



COE DIRECTED TEACHING HANDBOOK FOR Mentor Teachers & University Supervisors

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GOLDEN EAGLES
TEACH

Teacher Education Programs

College of Education
California State University, Los Angeles



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Roles & Responsibilities of Mentor Teachers & University Supervisors

Thank you for serving as Mentor Teachers and University Supervisors for Cal State LA!

The purpose of this handbook is to support you in your roles as Mentor Teachers and University Supervisors as you prepare beginning teachers through the supervision of their final university fieldwork experience, which we call Directed Teaching.

The basic role of a **Mentor Teacher** (also referred to as a Cooperating Teacher or District Employed Supervisor) is to model, guide, coach, mentor, and evaluate the Teacher Candidate in order to assist with the development of their teaching skills and mastery of California's Teaching Performance Expectations, referred to as the TPEs (see [Appendix A](#)).

The basic role of a **University Supervisor** is to support, guide, and evaluate the Teacher Candidate in order to assist with the development of their teaching skills and mastery of the TPEs during Directed Teaching.

The Teacher Candidate (student teacher, resident, or intern) is required to complete *no less than 600 hours* over the course of their teacher credential program, **500+ hours** minimum during their Directed Teaching assignment. Of these hours, **440+ hours** minimum is based on Directed Teaching at a minimum of **25+ hours** per week of supervised Directed Teaching activities. See [Appendix B](#) for a *Sample Multiple Subject Timeline* and [Appendix C](#) for a *Sample Single Subject Timeline*.

The Teacher Candidate is obligated to be present during the Mentor Teacher's contract hours, though their professional obligation to planning, grading, conferencing, and collaborating will require the Teacher Candidate to arrive 30-45 minutes before school and/or stay 30-45 minutes after school, Monday through Friday. There are no required weekend hours for the Teacher Candidate, nor unreasonable times beyond the contract hours of the Mentor Teacher (i.e., 30-45 minutes before and after school). This will be confirmed within the first week of the Teacher Candidate's assignment.

Please keep in mind: Teacher Candidates carry additional responsibilities to the university, including but not limited to their weekly seminar course, Professional Teaching Portfolio, edTPA, RICA, and more. Use the suggested timelines in this handbook to help plan time accordingly so as not to overwhelm the Teacher Candidate at the onset but to use time efficiently and meaningfully related to planning, grading, conferencing, and collaborating with other teachers.

These hours include weekly faculty/grade level meetings, daily guidance and reflection meetings with the Mentor Teacher for support and guidance through conferencing (**1 hour per day, 5 hours per week for 16 weeks for a total of 80 hours per semester**), and additional time spent with the University Supervisor (**no less than 8-10 hours per semester**).

Also, for Teacher Candidates in private/independent schools, an additional minimum of 150 hours of clinical experience in a public-school setting is required to ensure substantial experience in a diverse setting where curriculum aligns with CA adopted content standards and frameworks.

Directed Teaching Fieldwork Experience/Clinical Practice	
Supervised Directed Teaching Activities in the Classroom during the Mentor Teacher's regular contract hours including Faculty/Grade Level Meetings – 5-6 hours/day x 5 days x 16 weeks	440-480 hours
Daily Guidance and Reflection Meetings with Mentor Teacher – 1 hour/day x 5 days x 16 weeks	80 hours
Group Advisement and Individual Debrief Meetings with University Supervisor (Six observations/debriefs and 2-4 Group Advisement Meetings)	8-10 hours
SUB-TOTAL for Directed Teaching	528-570 hours
Early Program Fieldwork Experience	
EDCI 4000: Transformative Teaching in Diverse Urban Classrooms – Fieldwork	45 hours
MS: 4 Lab Courses x 15 hours per course = 60 hours	60 hours
SS: 4 Lab Courses x 15 hours per course = 60 hours	60 hours
TOTAL for Multiple Subject Program	633-675 hours
TOTAL for Single Subject Program	633-675 hours

It is important to recognize that the term “student” accurately describes a Teacher Candidate. The Teacher Candidate is *learning* to be a teacher, and the Mentor Teacher is their instructor and model. The experience the Teacher Candidate has is essential to the development of the teaching skills and competencies required for certification. The University Supervisor and Mentor Teacher provide an essential service to the Teacher Candidate; and, in turn, the Teacher Candidate will be of service to the Mentor Teacher and students in the classroom.

School Site Selection

Selected schools with fully qualified and engaged site administrators that demonstrate a commitment to collaborate and partner with the College of Education have been established over several years. The credential programs strive to place Teacher Candidates in schools that use evidence-based practices and are committed to ongoing program improvements. School placements should be effective models of teaching and learning, including for students with disabilities and English learners. The diversity of the schools in Los Angeles County provides candidates with valuable teaching experiences to apply transformative teaching principles and culturally sustaining pedagogies with their students.

In recent years, the student teaching placement coordinators, working alongside the Director of Student Services and the faculty, have been working to identify high quality school sites and highly qualified Mentor Teachers. A database has been developed and is being consulted each semester to determine whether we should continue working with identified schools and Mentor Teachers.

Mentor Teacher Selection

The Office for Student Services (OSS) works directly with the Directed Teaching Placement Coordinators in conjunction with the school site administrators of our designated school sites to identify highly qualified Mentor Teachers. Mentor Teachers are required by the state to complete 10 hours of mentor training. University Supervisors will submit the *Evidence of Completion of Mentor Teacher Training* form (see [Appendix D](#)) to confirm these hours have been met by the end of the semester.

