diverse Populations

Standard 15: Managing Learning Environments

Standard 16: Effective Communication and Collaborative Partnerships

Standard 17: Assessment, Curriculum, and Instruction

#### **Core Standards for Specialist Teaching Credentials and the Clinical Authorization Rehabilitative Services Credential Special Class**

Standard 19: Knowledge and Skills of Assessment in General Education

Standard 20: Curricular and Instructional Skills in General Education

Standard 21: General Education Field Experiences

## 10. *Legal Aspects of Supervising a Non-Credentialed Teacher Candidate*

In a regular student teaching situation, your Master Teacher is legally responsible for what happens in the classroom. He/she cannot leave you alone when he/she is absent and must reserve a substitute teacher to be present. Thus, your Master teacher has been instructed to work closely with you on the following:

Curriculum: Ensure the course content, as determined by the state standards and district mandates, are being planned and taught. Weekly plans, daily lesson plans as well as classroom observations will ascertain that the appropriate course content and Academic Content Standards are being taught and learned.

Grades: Be sure there is a very clear understanding about how the grading is to be accomplished. Initially, the Master Teacher will most likely be assigning the student's grades but eventually, this will become one of your responsibilities as you use the student's scores to plan lessons. However, the grades must be reviewed and signed by the Master Teacher, who is ultimately responsible as the teacher of record.

Parent Conferences (Including IEP and SST meetings): It is important that you get the experience working with parents. It is advised that you just observe the conferences and/or meetings between the Master Teacher, the parent, and/or administrator and

support personnel (school psychologist, nurse, resource teacher, etc...) and only enter dialogue when asked by your Master Teacher.

Assistance Plan: If you are not demonstrating satisfactory progress during your Directed Teaching assignment (usually around mid-term), your Master Teacher will collaborate with your University Supervisor in developing benchmarks for you to work toward in meeting the requirements based on the Teaching Performance Expectations (See Appendix C).

Removal of Candidate: A school site administrator has the right at any time to terminate your assignment. However, in the event that you do not fulfill your obligations to the students and to the Master Teacher, or if for any reason, the assignment needs to be terminated, a discussion is required with your University Supervisor to help determine the next steps (i.e.: another quarter of Directed Teaching, reassignment, etc).

## **Appendix A**

### **Alphabetical Glossary of Terms for Lesson Planning**

**This is a list including a variety of terms you may have seen throughout your coursework at CSULA. Because professors use many different terms from one another, this will help you prepare your own lessons as you view samples from your Master Teacher, your University Supervisor, from the internet, teacher resource books, and the like which will all vary in their organization and terminology for formally developing lessons.**

#### **Advanced Organizer:**

- A discussion, chart, diagram, book or concept exercise that frames the key concepts of the lesson
- See Anticipatory Set

#### **Anticipatory Set:**

- Something catchy and quick related to the topic to grab student attention. It's something to hook student's interest
- Pictures, objects, animals, puppets, books, stories, colors, realia, costumes, journals, maps, primary documents, quotes
- Activity that sets up the lesson and/or helps connect students to previously learned concepts or life experiences
- This must be something that will get all students to want to find out what is going to happen next
- Something that will get students to want to participate
- Focus learner and establish transfer from past learning

#### **Assessment:**

- List all the formal and informal methods that you will use as evidence that students are either getting or not getting the concept
- State in terms of observable student behavior and how the teacher will technically collect data to show student's understanding/mastery of the concept

#### **Behavioral Objectives:**

- What are you going to teach?
- Refer to Bloom's taxonomy as a guide as well as state and district content standards
- List student learning outcomes that will be accomplished in the lesson
- State objectives in specific cognitive or performance student behavioral outcome language i.e.: By the end of the lesson students will be able to...
- Do not list teacher behaviors or student activities here

- Specific and observable objectives should be listed
- Minimum level of adequate performance should be stated i.e.: By the end of the lesson, students will be able to at least use 5 of the 8 vocabulary words in individual sentences
- See Objectives

**Check for Understanding:**

- Have students do something to demonstrate what they have learned
- Have students do a quick activity to show that they understood the lesson and are ready to do it on their own
- Have students provide a rationale for why and how they solved a specific problem
- Use signals to represent agreement or disagreement
- Monitor, Monitor, Monitor!! How are you going to do this?

