

A Handbook for Master/Cooperating Teachers



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Dear CSU Master Teacher:

You have been asked to serve as a master/cooperating teacher. If this is your first time, you might be wondering, “So what exactly does the University want me to do?”

And if you have been a master/cooperating teacher before, but for another CSU, you might be wondering, “Is this any different than what the other CSU had me do?”

Or perhaps your worst fears have been realized. Your relationship with the student teacher, or the person’s classroom performance, has not worked out as hoped. The university supervisor is not due for another visit soon, and the situation is deteriorating. You are urgently wondering, “Now what do I do?”

The reason you should make time to read this Handbook is that it contains ALL the answers to ALL of your questions.

How can we be so confident that this is so?

The reason is that this Handbook is the product of a rare collaboration between four CSU campuses: Dominguez Hills, Long Beach, Los Angeles, and Northridge. Such collaboration is normally infrequent because each institution is always consumed by its efforts to prepare hundreds of teachers for the region’s schools. But from time to time faculty from the campuses meet and share concerns, questions, and even frustrations. Because of this we decided it was the perfect time to address our work with master/cooperating teachers in an effort to be proactive in the questions you might have.

It’s always about the funding, is it not? Our work was sponsored by the Teachers for a New Era (TNE) initiative at CSU Northridge, a landmark 5-year effort launched in 2001 to develop model teacher education programs, funded by the Carnegie Corporation of New York, the Annenberg Foundation and the Ford Foundation.

From its inception, this initiative, national in scope and ambition, recognized that one of the keys to improving the preparation of teachers is the clinical training site. And the key to improving the student teacher’s experience at that site is you, the master/cooperating teacher.

This publication has been completely geared to serving your needs as a master teacher. And because one of those needs is to eliminate redundancy and confusion, we reviewed, in exhaustive detail, each and every student teaching handbook available to produce a single document applicable to all programs.

If you still have questions after reading it, the university supervisors will be there, as always, to help you make sense of it.

We know the work we ask you to do takes time, and the compensation is largely symbolic, and it often comes much after your work is done. But we appreciate it, and again we draw from the deep well of your hard work and commitment to ask you to read this Handbook, so that together we can help prepare the next generation of excellent teachers.

<p>We have found that when master/cooperating teachers and student teachers read a Student Teaching Handbook, the field experience goes well. We have also found that in most cases when things go horribly wrong, it becomes apparent and all too obvious that the Handbook was never read by the participants.</p>
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Roles and Responsibilities of Master/Cooperating Teachers

Roles and Responsibilities of Master Teachers

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Roles and Responsibilities of Master/Cooperating Teacher

This guide was developed to help master/cooperating teachers, in their roles to prepare new teachers through the supervision of the final university fieldwork experience.

The basic role of a master/cooperating teacher is to supervise, model, guide and evaluate the student teacher in order to assist with the development of her/his teaching skills.

It is important to recognize that the term “student” accurately describes a student teacher. S/he is *learning* to be a teacher and the supervising teacher is her/his instructor and model. The experience the student teacher has is essential to the development of teaching skills and competencies that are required for certification. The supervising teacher, as master/cooperating teacher, provides an essential service to the student teacher. In turn, the student teacher will be of service to the master teacher and the children/youth of the class.

1. *Characteristics of Effective Master/Cooperating Teachers*

a. Credential and Continued Professional Development

- Has a minimum of three years of successful teaching experience as evidenced by positive outcomes produced by her/his students and evaluations (tenure status is recommended).
- Is fully certified for the teaching position and teaches in the major field of preparation.
- Has recognized outstanding teaching abilities and therefore is recommended both by the appropriate persons within the school system and those at the University.
- Keeps abreast of new knowledge and procedures in both the subject field and the study of teaching, and uses both knowledge of procedures in the subject and in teaching in her/his actual work with students.
- Has some training or course work in detailed observation skills and supervision of teaching techniques.
- Has additional training or expertise in the multicultural, international and global aspects of the curriculum.