These hours consist of the following:

- Review the Teacher Candidate and Mentor Teacher/University Supervisor handbooks
- Communicate with the University Supervisor to learn how to complete required documents (e.g., Mid-Term and Final Evaluation forms; Transition to Induction Plan)
- Review the Co-Teaching models (See [Appendix J](#))
- Complete the California state modules for Differentiated Instruction, UDL, MTSS, and working with students who are English language learners

Characteristics of Effective Mentor Teachers

Credential & Continued Professional Development

- Has a minimum of three years of successful teaching experience as evidenced by positive outcomes produced by their 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 their actual work with students.
- Has some training or coursework in detailed observation skills and supervision of teaching techniques.
- Has additional training or expertise in the multicultural, international, and global aspects of the curriculum.
- Attends professional development meetings held by Cal State LA.

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 Teacher Candidate including manipulatives and teacher manuals.
- Has a positive attitude toward their profession, their position, their students, and their colleagues.

Professionalism & Classroom Experience

- Works effectively as a team member and understands and accepts the collaboration necessary for high quality supervision of Teacher Candidates.
- 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 they are a life-long student of teaching by employing an analytical approach to basic professional responsibility; objectively examines and assesses their 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 their own approach to teaching.
- Displays the ability to accept and build upon the initial strengths and weaknesses of those with whom they've been assigned to work.
- Is willing to have a Teacher Candidate and work additional hours to accommodate the Teacher Candidate's needs.
- Supports open communication through daily personal contact, daily conferences, and ongoing feedback.

- Has demonstrated the ability to supervise adult learners.
- Demonstrates appropriate planning and assessment as a model for the Teacher Candidate. This might include short- and long-term planning ideas, the encouragement of various lesson plans to meet specific lesson needs, and allowing the Teacher Candidate to give, score, and implement assessments into instructional planning.
- Has established an effective classroom environment that enhances learning and is conducive for learning.

Preparation for Teacher Candidates

Teacher Candidates report to the school at a time and date approved by the principal. The time and care that the Mentor Teacher spends in preparation for the Teacher Candidate's arrival will pay great dividends in effectively providing a strong learning atmosphere for the Teacher Candidate and communicating the expectations for their performance.

Before the Teacher Candidate arrives, the Mentor Teacher should complete the following:

- Prepare students for the arrival of the Teacher Candidate.
 - emphasize that the Teacher Candidate is a teacher
 - inform students that an individual (supervisor) from the University will be visiting several times
- Prepare parents/guardians through a newsletter, the school paper, or special note for the Teacher Candidate's arrival (see [Appendix E](#) for a *Sample Letter to Parents/Guardians*). Discuss the valuable role the Teacher Candidate plays in the classroom and the advantages of having a Teacher Candidate in the class. For example:
 - providing an additional teacher to enhance instruction
 - bringing in new ideas to the classroom community
 - providing an opportunity for co-teaching
- Confer with the local administrator concerning school policy relative to the roles and responsibilities of Teacher Candidates.
- Obtain copies of materials for the Teacher Candidate, such as:
 - school handouts
 - school orientation materials for new teachers
 - curriculum resources/teacher's guides
- Provide space such as a desk, table, file cabinet drawer, and/or cupboard for work and storage for the Teacher Candidate to organize materials/supplies.
- Prepare a draft of a tentative timeline of experiences for the Teacher Candidate 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 Teacher Candidate See [Appendix B](#) for a *Sample Multiple Subject Timeline* and [Appendix C](#) for a *Sample Single Subject Timeline*.

Orientation of Teacher Candidates

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

Orientation to the School

- Provide pertinent information about the school and community.
- Familiarize the Teacher Candidate with the school campus. If possible, tour the campus with the Teacher Candidate.
- Introduce the Teacher Candidate to faculty, staff, resource personnel, principal, vice-principal, counselors, secretaries, custodians, nurse, aides, cafeteria workers, bus drivers, etc.
- Share with the Teacher Candidate all materials given to regular teachers. Include samples of any forms the teacher may be required to complete (e.g., IEP, SST, CUM paperwork) but be sure to remind the Teacher Candidate that all student information is confidential.
- Provide the Teacher Candidate with schedules for both the school and the class they will be teaching.
- Discuss with the Teacher Candidate a teacher's responsibilities for attending meetings, including PTA, staff meetings, parent/guardian conferences, IEP meetings, SST meetings, etc.
- Discuss the school and/or district policies relating to Teacher Candidates.
- 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 Teacher Candidate 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 Teacher Candidate assist in supervision duties (i.e., recess, cafeteria).
- Acquaint the Teacher Candidate 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 Teacher Candidate with co-curricular and extracurricular activities.
- Orient the Teacher Candidate 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.

Orientation to the Class

- Introduce the Teacher Candidate to the students. Give a sincere welcome and indicate confidence in them as a teacher.
- Familiarize the Teacher Candidate with management techniques used in the classroom.
- Help the Teacher Candidate learn the names of students. (Perhaps try name tags for the Teacher Candidate and students 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 Teacher Candidate.

- Plan with the Teacher Candidate for their *gradual* assumption of teaching responsibilities.
- Discuss the need for both daily and long-term planning. Familiarize the Teacher Candidate 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 Teacher Candidate to assume responsibility for routine class duties on the first day. This will aid in their becoming a contributing member of the teaching team.

Supervising a Teacher Candidate

Whether you are the University Supervisor or the Mentor Teacher it is up to you to provide the most insightful supervision of the Teacher Candidate. In addition to general observation, conferencing, and feedback regarding the Teacher Candidate's dispositions and TPE development, it is expected that the University Supervisor and the Mentor Teacher consistently use clinical supervision techniques, including observation, recording the Teacher Candidate's performance, providing specific feedback, and engaging in collaborative conference discussions in order to enhance growth in the Teacher Candidate's teaching skills.

In order to facilitate this, University Supervisors will provide the Teacher Candidate with observational feedback on a consistent basis. The Mentor Teachers may wish to keep anecdotal notes of the Teacher Candidate's performance and should require that the Teacher Candidate also keep anecdotal notes. These can also be shared with the University Supervisor in order to triangulate progress of the Teacher Candidate as a means of supporting their growth.