**Class Identification:**

- Teacher's Name
- Grade
- Regular, ELL, Bi-lingual

**Closure:**

- This is a chance for the students to digest what they have learned
- “Think time”. Not really verbal. “I want you to think about the map we just went over. Can you see the trails? Think about the people involved in the Westward Movement and how they traveled the trails.”
- Take just a few seconds to bring the whole group back together after their independent practice to refer back to the lesson
- Use key terms to reiterate the subject matter
- Post-test

**Extension Activities:**

- What follow-up activities will you assign for homework
- What other class activity will you do to instill the lesson
- See Follow-Up Activities
- What challenging activities will you assign to promote higher level thinking for the same concept

**Follow-Up Activities:**

- What follow-up activities will you assign for homework
- What other class activity will you do to instill the lesson
- See Extension Activities

**Goals:**

- List all state or district standards that apply to your lesson
- List all unit goals that are addressed by the lesson
- See Standards

**Guided Practice:**

- This is the last step when the children and teacher are going through the lesson steps together
- Students are offering ideas and working with the teacher to reach the objectives
- Uses teacher, child, and children together
- Mass practice while student is still under teacher guidance
- Elicit overt responses that demonstrates behavior in objective
- Provide specific knowledge of results
- Teacher is present to provide assistance and give immediate feedback

**Home Connection:**

- How will you use the parents of your students to be involved in the classroom for this lesson
- Notes home describing new unit/lesson
- Permission to discuss questionable topics

**I DO - WE DO -YOU DO**

How do you ensure that students learn and can apply what you teach?

**I DO**

- How do you model for students?
- How do you make sure students grasp each goal or each skill?
- How do you provide multiple ways for students to experience your teaching?

**WE DO**

- How do you provide guided practice?
- How do you use group or partner work to enhance practice opportunities?

**YOU DO**

- How do you provide independent practice of all skills, not just some?
- How do you measure growth?
- How do you aim for mastery?

**Independent Practice:**

- This is where the student completes your objective

- Give the directions. Have 2-4 students repeat the directions back to you. Then let the children do the activity
- The students are no longer working with you or the whole group at this point. They are working alone
- Teacher monitors student's carefully
- Complete Objectives, Complete Objectives, Complete Objectives!!

**Input:**

- What will you be doing to teach the topic/issue/subject?
- What lesson steps will you be doing i.e.: lecture, read aloud, video, questioning, children teaching children, etc...?
- What are the student learning activities listed in chronological order?
- Develop skill, step by step
- See Procedures

**Instruction:**

- Provide Information
- Provide I Do We Do You Do (see above)
- Provide Into, Through, and Beyond (see below)
- Use a variety of instruction methods, including direct instruction, group work, collaborative learning, partner work
- Allow inductive learning
- Allow deductive learning
- Teach at multiple levels of Bloom's taxonomy
- Pretest/Posttest

**Into, Through and Beyond**

Into

- How do you stimulate prior knowledge
- How do you motivate students to learn the materials?
- How do you assess what students know already or need to know?
- See advanced organizers

Through

- How do you design activities that engage students?
- How do you ensure your scaffold all learning?
- How do you model?
- How do you provide I DO WE DO YOU DO?

Beyond

- How do you assess progress?
- How do you connect work to future learning?

**Management:**

- How will you differentiate instruction?
- How will you ensure safety concerns such as goggles close toed shoe, etc...
- How will you meet the needs of differing ability levels and ELL's?
- How will establish your expectations and rules?
- How will you establish effective routines?
- How will you actively plan to reduce chances for challenges?
- How will you help motivate and engage students?
- How will you use your beliefs about students and learning to guide your approach towards management?