b. Disposition

- Demonstrates the ability to work effectively with persons of all levels of professional sophistication and status on a face-to-face basis, both individually and in groups.
- Demonstrates ability to interact with students of diverse cultural and linguistic backgrounds and ability levels in respectful, caring and supportive ways and is flexible and patient.
- Willingness to share classroom and school materials with the student teacher including manipulatives and teacher manuals.
- Has a positive attitude toward their profession, their position, their students, and their colleagues.

c. Professionalism and Classroom Experience

- Works effectively as a team member and understands and accepts the collaboration necessary for high quality supervision of student teachers.
- Has a balanced approach to instruction and knows the Standards, curriculum, key personnel, and objectives of the teacher preparation program in the subject area.
- Shows that s/he is a life-long student of teaching by employing an analytical approach to basic professional responsibility; objectively examines and assesses her/his own teaching and the teaching of others in order to continue personal growth.
- Exhibits a diagnostic decision-making approach to resolving problems encountered in teaching.
- When asked, is able to analyze, articulate and otherwise communicate the rationale for her/his own approach to teaching.
- Displays the ability to accept and build upon the initial strengths and weaknesses of those assigned to work with her/him.
- Is willing to have a student teacher and work additional hours to accommodate student teachers' needs.
- Supports open communication through daily personal contact, daily conference, and ongoing feedback.
- Has demonstrated the ability to supervise adult learners.
- Demonstrates appropriate planning and assessment as a model for the student teacher. This might include short and long term planning ideas, the encouragement of various lesson plans to meet specific lesson needs, and allowing student teacher to give, score, and implement assessments into instructional planning.
- Has established an effective classroom environment which enhances learning and is conducive for learning.

2. *Preparation for Student Teachers*

Student teachers report to the school at a time and date approved by the principal. The time and care that master teachers spend in preparation for their arrival will pay great dividends in effectively providing a good learning atmosphere for the student teachers and communicating the expectations for their performance.

Before the student teacher arrives, master teachers should complete the following:

- a. Prepare the pupils for the arrival of the student teacher
 - emphasize that the student teacher is a teacher
 - inform pupils that an individual (supervisor) from the University will be visiting several times
- b. Prepare parents through a newsletter, the school paper, or special note

for the student teacher's arrival (See Appendix A for a sample letter). Discuss the valuable role the student teacher plays in the classroom and the advantages of having a student teacher in the class, i.e.:

- providing an additional teacher to enhance instruction
 - bringing in new ideas to class
 - providing an opportunity for team teaching
- c. Confer with the local administrator concerning school policy relative to the roles and responsibilities of student teachers.
- d. Obtain copies of material for the student teacher such as:
- school handouts
 - school orientation materials for new teachers
 - teachers' editions of textbooks
- e. Provide space such as a desk, table, file cabinet drawer, and/or cupboard for work and storage for the student teacher to organize materials/supplies.
- f. Prepare a draft of a tentative timetable of experiences for the student teacher for the entire period of observation (observation, tutoring, teaching small groups, whole group instruction for one lesson, whole group instruction for longer periods, etc.) to be refined with the student teacher (see pages 14-17 for timetable samples).

3. *Orientation of Student Teachers*

The student teachers fall under the contractual obligations of their Master/Cooperating Teacher. With this, the student teacher should be privy to the requirements of the Master/Cooperating teacher by introducing and discussing the following topics and/or providing the school/district handbook for the student teacher to become familiar with.

- a. Orientation to the School
- Provide pertinent information about the school and community.
 - Familiarize the student teacher with the school campus. If possible, tour the campus with the student teacher.
 - Introduce the student teacher to faculty, staff, resource personnel, principal, vice-principal, counselors, secretaries, custodians, nurse, aides, cafeteria workers, bus drivers, etc.
 - Share with the student teacher all materials given to regular teachers. Include samples of any forms the teacher may be required to complete (eg: IEP, SST, CUM paperwork) but be sure to remind the student teacher that all student information is confidential.
 - Provide the student teacher with schedules for both the school and the class s/he will be teaching.