Evaluation by the University Supervisor

Teacher Candidates will demonstrate progress toward mastery of the Teaching Performance Expectations (TPEs) throughout their Directed Teaching experience. Teacher Candidate's must carefully review the evaluation forms in advance. Having a clear understanding of the expected competencies will guide them to self-monitor their own growth, self-evaluate, and set goals.

Data is generated in and collected from a variety of sources including the following:

- Lesson Planning Process
- University Supervisor Observations & Conferences
- Daily Reflections
- Seminar Course
- Professional Teaching Portfolio
- Mid-Term and Final Evaluation forms
- Solo Experience

Teacher Candidates **MUST** be formally observed a total of 6 times throughout the semester, one of those being during the Solo Experience during Week 15 or Week 16. Written feedback will be issued to the Teacher Candidate within 24-48 hours of the formal observation. A one-on-one meeting to discuss the written feedback will take place within the week in which the formal observation occurred.

Plans for subsequent observations will be made during the one-on-one meetings as a means of discussing rooms for improvement for subsequent observations as well as the TPEs the University Supervisor will be looking for at the next observation. An email confirmation for the next scheduled visit must be made between the Mentor Teacher, the University Supervisor, and the Teacher Candidate.

These observations can be completed one of three ways – in person, using a live virtual platform like Zoom, or using pre-recorded videos – as arranged by the University Supervisor.

Observation Timeline		
Observation #1	Week 2-4	<i>*If an additional observation is needed during week 14 or 15, the Teacher Candidate's final observation #6 of their Solo Experience MUST occur during Week 16 to offer additional time for growth toward mastery of the TPEs.</i>
Observation #2	Week 5-6	
Observation #3	Week 7-8	
Mid-Term Evaluation	Week 7 or 8	
Observation #4	Week 9-11	
Observation #5	Week 12-13	
<i>*If needed: Additional Observation</i>	<i>Week 14 or 15</i>	
Observation #6 – Solo Experience	Week 15 or 16	
Final Evaluation and Transition to Induction Plan	Week 16	

Suggestions for the Mentor Teacher to Develop Rapport & Support Candidates

To support candidate growth and mastery of the Teaching Performance Expectations (TPEs) and to provide effective supervision, it is essential to develop open and truthful communication particularly to ensure candidate progress towards meeting credential requirements. The following are some suggested guidelines for developing rapport with the Teacher Candidate.

- Clearly orient and discuss with the Teacher Candidate 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 Mentor Teacher and the Teacher Candidate.
- Show respect for the Teacher Candidate and their ideas. Treat the Teacher Candidate 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 Teacher Candidate as a co-worker of equal status and ensuring the students similarly treat the Teacher Candidate, 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 them. 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 Teacher Candidate feels in the teaching situation. Demonstrate sensitivity to the emotional needs of the Teacher Candidate during the stressful period of student teaching.
- Give priority to needs expressed by the Teacher Candidate. The concerns of the Teacher Candidate are the areas in which they are ready to receive help. You may even want to encourage the Teacher Candidate 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 Teacher Candidate, 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 their lessons.

University Supervisor & Mentor Teacher Conference Topics with Teacher Candidates

University Supervisors and Mentor Teachers will conference with Teacher Candidates and provide oral and/or written feedback in relation to the final evaluation (TPEs). University Supervisors will observe the Teacher Candidate a minimum of six times to sufficiently assess their performance to monitor, support, and assess candidate progress towards meeting credential requirements. The candidate's performance should guide the advice and support provided.

Making sure there is clarity about Directed Teaching requirements – the schedule of formal observations, the Mid-Term Evaluation requirements, the Final Evaluation requirements, and the Transition to Induction Plan – will help support the Teacher Candidate's success and growth throughout the semester. Conferences help maintain this transparency and clarity. Conference topics will depend on the needs of the Teacher Candidate and the classroom context.

The following are typical conference topics with the Teacher Candidate throughout the Directed Teaching experience:

- The purpose and effectiveness of teaching methods
- Individual student 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 students, groups of students, or the whole class
- Motivating students 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 students
- Action plan for students identified as at risk
- Personal adjustment to the teaching role
- Professional ethics
- Prioritizing the Teacher Candidate's areas for professional growth (e.g., work on one or two most crucial, help the Teacher Candidate establish realistic goals, develop strategies for implementation, determine method of assessment).

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-modal instruction
- ✓ 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 (SDAIE)
- ✓ 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/Guardian conference and communication protocol
- ✓ Grading procedures
- ✓ Positive reinforcement
- ✓ Building an effective classroom community
- ✓ Planning for a substitute teacher
- ✓ District, county, and community family and educational resources
- ✓ Back-to-School Night and Open House preparation ideas
- ✓ Team building with colleagues
- ✓ Students who are disruptive
- ✓ The principal in your classroom and mandatory annual evaluations
- ✓ Parent/Guardian in your classroom

Suggestions for Effective Conferences with Teacher Candidates

The University Supervisor and the Mentor Teacher and the Teacher Candidate 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 Teacher Candidate deliver a formal lesson (see [Appendix F](#) for questions to support this type of reflective conference). Listed below are suggestions for conducting effective conferences to support the Teacher Candidate’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 Teacher Candidate’s performance objectively, looking for strengths as well as needs for improvement.
- Focus on a collaborative approach to analyzing the Teacher Candidate’s performance and determining changes to be made. Attempt to draw analyses from the Teacher Candidate’s reflective, self-analytical skills. If the Teacher Candidate does not have the skill to be self-analytical in some areas, provide them 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 Teacher Candidate.
- Conclude each conference with plans for a desired change.
- Focus attention on the objective teaching-learning situation rather than on the Teacher Candidate.