**Materials:**

- What materials will you need to teach the lesson?
- Audio, visual, or tactile materials
- Primary documents--maps, cartoons, charts, and more
- What audio or visual equipment might you need to teach the lesson
- Be Prepared! Be Prepared! Be Prepared!

**Model:**

- How will you show the children what is to be learned?
- What will you use and how will you use it to model the process and outcome of the lesson objective?
- Provide examples using equipment or materials the students may use later
- Involve students

**Objective:**

- What are you going to teach?
- List student learning outcomes that will be accomplished in the lesson
- State objectives in specific cognitive or performance student behavioral outcome language i.e.: By the end of the lesson students will be able to...
- Do not list teacher behaviors or student activities here
- Specific and observable objectives should be listed
- Minimum level of adequate performance should be stated i.e.: By the end of the lesson, students will be able to at least use 5 of the 8 vocabulary words in individual sentences
- See Behavioral Objectives

**Procedures:**

- What are the student learning activities listed in chronological order?

- What do you need to do to ensure each activity goes as planned?
- What do students need to do at each step of your plan?
- What are your lesson steps?
- See Input

**Provide for Student Differences:**

- What materials will you need to make sure all students are able to obtain the information in the lesson i.e.: audio, visual, tactile materials?
- List any follow-up activities to be assigned to students who need further practice besides the follow-up activity i.e.: decodable books for struggling and/or emergent readers, flash cards for basic math skills, books at independent reading level, etc...
- How will you meet the needs of English Language Learners, students with disabilities, and different levels of abilities?
- See Management

**Purpose:**

- Inform students of the objective for today built off of yesterday's lesson/objective
- Why do students have to learn what you are going to teach?
- Funnel the students. Connect yesterday's lessons to today's
- What is the reason for teaching this subject matter?

**Standards:**

- List all state or district standards that apply to your lesson
- List all unit goals that are addressed by the lesson
- See Goals

**Student Engagement:**

- How will you use clarity?
- How will you use transitions and overlapping?
- How will you vary instructional techniques?
- How will you monitor progress?
- How will you reach all students?
- How will you time your activities properly?
- How will you use scaffolding?

**Technology:**

- What software will your students be working with for the lesson?
- How will students be using the computer to enhance their learning for the lesson?
- Internet website for the lesson

**Unit Identification:**

- Title of Unit/Theme i.e.: Friendship, Heritage, Fossils, etc...
- Quarter
- Week Number
- Pacing- Lesson time line

## **Generic Lesson Plan Guide using Interchangeable Labels from the Alphabetical Glossary of Terms**

This is only a guide. Not all parts are necessary for every lesson. Use the glossary to help identify the labels you will need for your lesson.

### **Heading**

- Class Identification
- Unit Identification
- Standards and/or Goals
- Materials/Equipment

### **Introductory Steps**

- Anticipatory Set and/or Advanced Organizer
- Purpose
- Objectives and/or Behavioral Objectives

### **Teaching Steps**

- Input and/or Procedures and/or Instruction
- Model (May also be combined with Procedures and/or Instruction)
- Check for Understanding (May also be combined with Procedures and/or Instruction)

### **Assessment Steps**

- Guided Practice (May also be combined with Procedures and/or Instruction)
- Check for Understanding
- Closure
- Independent Practice and/or Assessment

### **Follow-Up Steps**

- Extension and/or Follow-Up Activities
- Provide for Student Differences/Management
- Technology
- Home Connection

## **Generic Lesson Plan Guide with Interchangeable Labels from the Alphabetical Glossary of Terms and Explanations**

### **Heading**

- **Class Identification:** Teacher's Name, Grade, Regular, ELL, Bi-lingual
- **Unit Identification:** Title of Lesson and time line (number of minutes)
- **Standards:** List all state or district standards that apply to your lesson
- **Materials/Equipment:** What materials will you need to teach the lesson? Audio, visual, or tactile materials? Be Prepared! Be Prepared!