- Discuss with the student teacher a teacher's responsibilities for attending meetings, including PTA, staff meetings, parent conferences, IEP meetings, SST meetings, etc...
- Discuss the school and/or district policies relating to student teachers.
- Provide 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. You may have all this in your faculty handbook.
- Discuss the chain of command for resolution of problems.
- Discuss standards, including dress, for both students and teachers.
- Brief the student teacher on any unwritten school policies.
- Provide a general introduction to the plan of the school site including the locations of offices, cafeteria, lounge, restrooms, and copying facilities.
- Discuss emergency plans for earthquake and fire drills.
- Have the student teacher assist in supervision duties, i.e., recess, cafeteria, etc.
- Acquaint the student teacher with the library, audio-visual aids, computers and/or computer lab, the location of supplies and materials. Explain policies regarding access to these support materials.
- Familiarize the student teacher with co-curricular and extracurricular activities.
- Orient the student teacher to reports and record-keeping procedures.
- Discuss the importance of developing good relationships with teachers and other personnel.
- Arrange for classroom visitation to other classes whenever possible.
- Discuss the philosophy of the school.

b. Orientation to the class

- Introduce the student teacher to the pupils. Give a sincere welcome and indicate confidence in her/him as a teacher.
- Familiarize the student teacher with management techniques used in the classroom.
- Help the student teacher learn the names of pupils. (Perhaps try name tags for the student teacher and pupils for a few days.)
- Discuss your philosophy and beliefs about teaching.
- Explain classroom schedules, routines, and grading procedures.
- Discuss the expectations you have for the student teacher.
- Plan with the student teacher for her/his *gradual* assumption of teaching responsibilities.
- Discuss the need for both daily and long-term planning. Familiarize the student teacher with your method of lesson planning. Clarify the curriculum organization of the district, school, class and subject.

- Exercising caution with the statements you make, give general information about the students, their backgrounds, and community characteristics. Also, provide information about the students in the class, including:
 - ✓ levels of functioning
 - ✓ exceptional conditions and their educational implications
 - ✓ location and content of students' records (provide access to "cum" folders, as appropriate)
 - ✓ methods of grouping for instruction
 - ✓ Student's IEP goals and objectives and student's disabilities
- Allow the student teacher to assume responsibility for routine class duties on the first day. This will aid in her/his becoming a contributing member of the teaching team.

4. Supervising a Student Teacher

The master/cooperating teacher provides the most insightful supervision of the student teacher. In addition to general observation and feedback regarding the student teacher's behavior, it is expected that the supervising teacher will consistently use *clinical supervision* techniques which involves observing and recording the student teacher's performance, providing specific feedback, and engaging in collaborative conference discussions in order to enhance growth in the student teacher's teaching skills. In order to facilitate this, master/cooperating teachers may wish to keep a journal of the student's performance and should require that the student teacher also keep a daily journal.

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 the student teacher.

- Clearly orient and discuss with the student teacher the process of clinical supervision that will be used by the supervising teacher. Clarify the nature and frequency of pre-conferences, observations and feedback conferences. This is a good time to make your expectations clear from the beginning. Unclear expectations lead to frustrations on the part of the master teacher and the student teacher.
- Show respect for the student teacher and her/his ideas. Treat the student teacher as a co-worker rather than as a subordinate. Do not make suggestions and/or correct the Teacher Candidate in front of the class or any place within the hearing of students, unless the destruction of property or safety is involved. In respecting each other professionally, conversations can be more meaningful and productive.
- In accepting the student teacher as a co-worker of equal status and ensuring the student teacher is similarly treated by the students, redirect the students to the Teacher Candidate if they come to you for assistance as a way to support their authority as a teacher.