Evaluating the Teacher Candidate

You will be responsible for formally evaluating the Teacher Candidate throughout the semester and at the mid-term and in the final week. The University Supervisor will provide evaluative forms to you. Keep in mind that you are evaluating the Teacher Candidate 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 Teacher Candidate over time. When completing the Mid-Term/Final Evaluation form, refer to prior observation reports, conferencing notes, and/or reflections.

Observation of the Mentor Teacher by the Teacher Candidate

Most of the Teacher Candidate's activities during the first day or two will consist of observation to learn about the Mentor Teacher's teaching style and about the students in the class. This should be an active period in which the Teacher Candidate is guided to look for specifics to ensure that it will be a meaningful observation.

Plan a time to debrief/meet at the end of each day the first week, or on Friday of the first week, to review the Teacher Candidate's notes and clarify any questions or concerns with the Teacher Candidate at that time. This is also a good time to discuss the Teacher Candidate's previous experience in working with children or youth prior to their Directed Teaching assignment. Feel free to use the *Self-Evaluation for Mentor Teachers* to help you in conferencing each day or at the end of the week ([Appendix G](#)).

The following questions may be used to structure the Teacher Candidate's observations of the Mentor 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 Teacher Candidate?
- 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?

Increasing the Teacher Candidate's Responsibility

The level of responsibility for teaching should increase as you feel the Teacher Candidate is ready. By the end of the semester, they need to have assumed full responsibility for a minimum of two weeks (week 15 and week 16). It is helpful if you sit with your Teacher Candidate and make a draft of a timeline for increasing their responsibility based on what we expect you to accomplish. Use the Mid-Term/Final Evaluation form to guide the two of you as you make up this timeline.

See the *Sample Multiple Subject Timeline* ([Appendix B](#)) or the *Sample Single Subject Timeline* ([Appendix C](#)) for a recommended sequence of how to increase the level of responsibility that Teacher Candidates may assume. Keep in mind that depending on your Teacher Candidate's prior experiences in schools and classrooms, this timeline may need to be adjusted to support their development.

The University Supervisor, Mentor Teacher, and Teacher Candidate can adjust the timeline accordingly. The goal is to carve out periods of time throughout the semester for the Teacher Candidate to be in charge, take appropriate risks, and experience the reality (and thrill) of having it all come together.

For Single Subject: Should a Mentor Teacher not teach 5-6 content-related periods, please ensure the Teacher Candidate has access to another content-related teacher willing to open their classroom to the Teacher Candidate.

Professional Obligations to Discuss with the Teacher Candidate

There are some professional considerations we would like you to discuss with your Teacher Candidate so that they are aware that you will support them in their professional growth and commitments to the teaching profession. We recognize that our Teacher Candidates are guests at their school site and we encourage them to remember that they are essentially on an interview every day.

Please review and discuss the following information with your Teacher Candidate in order to avoid any potential implications due to misinformation.

Strike Policy for Teacher Candidates

- Student Teachers: In the unlikely event of a strike at school sites, Cal State LA endorses a policy that traditional Teacher Candidates will not participate in strike-related activities. If there is a strike at your placement site, consult your University Supervisor.
- Interns: In the unlikely event of a strike or labor slowdown at the school at which you are employed, remember you are both a district employee and a Cal State LA candidate. You should consider how your decision will affect not only your continuing employment, but also your academic coursework. Please continue to communicate with the established channels within the district. However, should a labor disruption take place and your continuing classroom experience is interrupted, it is your obligation to notify your University Supervisor immediately.

Reporting Child Abuse

The Teacher Candidate should report any suspicions of child abuse to the Mentor Teacher, the school site administrator, and the University Supervisor. It is then up to the school to contact the appropriate authorities if warranted.

Dress Code

Teacher Candidates are to dress professionally and to make a positive impression. Teacher Candidates should follow the dress-code for the school; however, Teacher Candidates will want to avoid being too relaxed in their dress should that be the trend at their school site. Dress can affect the way student's respond to Teacher Candidates in the classroom. If the Teacher Candidate's dress is inappropriate, mentors should let the supervisor know immediately.

Use of Electronic Devices throughout the Day

Cell phones, tablets, laptops and the like are not to out for during instructional time unless appropriate. Teacher Candidates are asked to have emergency telephone calls directed to the school office. In addition, checking email throughout the day on the classroom computers during instructional time is not acceptable. If the Teacher Candidate abuses any of these occurrences, please notify the University Supervisor immediately.

California Teaching Performance Expectations & edTPA

Teaching Performance Expectations (TPEs) describe the knowledge and abilities required of beginning California teachers (see [Appendix A](#)). The TPEs are organized by the six CSTP domains.

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator
7. **Effective Literacy Instruction for All Students* (effective July 1, 2024)**

***Effective July 1, 2024, the [new Literacy Program Standard and TPE 7 Effective Literacy Instruction for all Students](#) is added to the Preliminary Multiple and Single Subject Teaching Credential programs. With this implementation across the state, a new literacy performance assessment will replace RICA starting July 1, 2025.**

It is important that the Teacher Candidate is consistently referring to the TPEs throughout the semester as they design lessons and work with students, parents/guardians, peers, and administration. Your support in helping your Teacher Candidate cultivate these skills is necessary in their development.

During the Directed Teaching experience, Teacher Candidates are required to complete their edTPA Portfolio. The edTPA coordinator reviews the edTPA tasks and coursework materials for EDCI 4560 with the University Supervisors so they can better support their Teacher Candidates throughout Directed Teaching. See [Appendix H](#) for an overview of the edTPA, what you can expect, and how you can support the Teacher Candidate within the edTPA process.

Legal Aspects of Supervising a Non-Credentialed Teacher Candidate

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

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, and 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 Mentor Teacher, who is ultimately responsible as the teacher of record.