### **Introductory Steps**

- **Anticipatory Set:** Something catchy and quick related to the topic to grab student attention. It's something to hook student's interest. Pictures, objects, animals, puppets, books, stories, colors, realia, costumes. Focus learner and establish transfer from past learning
- **Purpose:** Inform students of the objective for today built off of yesterday's lesson/objective. Why do students have to learn what you are going to teach? Funnel the students. Connect yesterday's lessons to today's lessons.
- **Objectives:** List student learning outcomes that will be accomplished in the lesson. Do not list teacher behaviors or student activities here. Specific and observable objectives should be listed. Minimum level of adequate performance should be stated i.e.: By the end of the lesson, students will be able to at least use 5 of the 8 vocabulary words in individual sentences.

### **Teaching Steps**

- **Input:** What will you be doing to teach the topic/issue/subject? i.e.: lecture, read aloud, video, questioning, children teaching children, etc...?
- **Model:** What are the lesson steps? What are the student learning activities listed in chronological order? How will you show the children what is to be learned? What will you use and how will you use it to model the process and outcome of the lesson objective? Provide examples using equipment or materials the students may use later. Involve students.
- **Check for Understanding:** What quick activity can you have students do to show that they understood the lesson and are ready to move on? Have students provide a rationale for why and how they solved a specific problem. Monitor, Monitor, Monitor!!

### **Assessment Steps**

- **Guided Practice:** What is it you and the students will be doing together to meet the objectives? Elicit overt responses that demonstrate behavior of meeting the objectives. Students are offering ideas and working with the teacher to reach the objectives. Mass practice while student is still under teacher guidance.

- **Check for Understanding:** What quick activity can you have students do to show that they understood the lesson and are ready to move on? Have students provide a rationale for why and how they solved a specific problem. Monitor, Monitor, Monitor!! How are you going to do this?
- **Closure:** This is a chance for the students to digest what they have learned. “Think time”. Not really verbal. “I want you to think about the map we just went over. Can you see the trails? Think about the people involved in the Westward Movement and how they traveled the trails.” Use key to terms to reiterate the subject matter
- **Independent Practice:** This is where the student completes your objective. Give the directions. The students are no longer working with you or the whole group at this point. They are working alone while teacher monitors student’s carefully. Complete Objectives, Complete Objectives!
- **Assessment:** List all the formal and informal methods that you will use as evidence that students are either getting or not getting the concept. State in terms of observable student behavior and how the teacher will technically collect data to show student’s understanding/mastery of the concept.

### **Follow-Up Steps**

- **Extension:** What follow-up activities will you assign for homework? What other class activity will you do to instill the lesson? What challenging activities will you assign to promote higher level thinking for the same concept?
- **Provide for Student Differences:** What materials will you need to make sure all students are able to obtain the information in the lesson i.e.: audio, visual, tactile materials? List any follow-up activities to be assigned to students who need further practice besides the follow-up activity i.e.: decodable books for struggling and/or emergent readers, flash cards for basic math skills, books at independent reading level, etc...How will you meet the needs of English Language Learners, students with disabilities, and different levels of abilities?
- **Technology:** What software will your students be working with for the lesson? How will students be using the computer to enhance their learning for the lesson? Internet website for the lesson.
- **Home Connection:** How will you use the parents of your students to be involved in the classroom for this lesson? Notes home describing new unit/lesson.

*Sample Lesson Plan Format using Interchangeable Labels from the  
Alphabetical Glossary of Terms*

<b>Class Identification:</b>
<b>Unit Identification:</b>
<b>Standards:</b>
<b>Materials/Equipment:</b>
<b>Anticipatory Set:</b>
<b>Purpose:</b>
<b>Objectives:</b>
<b>Input:</b>
<b>Model:</b>
<b>Check for Understanding:</b>
<b>Guided Practice:</b>
<b>Check for Understanding:</b>

<b>Closure:</b>
<b>Independent Practice:</b>
<b>Assessment:</b>
<b>Extension:</b>
<b>Provide for Student Differences:</b>
<b>Technology:</b>
<b>Home Connection:</b>