- Communicate genuine concern and a desire to help her/him. However, in order to be proactive earlier rather than later, do inform the University Supervisor immediately if the candidate encounters serious problems that do not appear to be improving.
- Try to understand how the student teacher feels in the teaching situation. Demonstrate sensitivity to the emotional needs of the student teacher during the stressful period of student teaching.
- Give priority to needs expressed by the student teacher. The concerns of the student teacher are the areas in which s/he is ready to receive help. You may even want to encourage the student teacher to sit through non-assigned classes to learn different teaching techniques.
- Offer honest encouragement.
- Provide guidance and direction and offer positive feedback as well as suggestions for improvement on a daily basis by both formative and summative methods.
- Not only be present at all times during the class of a regular student teacher, but also observe lessons closely. Provide prompt feedback via written anecdotal notes, scripts, verbal comment, or other observation data. Engage in constructive conversation based on observation and routinely ask the Teacher Candidate to reflect on his/her lessons.

b. Master/Cooperating Teacher-Student Teacher Conference Topics

Master/Cooperating teachers should conference with student teachers and provide oral and/or written feedback daily in relationship to the final evaluation (TPE's/Education Specialist Standards). University supervisors will observe the student teacher a minimum amount of times to sufficiently assess his/her performance. Conference topics will depend upon the needs of the student teacher and the classroom situation. The following are typical conference topics and may be discussed with the student teacher during the assignment:

- The purpose and effectiveness of the supervising 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 the Student Teacher's areas for professional growth (e.g., work on the one or two most crucial; helping the Student Teacher establish realistic goals, develop strategies for implementation, and determine assessment).

As the student teacher begins teaching, specific aspects of the student teacher's 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
- ✓ 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 in your classroom and mandatory yearly evaluations
- ✓ Parent in your classroom
- ✓ Different grading procedures

c. Suggestions for Effective Conferences with Student Teachers

The supervising teacher and the student teacher should have regularly scheduled, frequent conferences. This might include lesson planning, discussion about particular students, or ideas for teacher led activities, but always hold a conference after observing the Student Teacher deliver a formal lesson (See Appendix B: Directed Teaching Assessment, as a guide for this type of conference). Listed below are suggestions for conducting effective conferences to support the student teacher's instructional improvement.

- Be prepared for conferences by planning the key points to be discussed, bringing notes, observation materials, sample of students' work, records and other applications. Be prepared to provide specific suggestions/coaching for improvement with tangible ideas.
- Create a supportive atmosphere and conduct the conference where you have a full degree of privacy and a minimum of interruptions.
- Review the student teacher's performance objectively, looking for strengths as well as needs for improvement.
- Focus on a collaborative approach to analyzing the student teacher's performance and determining changes to be made. Attempt to draw analyses from the student teacher's reflective, self-analytical skills. If the student teacher does not have the skill to be self-analytical in some areas, provide her/him with more directive information, but continually move back to collaboration to continue the self-analytical development.
- Limit the conference to a discussion of one or two important items. Do not overwhelm the student teacher.
- Conclude each conference with plans for a desired change.
- Focus attention on the objective teaching-learning situation rather than on the student teacher.

d. Evaluating Student Teacher

You will be responsible for formally evaluating the student teacher at the mid-term and in the final week. Forms will be provided by the university. Keep in mind that you are evaluating the student teacher as a developing teacher by mid-term and as a beginning teacher by finals, not as an experienced or veteran teacher. These evaluations are based on concrete observations and conferencing you have done on and with the student teacher over time. When completing the mid-term and final evaluations, refer to prior conferencing notes and reflections.

5. *Observation of the Master/Cooperating Teacher's Classroom by the Student Teacher*

Most of the student teacher's activities during the first day or two will consist of observation to learn about the master teacher's teaching style and about the students in the

class. This should be an active period in which the student teacher is guided to look for specifics to ensure that it will be a meaningful observation. Plan a meeting at the end of each day of the first week or on Friday of the first week to review the Student teacher's notes and clarify any questions or concerns with the Student Teacher at that time. Feel free to utilize the *Self-Evaluation for Master/Cooperating Teachers* to help you in conferencing each day or at the end of the week (Appendix C). This is also a good time to discuss the student teacher's previous experience in working with children prior to their Directed Teaching assignment. The following questions may be used to structure her/his observations of the supervising teacher's classroom and recorded in a daily journal:

- a. What routine class procedures have been established?
- b. What procedures are used to motivate students when introducing new lessons?
- c. What provision is made for individual differences?
- d. What classroom management techniques are being used that might be helpful to the student teacher?
- e. What instructional techniques and activities are being used to develop a classroom environment that enhance learning?
- f. What activities are being used to enhance higher level thinking by students?