Parent/Guardian Conferences (Including IEP and SST meetings)

It is important that the Teacher Candidate have the experience working with parents/guardians. It is advised that the Teacher Candidate observe the conferences and/or meetings between the Mentor Teacher, the parent/guardian, and/or administrator and support personnel (school psychologist, nurse, resource teacher, etc.) and only enter dialogue when asked by the Mentor Teacher.

Assistance Plan

If the Teacher Candidate is not demonstrating satisfactory progress during their Directed Teaching assignment, the Mentor Teacher collaborates with the University Supervisor in developing an Assistance Plan based on the Teaching Performance Expectations (see [Appendix I](#)).

Removal of a Candidate

A school site administrator has the right at any time to terminate the Teacher Candidate's assignment. However, in the event the Teacher Candidate does not fulfill their obligations to the students and to the Mentor Teacher, or if for any reason, the assignment needs to be terminated, a discussion is required with the University Supervisor.

Appendices

Appendix A: California Teaching Performance Expectations (TPEs)

TPE 1: Engaging & Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating & Maintaining Effective Environment for Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding & Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction & Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with

- opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE 7: Effective Literacy Instruction for All Students (Effective July 1, 2024)	
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy.	9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	10. Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
5. Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	11. Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	
7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written	

Appendix B: Sample Timeline for *Multiple Subject* Teacher Candidates

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During each of the following weeks, the Multiple Subject Teacher Candidate should:

Weeks 1-3	<ul style="list-style-type: none"> • Welcome students at the beginning of the day, recess, lunch, etc. • Conduct class business (attendance, lunch count, bring students from the yard, line up, dismissal, etc.). • Learn students' names. • Become familiar with class procedures, materials, and schedule(s). • Observe and reflect on Mentor Teacher's model lessons and then debrief together at the end of each day. • Observe the Mentor Teacher's non-teaching tasks. • Perform routine, non-teaching tasks (management tasks, staff responsibilities, preparation of materials). • Teach an art, music, or PE lesson. • Conduct morning meeting/business. • Teach an element from the Reading/Language Arts program (i.e., Reading/Writing Conferences). • Work with small groups or individual students, providing additional assistance in math, language arts, etc. • Meet with Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. • Prepare to take over the responsibility for an element from the Reading/Language Arts program. • Prepare to take on the responsibility for a subject (Math). • Incorporate one of the six co-teaching models (See Appendix G).
Weeks 4-6	<ul style="list-style-type: none"> • Continue all of the above. • Take over the responsibility for teaching Math. • Teach a lesson from the social studies, science, PE or health unit. • Teach an element from the Reading/Language Arts program. • Meet with Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. • Prepare to take on the responsibility for another element from the Reading/Language Arts program. • Prepare to take on the responsibility for a subject (Social Studies). • Incorporate one of the six co-teaching models (See Appendix G).
Weeks 7-9	<ul style="list-style-type: none"> • Continue all of the above. • Take over the responsibility for teaching Social Studies. • Teaching at least four subjects on a regular basis or as a team teacher with the Mentor Teach Reading/Language Arts lessons, math lessons, Physical Education lessons, etc. • Teach a Science lesson or a cultural, social, or ecological lesson. • Teach an element from the Reading/Language Arts program. • Design a bulletin board or student work display. • Meet with Mentor Teacher after each lesson taught to discuss strengths and needs for improvement.

	<ul style="list-style-type: none"> • Prepare to take on the responsibility for another element from the Reading/Language Arts program. • Prepare to take on the responsibility for a subject (Science). • Incorporate one of the six co-teaching models (See Appendix G).
Weeks 10-11	<ul style="list-style-type: none"> • Continue all of the above. • Take over the responsibility for teaching Science. • Become familiar with specific student learning levels and incorporate adaptations on a consistent basis when necessary. • Meet with Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. • Prepare to take on the responsibility for a subject (Reading/Language Arts). • Incorporate one of the six co-teaching models (See Appendix G).
Weeks 12-14	<ul style="list-style-type: none"> • Continue all of the above. • Take over the responsibility for teaching Reading/Language Arts. • Prepare to assume full responsibility for the classroom and instruction. This is the time the Teacher Candidate implements what they have learned from formal coursework and field experiences throughout the program. After having apprenticed with a Mentor Teacher for approximately 12 weeks, the Teacher Candidate is ready to apply this knowledge and practice within an autonomous environment the final four weeks. • Incorporate one of the six co-teaching models (See Appendix G).
Weeks 15-16	<ul style="list-style-type: none"> • You are responsible for a two-week solo experience at the end of the semester during which you plan and assume responsibilities for the whole class for two weeks of placement days. • Some of your solo lessons can be co-planned with your Mentor Teacher, but the majority should represent your own planning and implementation. • This might be a good time to work with other Teachers Candidates at your grade level to co-plan (from any school) and co-teach (if you are at the same school site). • The goal is to experience the classroom from a leadership perspective – not to sink or swim. • You may arrange with your Mentor Teacher times where they will assist you or lead a small group and times when they will observe and give you feedback.