Completed Sample Lesson Plan Multiple Subject-The following lesson plan is another alternative using familiar terms from the Glossary

<b>Topic Title:</b> Poverty
<b>Grade Level:</b> K-6
<b>Duration:</b> 1 Day
<b>Overview:</b> The teacher/parent will read aloud <i>Sam and the Lucky Money</i> by Karen Chinn. This story is about a boy named Sam who finally gets to spend his New Year's gift money any way he likes. While have trouble finding anything within his budget while shopping with his mom in the stores in Chinatown, he eventually decides to go without a tasty sweet or a new toy for himself and instead donates his money to a barefoot homeless man. This story lends itself to a discussion about poverty and homelessness.
<b>Materials:</b> 2 pieces of blank chart paper, markers, <i>Sam and the Lucky Money</i> by Karen Chinn, Photos of people less fortunate who may be receiving assistance from their community
<b>Vocabulary:</b> Poverty and Homeless
<b>Focus:</b> Students will use class discussions to develop a letter requesting donations for the poor.
<b>Standards:</b> 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
<b>Objective:</b> Students will analyze pictures and listen to a story about people of poverty and use these examples to take action to help those in need. By the end of the lesson, students will write a letter home asking their parents/family members to help with donations in assisting those less fortunate.
<b>Transfer:</b> This experience will get students to consider ways they can help those less fortunate than themselves and will hopefully become a life long topic for them to consider and act upon.
<b>Instruction:</b> (1) The teacher will label chart paper with the word "Poverty". He/She will discuss the photos depicting people in need. He/She will transcribe what is seen in one or two of the pictures. (2) On a second sheet of chart paper, he/she will label it "Things We Can Do" or "Action We Can Take". Under this, the teacher will write, "Donate outgrown clothes/uniforms to a church or community center". These charts will be used later as the students add to the teacher's charts.
<b>Guided Practice:</b> 1. Once completing the read aloud, open the floor for discussion about how one's students have come across people less fortunate then them. The teacher will want to list these ideas on chart paper or the board (ie: homelessness).

2. During the discussion, the teacher can develop a list of ways his/her students can contribute to those less fortunate. This can be done by having students form small groups to come up with four or five ideas. Then, the students will offer said ideas aloud while the teacher lists them on chart paper. Once all groups have shared, the teacher can ask the children to choose their top two favorite ideas. The teacher may want to help guide their decision based on realistic goals. For instance, raising \$5,000 dollars by November may not be realistic, but having every child donate a lightly used toy or cans of food for the Thanksgiving Food Drive might be attainable.

3. Once the two choices have been decided upon, have students vote by secret ballot for their choice. Then set the action into motion. If the students decide to each donate a dollar to prepare Holiday Food Baskets for families, they will then write a letter home explaining what the class plans to do with their dollar so their parents understand clearly where this donation will be going. If it is not possible to donate a dollar, students can always request canned goods to add to the food baskets that will be put together. Any way that a child can contribute is essential in making them a part of the project.

**Independent Practice:** Depending on the two ideas voted upon, students will write a letter to their parents about what is planned in order to help those less fortunate. The teacher will model how to write such a letter and the children can create the same or similar document to send home. The class will do this for both ideas but allow time in between. For example, if you collect canned food in December, wait until March or April to collect money in order to make up Easter Baskets

**Closure:** While many of the students in the classroom are not as destitute as others, some might be close. In order to include all students in the discussion, be careful not to single out any students. Many of the children may have real experiences working with the poor be it through their church, within their community, as volunteers throughout the year and the like, regardless of their own circumstances. It's important to discuss with them as a whole group that no matter how much experience they have working with those experiencing poverty, a story such as this is real for many people and will hopefully get them to consider ways they can help others, even if it means giving up something of theirs, such as clothes/uniforms they've outgrown, lightly used toys, their time, and so on

**Extension:** Consider bringing the whole school together and your call can spearhead the collection projects. Include parent volunteers if possible, especially if it becomes a whole school experience.