6. *Increasing the Student Teacher's Responsibility*

The level of responsibility for teaching should increase as the master teacher feels that the student teacher is ready but by the end of the term, the student teacher needs to have assumed full responsibility for a minimum of one week. Remember that some student teachers are "brand new" at teaching, while others may have had a previous quarter of directed teaching or may have worked as a teacher aide or classroom teacher or substitute teacher in another setting. **Master teachers should make a draft of a timetable for increasing the student teacher's responsibility, set up units of work, and orient the student teacher to the record-keeping and grading methods of that class.**

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

- Observation of the supervising 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"> • Conducting class business (attendance, lunch count, bring students from Recess, line up, dismissal, etc.) • Learning student's names • Becoming familiar with class procedures, materials, and schedule(s) • 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 • Teaching a reading group, including follow-up • Conducting the read-aloud story time • Working with small groups or individual students, providing additional assistance in math, language arts, etc. • Preparing to take responsibility for another subject
2nd week	<ul style="list-style-type: none"> • Continuing above • Welcoming students at the beginning of the day, recess, lunch, etc. • Spelling Test, Art or Music lesson • Adding another curricular area such as math • Preparing to teach a lesson from social studies, science or health unit next week • Meeting with Master/Cooperating teacher after each lesson taught by the student teacher to discuss strengths and needs for improvement
4th week	<ul style="list-style-type: none"> • 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. • Teaching a science lesson, cultural, social or ecological lesson • Designing a bulletin board • Gradually adding additional subjects on a more consistent basis • Ready to teach a total group lesson: art, music, P.E., core literature
5th and 6 th week	<ul style="list-style-type: none"> • Assuming additional content areas • Becoming familiar with specific student learning levels

	<ul style="list-style-type: none"> • Meeting with Master/Cooperating teacher consistently to reflect on lesson strengths and needs of improvement
8 th and 9 th week	<ul style="list-style-type: none"> • 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.

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

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/cooperating 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/Cooperating 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 st week	<ul style="list-style-type: none"> Observe: Observe & keep a journal of your insights and questions to review with your master teacher. Review all student's IEP's
3 rd week	<ul style="list-style-type: none"> Math, Journal Writing, Math Accommodations, Social Skills Development , recess and lunch, & Journal Writing
4 th week	<ul style="list-style-type: none"> Maintain week 3 activities and add: Journal Writing Accommodations, Social Studies, Collaborative Teaching with General Education Teacher
5 th week	<ul style="list-style-type: none"> Maintain Week 4 activities and add: develop an IEP for a student, design self help skills lesson, complete a self evaluation using the given evaluation form
6 th week	<ul style="list-style-type: none"> Maintain Week 5 activities and add: develop an IEP for a second student
7 th week	<ul style="list-style-type: none"> Maintain Week 6 activities and add: develop an IEP for a third student, After School Homework Club Activities
8 th week	<ul style="list-style-type: none"> Begin taking over the entire class

Some suggested activities:

- Preparing a formal lesson plan which include instructional objectives, standards, set, procedures/lesson steps, guided practice and closure
- Designing accommodations for students with disabilities to facilitate their access to the core curriculum
- Encouraging the student teacher to venture into more innovative methodologies, such as cooperative learning, teaching for mastery or any other methodology
- Assist general education teachers to develop and use appropriate accommodations when including students with disabilities in their classes.
- The most important aspect is to assist the student teacher in creating and developing objectives that can fulfill the needs of the pupils.