Appendix C: Sample Timeline for Single Subject Teacher Candidates

During each of the following weeks, the Single Subject Teacher Candidate should:

Weeks 1-3	<p><u>Build respectful relationships with students</u></p> <ul style="list-style-type: none"> ● Build rapport with students by learning their names, welcoming them at the beginning of the period, interacting with them in and outside of class, and preparing and presenting an "introduction" in the first week of placement. ● Assist with parts of the lesson: warm-up, exit ticket, homework review, etc. These are parts of the lesson that are not high stakes and do not interrupt the flow of the lesson if not successfully delivered. This is intended as an opportunity for the you to get used to addressing the students as a whole class and for students to become accustomed to instruction from multiple teachers. <p><u>Implement organizational norms and routines for classroom discourse and work</u></p> <ul style="list-style-type: none"> ● Work with your Mentor Teacher to conduct class business by organizing time, space, materials, and students; strategically and deliberately teach students how to complete tasks such as passing out papers; and asking students to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently. ● Work with your Mentor Teacher to understand the ways in which routine, non-teaching tasks (classroom management, staff responsibilities, preparation of materials) are carried out. Gradually take over these responsibilities. <p><u>Explain and model content, practices, and strategies</u></p> <ul style="list-style-type: none"> ● Observe and reflect on your Mentor Teacher's model lessons, and then then debrief at the end of each period/day. ● Assume 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 or unit of study). ● Work with small groups or individual students, providing additional assistance in the subject area. ● Teach an element from the content area (i.e., warm-up, demonstration, explain homework, etc.). ● Mentor Teacher provides specific feedback to ensure Teacher Candidate's delivery is effective during routines and classroom practices and small group or one-on-one instruction. ● Prepare to take on the responsibility for two periods in Week 4 and 6. ● Incorporate one of the six co-teaching models (See Appendix J).
Weeks 4-6	<ul style="list-style-type: none"> ● Take over the responsibility for teaching a full period (Week 4). ● Take over the responsibility for teaching a second period (Week 6). ● Continue all of the above in classes that you are not responsible for. ● Continue to assume responsibility for tutoring individual students in classes that you are not responsible for. ● Continue to work with small groups providing additional assistance in the subject area in classes that you are not responsible for. ● Prepare lesson plans and teach designated lessons from part of a unit. ● Prepare assessment activities to measure comprehension in the subject area of the material taught from part of a unit. ● Meet with your Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. ● Prepare to take on the responsibility for a third and fourth period in Week 7 and 9. ● Incorporate one of the six co-teaching models (See Appendix J).
Weeks 7-9	<ul style="list-style-type: none"> ● Continue all of the above. ● Take over the responsibility for teaching a third period (Week 7). ● Take over the responsibility for teaching a fourth period (Week 9). ● Teach at least two periods on a regular basis or as a co-teacher with the Mentor Teacher ● Design a bulletin board or student work display.

	<ul style="list-style-type: none"> • Meet with your Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. • Add more assessment measures. • Prepare a unit including all lesson plans and necessary activities/culminating project. • Add another portion of the different subject area into the curriculum. • Prepare to possibly take on the responsibility for a fifth period. • Incorporate one of the six co-teaching models (See Appendix J).
Weeks 10-11	<ul style="list-style-type: none"> • Continue all of the above. • Take over the responsibility for a fifth period if you and your Mentor Teacher and University Supervisor all agree (Week 10). • Become familiar with specific student learning levels and incorporate adaptations on a consistent basis when necessary. • Meet with your Mentor Teacher after each lesson taught to discuss strengths and needs for improvement. • Incorporate one of the six co-teaching models (See Appendix J).
Weeks 12-14	<ul style="list-style-type: none"> • Continue all of the above. • Continue full responsibility for teaching four to five periods of classroom instruction. This is the time when you implement what you have learned throughout your formal coursework and field experiences. After having apprenticed with a Mentor Teacher for approximately 12-14 weeks, you are ready to apply this knowledge and practice within an autonomous environment. • Incorporate one of the six co-teaching models (See Appendix J).
Weeks 15-16	<ul style="list-style-type: none"> • You will be responsible for demonstrating to your University Supervisor a two-week solo period at the end of the semester. You will continue to plan and assume responsibilities for the whole four to five periods during the last two weeks of placement days. • Some of your solo lessons can be co-planned with your Mentor Teacher, but the majority should represent your own planning, teaching, and assessment. • This might be a good time to work with other Teacher Candidates at your grade/subject level to co-plan (from any school) and co-teach (if you're at the same school site). • The goal is to experience the classroom from a leadership perspective – not to sink or swim. • You may arrange with your Mentor Teacher times when they will assist you or lead a small group, and times when they will observe and give you feedback.

Appendix D: Evidence of Completion of Mentor Teacher Training

University Supervisors are responsible for monitoring and ensuring that Mentor Teachers have completed the following:

Mentor Teacher:		
District:		
School:		
Grade/Subject:		
Task	Completion Date(s)	Comments
1. Review the Mentor Teacher Handbook with the University Supervisor		
2. Review the Student Teacher Handbook with the Teacher Candidate		
3. View/discuss the Co-Teaching videos with the Teacher Candidate		
4. Review the Observation Reports with the University Supervisor		
5. Review the Completed Mid-Term Evaluation form with the University Supervisor		
6. Review the Completed Final Evaluation form with the University Supervisor		
7. Complete the Transition to Induction Plan with the Teacher Candidate and University Supervisor		
University Supervisor:		Date:
Mentor Teacher Signature:		

Appendix E: Sample Letter to Parents/Guardians

Dear Parents/Guardians:

Beginning on _____, 20____, a Teacher Candidate from California State University, Los Angeles will begin their student teaching experience with our class. I look forward to having _____ with us. I have talked with my students at length about their time in our class and how we will treat _____ as a guest but also as an extension of me as a teacher.

The Teacher Candidate will play a valuable role in our classroom, observing, collaborating, and teaching with me throughout the semester. I will be present at all times to ensure your child's learning as well as to mentor the Teacher Candidate as they progress. There will be many advantages of having _____ in our classroom community. They will not only provide me with an additional teacher to enhance instruction, they will also bring new ideas to our class and provide me with an opportunity to co-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. Further, there will be more times that we can work in small groups and develop areas of need with our students.

Please feel free to introduce yourself and get to know _____. I hope you are as enthused as I am about having _____ with us this semester.

If you have any questions, feel free to contact me.