*Completed Sample Lesson Plan Single Subject-* The following lesson plan is another alternative using familiar terms from the Glossary

**Unit Title:** Amusons-nous!

**Subject of today's Lesson:** Revue de la chaptire six

**Date:** 4/24/08 [Thurs]

**Content Area:** Languages other than English [French]

**Class Level:** French 1

**Class Sections:** Periods 2 & 5

**Grade Level:** 9-12

**Lesson Duration:** 54 min.

**Content Standards:**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Description:** Students are going to review grammatical lessons and French culture. Students will read three advertisements in French and answer some questions orally in English. The lesson continues with a listening activity in which they will listen to French friends discussing on which Paris attraction to visit. Later, students will practice their dialogues and go over some pronunciation practice.

**Materials:** Text: *Allez, Viens!*, overhead, Listening CD 6:Track 18, boom box/stereo

**Objectives:**

- Students will recall learned grammatical lessons through the warm-up.
- Students will compare and contrast French conversational time and official time.
- Students will read, analyze and comment on three French advertisements.
- Students will role play their dialogue through practice and pronunciation drills.
- Students will gather data from a listening conversation between French friends.

**Varying objectives for students who:**

(a) Learning disabilities: A visual component such as the overhead will be used in the warm-up. Further clarification of the exercises will be given by teacher. Listening CD will be played twice to meet their needs. A phonics lesson will take place at the end of class to help them pronounce French accurately.

(b) Do not speak English: They will be paired or grouped with students that can speak their native language. Teacher will circulate for assistance.

**Procedure:**

	Teacher Does	Students Do	Materials
<b>Statement of Purpose and Warm-up</b> (10 minutes)	1. Has overhead ready with warm-up posted ahead of time. 2. Tell students that today we are going to review grammar and culture. 3. Circulates around the class to make sure that students are doing the warm-up.	1. Do the warm-up exercises. 2. Share answers orally. 3. Fix their grammatical mistakes. 4. Take out homework: pg. 184-85: 25+28, pg. 193: 9-10. 5. One student collects textbooks for group.	• overhead

	4. Corrects with students the warm-up exercises.		
<b>Grammar Review:</b> (5 minutes)	1. Calls on four students to write their sentences on the board for activity 25 on pg. 184. 2. Asks students orally to correct activities 28, 9, and 10 on pages 185 and 193. 3. Review grammar lessons with students.	1. Write sentence on the whiteboard if called. 2. Answer teacher's question regarding grammar. 3. Contribute to oral response for homework. 4. Asks teacher any question regarding grammar.	• whiteboard
<b>Advertisement Readings and Analysis</b> (10 minutes)	1. Tells students to open textbook to <i>Mise en Pratique</i> . 2. Reads the add orally to give students a sense of the context . 3. Uses Socratic method of questioning to check students' understanding	1. Open textbook to Mise en Pratique section. 2. Listen to teacher reading the ads. 3. Analyze ads and comment on them. 4. Respond to teachers' questions orally in English.	• Text: <i>Allez Viens!</i>
<b>Listening Activity</b> (5 minutes)	1. Plays CD 6: Track 18 twice. 2. Clarifies the task twice. 3. Go over the students' collected data from the French dialogue.	1. Listen to French friends deciding on a Parisian attraction to visit. 2. Gather data from dialogue. 3. Share collected data with class.	• Listening CD 6:trk 18 • Boom box/stereo
<b>Dialogue Practice</b> (10 minutes)	1. Tells students to practice dialogues for oral presentations Fri. and Mon. 2. Circulates around the class to make sure that students are rehearsing.	1. Rehearse dialogue with partner.	
<b>Phonics Lesson and Closure:</b> (10 minutes)	1. Teaches some phonic lessons on words often mispronounced in the dialogue. 2. Reminds students to memorize their dialogues for by Friday.	1. Repeat after teacher the phonic drills. 2. One student from group collects books and put them away.	