7. Professional Obligations to Discuss with Student Teacher

There are some professional considerations we would like you to discuss with your student teacher so that he/she is aware that you will support him/her in his/her professional growth and commitments to the teaching profession. We recognize that our student teachers are guests at their school site and we encourage them to remember that they are essentially on an interview everyday. The following are some topics we encourage you to discuss with your student teacher.

- 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). Reimbursement where it is appropriate, will be paid on a percentage basis to the districts involved, if reassignment is necessary.

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 Universities, and during the period of involvement will NOT be considered as an authorized directed field experience student.

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

b. Reporting Child Abuse

The student teacher should report any suspicions of child abuse to the Master/Cooperating teacher, the school site administrator and the university supervisor. It is then up to the school to contact the appropriate authorities if warranted.

c. Dress Code

Student teachers are to dress professionally. We realize many schools have a relaxed dress code; however, student teachers have a tendency to be too relaxed in their dress. We have discussed the dress code with the student teachers and have informed them that dress can affect the way student's respond to them in the classroom.

Female student teachers must avoid wearing dresses that are too form fitting or too short, and tops that are low-cut or show the midriff. 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) 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.

Some supervisors will allow their student teachers to wear jeans on Fridays, if this conforms to the school dress code. If the student teacher's dress is inappropriate, please let the 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. Students are asked to 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 the student teacher abuses any of these occurrences, please notify the 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 Student Teacher's experience in your classroom, that he/she is consistently referring to them as he/she designs lessons, works with students, parents, peers and the administration. Your support in helping your student teacher cultivate these skills is necessary in their development.

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 Education 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

There are additional disability specific credential standards for each Education Specialist credential. You should refer to the CCTC website <http://www.ctc.ca.gov/educator-prep/standards/speced.pdf> for those standards that specifically apply to the credential program the student teacher is pursuing.

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

In a regular student teaching situation, the Master/Cooperating teacher is legally responsible for what happens in the classroom. Thus, the Master/Cooperating teacher must work closely with the Teacher Candidate on the following:

Curriculum: Ensure the course content, as determined by the state standards and district mandates, are being taught. Supervision of the course overview, 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 students' grades may be assigned by the Teacher Candidate. 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 the Teacher Candidate have the experience working with parents. It is advised that the Teacher Candidate observe the conferences and/or meetings between the Master/Cooperating Teacher, the parent, and/or administrator and support personnel (school psychologist, nurse, resource teacher, etc...) and only enter dialogue when asked by the Master/Cooperating Teacher.

Assistance Plan: If the Teacher Candidate is not demonstrating satisfactory progress (See Appendix D: Identifying the Unsuccessful Student Teacher) during their Directed Teaching assignment, the Master/Cooperating Teacher collaborates with the University Supervisor in developing an Assistance Plan based on the Teaching Performance Expectations.

Removal of Candidate: A school site administrator has the right at any time to terminate the Student Teacher's assignment. However, in the event the Teacher Candidate does not fulfill his/her obligations to the students and to the Master/Cooperating Teacher, or if for any reason, the assignment needs to be terminated, a discussion is required with the University Supervisor.

Appendix A
Parent Letter Sample

Dear Parents and/or Guardians:

Beginning on _____, 200____, a student teacher from _____ will begin his/her term/assignment with our class. I am looking forward to having Mr./Ms./Mrs. _____ with us. I have talked with the children at length about his/her time in our class and how we will treat Mr./Ms./Mrs. _____ as a guest but also as an extension of me.

The student teacher plays a valuable role in the classroom. He/She will be observing and cooperating with me throughout the term. I will be present at all times to ensure your child's learning as well as to guide the student teacher as he/she is progressing. There will be many advantages of having Mr./Ms./Mrs. _____ in the class. He/She will not only be providing me with an additional teacher to enhance instruction, but he/she will be bringing in new ideas to the class and will be providing me with an opportunity to team teach which only reinforces new and abstract concepts more concretely.