Sincerely,

Appendix F: Directed Teaching Assessment

After teaching each lesson, the Teacher Candidate and Mentor Teacher will want to consider the effectiveness of the instruction. The following questions are useful for reflection and self-evaluation:

Lesson Organization

- What was the objective?
- Was it clear and appropriate? (differentiated)
- Did the students have the necessary prior knowledge to reach the objective?
- Was the objective achieved? Closure?
- Did the teacher “set” the students up for the lesson’s objective?
- Did the teacher connect the objective to the previously learned skills and/or strategies?
- 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 engaged in the lesson?
- Were students motivated before and during the 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 the seating arrangements conducive to sharing and collaboration?

Reflection

- Was transfer of learning built into the lesson?
- 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 Cultural and Linguistic 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 G: Self-Evaluation for Mentor Teachers

The following questions are designed to promote self-evaluation for the Mentor Teacher. We think it is important to ask yourself these questions during the first week of the Teacher Candidate's placement with you, and again midway through the semester. It will also serve as a tool when conferring with your Teacher Candidate as you model reflection of your own practice for the Teacher Candidate.

- Have I done what I can to see that students will accept my Teacher Candidate favorably?
 - Did I let them know in advance of their arrival?
 - Did I explain the Teacher Candidate's role?
 - Did I act pleased to have a Teacher Candidate?
 - Did I let them introduce themselves to the students?
- Have I become acquainted with the student?
 - Did I use the information provided by the University?
 - Did we discuss their personal and academic background?
 - Did I encourage them to express their ambitions, concerns, and expectations?
 - Have I provided a model for teaching lessons and helped the Teacher Candidate identify the following?
 - Classroom management and restorative practices
 - Lesson objectives and assessment(s) to assess student learning and evaluate instructional effectiveness
 - Lesson activities to support student application and transference as learners
 - Curriculum materials and resources
 - Engagement and active participation techniques
 - Hands-on activities and materials
 - Instructional equipment/technology
- Have I provided opportunities for the Teacher Candidate to work on the classroom environment, such as room arrangement, bulletin boards, student work displays, etc.?
- Have I oriented the Teacher Candidate to the A.V. equipment, technology, copy machines, etc.?
- Have I modeled and encouraged a variety of instructional methods in my lessons, including methods of inquiry, demonstration, guided practice, etc.?
- Have I modeled and discussed a variety of ways to evaluate student progress so as to maximize instructional time and student progress?
- Have I briefed the Teacher Candidate on school procedures for...?
 - Fire, earthquake drills
 - Playground, school rules
 - Reporting of child injury or illness
 - Releasing students during school hours
 - Checking the weekly bulletin
 - Ordering supplies
 - Using the library, library books, and instructional materials
 - Selecting/listing district approved booklists/support materials
 - Using support services (i.e., nurse, counselor specialists, coaches)
 - Cumulative records and tests
 - Attending and participating in family nights and after school workshops

- Briefed the Teacher Candidate on classroom procedures for instruction, including:
 - Differentiated Instruction
 - Types of instructional materials such as manipulatives and teacher guides
 - Roles of paid aides and parent/guardian/family or community volunteers
 - Recording student progress
 - Relating teaching to TPEs and content standards
- Have I assisted the Teacher Candidate 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 Teacher Candidate and making appropriate suggestions
 - Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning
- Have I developed a positive relationship with the Teacher Candidate?

Appendix H: Overview of edTPA

California has required a performance assessment for all preliminary teaching credential candidates since 2008. The edTPA requires that Teacher Candidates have opportunities to work with a wide range of students, including English learners and students with identified special needs, in TK-12 classrooms and to document these interactions through annotated video, samples of student work, and reflective writing.

It is critical that schools and districts work collaboratively and effectively with teacher preparation programs to assure candidates have access to appropriate information about the students with whom they are working to support candidates' effective lesson planning and instruction and to allow candidates to video their instructional performance, in accordance with district and county office policies and procedures.

Evidence of Effective Practice

The edTPA process encourages feedback and self-reflection to promote professional growth and preparation for classroom instruction. Teacher Candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula. In preparing for edTPA, candidates will document their classroom work by submitting a portfolio that includes:

- lesson plans,
- student assignments,
- assessments,
- unedited video clips of the candidate teaching, and
- commentaries on student learning and how the candidate adjusted instruction to meet student needs.

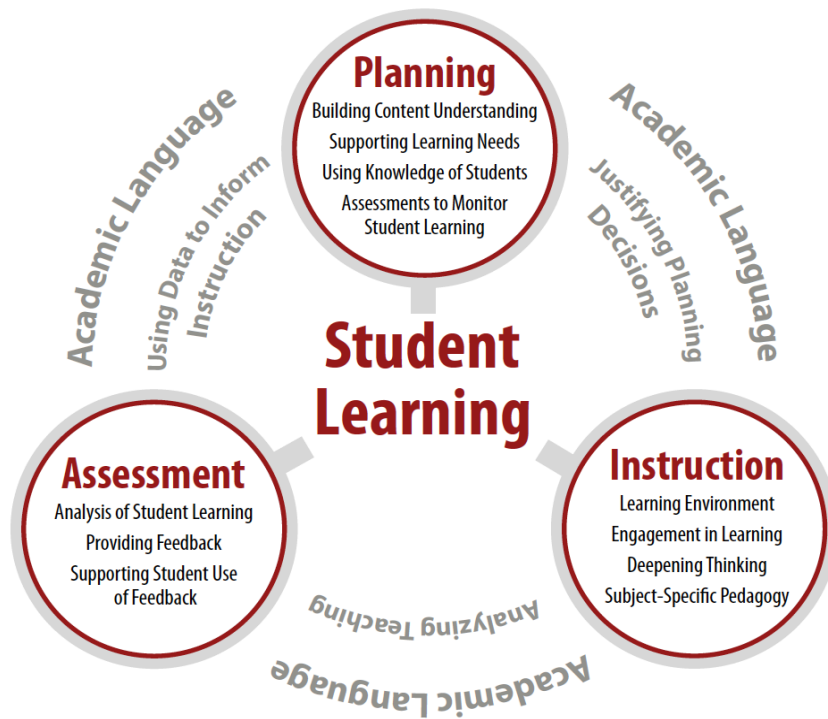
Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher Candidates submit authentic artifacts and commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.
2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning tasks. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject-matter understandings.
3. **Assessing Student Learning** includes classroom-based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse

students' learning strengths and needs, and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.