**Devoir (Homework):** Mémorisez vos dialogues par cœur (Memorize dialogues)

**NOTES/COMMENTS:**

## Appendix B

### Directed Teaching Assessment

After teaching each lesson, you and your Master Teacher will want to consider the effectiveness of the instruction. The following questions are useful for evaluating instruction:

#### *Lesson Organization:*

- What were the objectives?
- Were they clear and appropriate (e.g.: differentiated instruction)?
- Did the students have the necessary entry skills to reach the objective?
- Were the objectives achieved? Closure?
- Did I “set” the students up for the lesson’s objective?
- Were previously learned skills reviewed?
- Was the lesson sequenced logically?

#### *Delivery of Instruction:*

- Was the instruction clear, concise and multi-modal?
- Was there evidence of the teacher monitoring during the lesson for understanding?
- Were students given opportunity to practice or apply skills taught? Guided? Independent?
- Did I ensure students were actively engaged at all times?
- Did I use transitions and overlapping?
- Were there provisions for re-teaching?
- Did I use appropriate modeling?
- Were directions clearly given?
- Did the use of materials and activities facilitate the lesson?
- What was the level of student and teacher interaction?
- Were my questions clear and concise?
- Was positive reinforcement properly used?
- Did I use open-ended questions that invited opinions, reactions, and speculations?
- Did I model the characteristics of a good learner?
- Did I promote positive self-esteem among the students?
- Was technology utilized to enhance student learning?
- Did I have adequate ways to assess students?

#### *Student Engagement:*

- Were the students attending to the lesson?
- Were students motivated before and during lesson? How did you know?
- Was there active participation on the part of the learners?

- Were most students positively motivated? How did you assess this?
- Was the classroom environment conducive to learning?
- Did the students and I act as a community of learners?
- Were seating arrangements conducive to sharing and collaboration?

*Reflection:*

- Was transfer of learning built into the lesson?
- Was knowledge of results given?
- Did my teaching style feel comfortable? Why?
- What was the evidence that the lesson was effective?
- Did the lesson utilize themes or integrated topics?
- Did I maintain high expectations for students' academic achievement?

*Providing for Diversity:*

- Were students allowed to bring their own language and cultural experiences into the classroom?
- Were activities used to facilitate the learning needs of linguistically and culturally diverse students?
- Did I differentiate instruction for my students who are identified with special needs?
- Were English language acquisition strategies used to facilitate the language and learning needs of linguistically and culturally diverse students?
- Was the lesson grounded in students' lives and experiences?

## **Appendix C**

### **Identifying the Unsuccessful Student Teacher**

While each student teacher is unique, there are some standard “symptoms of an unsuccessful experience. These include:

- Tries to teach with incomplete or nonexistent lesson plans.
- Does not implement the suggestions of the Master Teacher or University Supervisor.
- Has a negative attitude toward teaching, children, teachers, etc.
- Is defensive when receiving constructive criticism.
- Does not try to vary strategies.
- Makes excuses about poor performance or complains about the workload, the children, etc.
- Never volunteers or goes “over and above.”
- Does not volunteer to help or take charge.
- Does not ask for help.
- Does not take time to meet with Master Teacher or University Supervisor.
- Is sarcastic to the children or adults.
- Is late or frequently absent.
- Shows little awareness of classroom outlines or procedures.
- Demonstrates inflexibility in attitudes and practices.