Also, your child will have more opportunities to meet one-on-one with a teacher to work on specific individual skills. In addition, there will be more times that we can work in small groups and develop areas of need with our students.

Please feel free to come by before or after school to introduce yourself and to get to know Mr./Ms./Mrs. _____. I hope you are as enthused as I am about having Mr./Ms./Mrs. _____ with us.

If you have any questions, feel free to contact me at school or through e-mail.

Mr./Ms./Mrs. _____

Appendix B

Directed Teaching Assessment

After teaching each lesson, the Student Teacher and Master/Cooperating 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 (eg: differentiated instruction)?
- Did the students have the necessary entry skills to reach the objective?
- Were the objectives achieved? Closure?
- Did the teacher “set” the students 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?
- Were there provisions for re-teaching?
- Did the teacher 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 the teacher’s questions clear and concise?
- Was positive reinforcement properly used?
- Did the teacher use open-ended questions that invited opinions, reactions, and speculations?
- Did the teacher model the characteristics of a good learner?
- Did the teacher promote positive self-esteem among the students?
- Was technology utilized to enhance student learning?

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 teacher and students 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 the teaching style feel comfortable? Why?
- What was the evidence that the lesson was effective?
- Did the lesson utilize themes or integrated topics?
- Did the teacher have high expectations for students' academic achievement?

Providing for Culturally and Linguistically 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?
- 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

Self Evaluation for Master Teachers

Below is a list of questions that are designed to promote self-evaluation among Master teachers. We think it is important to ask yourself these questions during the first week of the student teacher's placement with you, and again midway through the term. It will also serve as a tool when conferencing with your student teacher as you model reflection of your own practice for the student teacher.

1. Have I done what I can to see that pupils will accept my student teacher favorably?
 - Did I let them know in advance of his/her arrival?
 - Did I explain the student teacher's role?
 - Did I act pleased to have a student teacher?
 - Did I let him/her introduce himself/herself to the students?

2. Have I become acquainted with the student?
 - Did I use the information furnished by the University?
 - Did we discuss his/her personal and academic background?
 - Did I encourage him/her to express his/her ambitions, concerns, and expectations?
 - Have I provided a model for presenting lessons, and then helped the student teacher identify the following?
 - Motivational techniques used
 - Methods of discipline and control
 - Objectives of the lesson with assessment/s to evaluate instructional effectiveness
 - Activities to correlate with the lesson
 - Curriculum materials used
 - Active participation techniques
 - Sponge activities
 - Hands-on activities and materials
 - Instructional equipment used

3. Have I provided opportunities for the student teacher to work on bulletin boards, displays, etc?

4. Have I oriented the student teacher to the A.V. equipment, technology, copy machines, etc?

5. Have I modeled and encouraged a variety of instructional methods, including individual practice strategies?

6. Have I modeled and discussed a variety of ways of evaluating student progress so as to maximize instructional time and student progress?

7. Briefed the Student Teacher on school procedures for:

- Fire, earthquake drills
- Playground, school rules
- Reporting of child injury or illness
- Releasing pupils during school hours
- Checking the weekly bulletin
- Ordering supplies
- Using the library, library books, and instructional materials
- Selecting/listing district approved booklists/support materials
- Utilizing support services, i.e., nurse, counselor specialists, coaches, etc.
- Cumulative records and tests
- Attending and participating in family nights and after school workshops

8. Briefed the Student Teacher on classroom procedures for instruction, including:

- Differentiated Instruction
- Types of instructional materials such as manipulatives and teacher guides
- Roles of paid aides and parent or community volunteers
- Recording student progress
- Relating teaching to TPE's and content standards

9. Assisted the Student Teacher in developing lesson plans by:

- Providing district designed lesson plan forms or selecting a lesson plan form from the student teaching handbook
- Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
- Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning?

10. Developing a positive relationship with the Student Teacher?

Appendix D

Identifying the Unsuccessful Student Teacher

While each student teacher is unique, there are some standard “symptoms of failure.” 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.