## Appendix D

### Directed Teaching Guidelines Cheat Sheet

#### General Information

- Regard and handle this DT experience very seriously. Draw from your fieldwork, course work, and professional experiences to demonstrate your best work in teaching and assessment.
- Your University Supervisor's visits during your instruction have two major purposes: to evaluate your directed teaching, and to provide you with feedback. It is assumed that you will incorporate feedback from both your Master Teacher and your Supervisor in planning and teaching successive lessons. Take advantage of the feedback you receive from both.
- Please give your Master Teacher a copy of the Master Teacher Handbook and the frequently asked questions booklet or the following website links:

<http://www.calstatela.edu/academic/ccoe/studserv/directedteachingfaq2008.doc>

[http://www.calstatela.edu/academic/ccoe/off\\_studentservices\\_dt.htm](http://www.calstatela.edu/academic/ccoe/off_studentservices_dt.htm)

#### Working with your Master Teacher

- Work closely with your Master Teacher. Be cognizant that although one element of directed teaching is developing and implementing your own ideas of teaching and management of students, the other major aspect of DT has to do with learning from and implementing the instructional and curricular plans of your Master Teacher.
- Therefore, learn the routines of instructional plans and student-discipline approaches of the Master Teacher and implement them.
- Before making and implementing any changes, always plan and collaborate with your Master Teacher.

#### Portfolio Opportunities:

- About half to one-third of the material in your exit portfolio for your 2 unit seminar class, can come from directed teaching.
- Take pictures of the bulletin board you create, any unit that you have created and implemented, and any learning centers you have created and used. Collect and save student work and your lesson plans.

#### Requirements:

##### 1. Observed Lessons:

Review the DT evaluation rubric with your Master Teacher (or school site evaluator if you are a 489 student teacher) so you are both aware of how you are to be scored for evaluation purposes.

- A minimum of 4 visits (more as needed) to observe prepared lessons will be made by your University Supervisor.

- For Multiple Subject, each of the observed lesson plans need to be on one of the content subject areas: Reading/Language Arts, Math, Science, and Social Studies. You can decide in which order of subjects you want to teach for the observed lessons. For Single Subject, clearly your lesson will be content based, but feel free to include other curricular areas into your planning such as art, writing, science, etc...
- Provide a written lesson plan and any attachments on the day of observation.
- Plan with your master teacher and if either of you have questions about the formal lessons to be observed by your University Supervisor, please e-mail or call him/her prior to the scheduled observation date.

## **2. After Observed Lessons:**

- Demonstrate that you value opportunities for learning and growth over protecting your ego.
- After each observed lesson, fill out the DT Self-Reflection Form (see Appendix E). This form contains the major TPEs being assessed in DT. E-mail this form to your University Supervisor before the next visit.
- Incorporate your own self-reflections and suggestions made by both your cooperating teacher and University Supervisor into future lessons.
- You need to listen to and respond constructively to suggestions for improvement.
- Make changes that reflect your openness to learning.

## **3. Long-term Planning:**

- You need to demonstrate that you can plan for both short-term lessons and long-term instruction.
- Make your lesson-planning book available for your University Supervisor at each scheduled formal observation.
- In the weekly lesson plan book, include the subject/topic, objectives/standards, new vocabulary, needed materials, student and teacher book page numbers, and homework if applicable.

## **4. Communication:**

- You need to take the initiative and keep in contact with your University Supervisor, for any and all concerns. If he/she does not hear from you, it is assumed that things are going well.
- If you would like a recommendation letter, please ask your University Supervisor and Master Teacher in advance, but do keep in mind that they need to wait to give it to you until all formal evaluations have been completed.

Make it easy for them to write a glowing evaluation and reference letter about your performance. Find ways to become a better teacher each day, occasionally check the evaluation rubric, collaborate with your cooperating teacher, and focus on your learning as a beginning teacher and it will be easy for them to say positive things about you.

**Appendix E**  
**Directed Teaching -- Self Reflection**

Making Subject Matter Comprehensible to Students:

Needs Improvement	Satisfactory	Outstanding
Comments		

Assessing Student Learning:

Needs Improvement	Satisfactory	Outstanding
Comments		

Engaging and Supporting Students in Learning:

Needs Improvement	Satisfactory	Outstanding
Comments		

Planning Instruction and Designing Learning Experiences:

Needs Improvement	Satisfactory	Outstanding
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Creating & Maintaining Effective Environments for Student Learning:

Needs Improvement	Satisfactory	Outstanding
Comments		