What You Can Expect & How You Can Support

As a Mentor Teacher, your role will be the same as always—offering support for excellent teaching. Teacher Candidates going through edTPA, however, may:

- need your input about the **context and background of the students in your classroom** early in the process so they can learn to plan instruction based on specific student strengths and needs.
- want to **spend more time reflecting on their instruction and lessons** in preparation for the written commentaries they must submit.
- **be new to video recording.** They are expected to follow the school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include their names; the names of the mentor teacher, school, district; or the last names of students.

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

For more information and support, visit:

<https://sites.google.com/uci.edu/uci-mentors/edtpa-overview-module>

Appendix I: When a Teacher Candidate Is Not Meeting Performance Standards

Being able to **monitor** and **assess** the performance of the Teacher Candidate guides the type of **advisement** and **assistance** that may be needed to support success, and in some instances, to make recommendations that a candidate is not meeting the Teaching Performance Expectations (TPEs).

While each Teacher Candidate is unique, there are some standard “performance failures” that raise cause for concern and should be discussed with both the Teacher Candidate and the University Supervisor.

These include:

- Tries to teach with incomplete or nonexistent lesson plans.
- Does not implement the suggestions of the Mentor Teacher or University Supervisor.
- Has a negative attitude toward teaching, students, teachers, etc.
- Is defensive when receiving constructive criticism.
- Does not try to vary or differentiate strategies.
- Makes excuses about poor performance or complains about the workload, students, 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 Mentor Teacher or University Supervisor.
- Is sarcastic to students or adults.
- Is late or frequently absent.
- Shows little awareness of classroom outlines or procedures.
- Demonstrates inflexibility in attitudes and practice.

Any issues above should be addressed directly with the Teacher Candidate in a timely manner and also shared with the University Supervisor so that a plan for improvement can be developed.

If a candidate is not on track for meeting the performance expectations, the University Supervisor will work closely to ensure that appropriate steps are followed.

Appendix J: Co-Teaching Models

Co-Teaching is an approach used in the COE's teacher education programs to strengthen the clinical experience for Teacher Candidates, Mentor Teachers, and their students.

Co-Teaching allows Mentor Teachers and Teacher Candidates to collaborate at high levels to positively impact student achievement. Through this classroom collaboration, both teachers are involved in planning, organization, teaching, and assessment in the classroom.

Co-Teaching is defined as two teachers (Mentor Teacher and Teacher Candidate) working together with groups of students – sharing the planning, organization, teaching, and assessment, as well as the physical space. **Both teachers are actively involved and engaged in all aspects of instruction.**

Why Co-Teach?

- ✓ Greater student participation and engagement
- ✓ Increase instructional options for all students
- ✓ Enhanced collaboration skills
- ✓ Building better relationships
- ✓ Communication/Collaboration
- ✓ Share through Co-Planning/Co-Teaching/Co-Assessing
- ✓ Active vs. Passive teaching
- ✓ Use expertise of Mentor Teacher
- ✓ Best way to meet students' needs

Six Co-Teaching Models

These six models used in co-teaching are non-hierarchical and can be used in any order or combined to best meet the needs of the students. Click here to view a [Co-Teaching Overview video \(1:57\)](#).

1. One Teach, One Assist

- One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
- Often lending a voice to students or groups who would hesitate to participate or add comments.
- [See it in Action \(2:46\)](#)

2. One Teach, One Observe

- One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.
- Key to this strategy: Focus the observation. Have specific behaviors you are observing.
- [See it in Action \(2:55\)](#)

3. Station Teaching

- The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
- Typically, the students who are not in their stations are working independently at other stations.
- [See it in Action \(2:48\)](#)

4. Parallel Teaching

- In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.

- [See it in Action \(3:01\)](#)

5. Alternative (Differentiated) Teaching

- Alternative (differentiated) teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
- [See it in Action \(3:06\)](#)

6. Team Teaching

- Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority.
- Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
- [See it in Action \(3:09\)](#)

Key Elements

- One-two Teacher Candidates per classroom
- Co-teaching integrated into teacher preparation curriculum
- Clearly defined expectations, including solo teaching time
- Support for Mentor Teachers and Teacher Candidates
- Designated planning time for co-teaching each week
- Designated reflection time for co-teaching each week

Getting Started

- **Create an Environment for Co-Teaching**
 - Co-Teaching is not simply dividing the tasks and responsibilities between two people.
 - Co-Teaching is an attitude of sharing the classroom and the students
 - Co-Teachers must always be thinking... ***We're Both Teaching!***
- **Plan**
 - During Co-Planning, the Teacher Candidate and Mentor Teacher will decide:
 - What content to teach and in what order
 - What co-teaching strategies to use for instruction
 - Who will lead different parts of the lesson
 - What materials and resources will be needed
- **Teach**
 - During Co-Teaching, the Teacher Candidate and Mentor Teacher will:
 - Share leadership of the classroom
 - Have the opportunity to work with all students
 - Use a variety of co-teaching approaches that best meet the needs of the students
 - Be seen as equal partners
 - Create and maintain classroom community
 - Make changes as needed during instruction

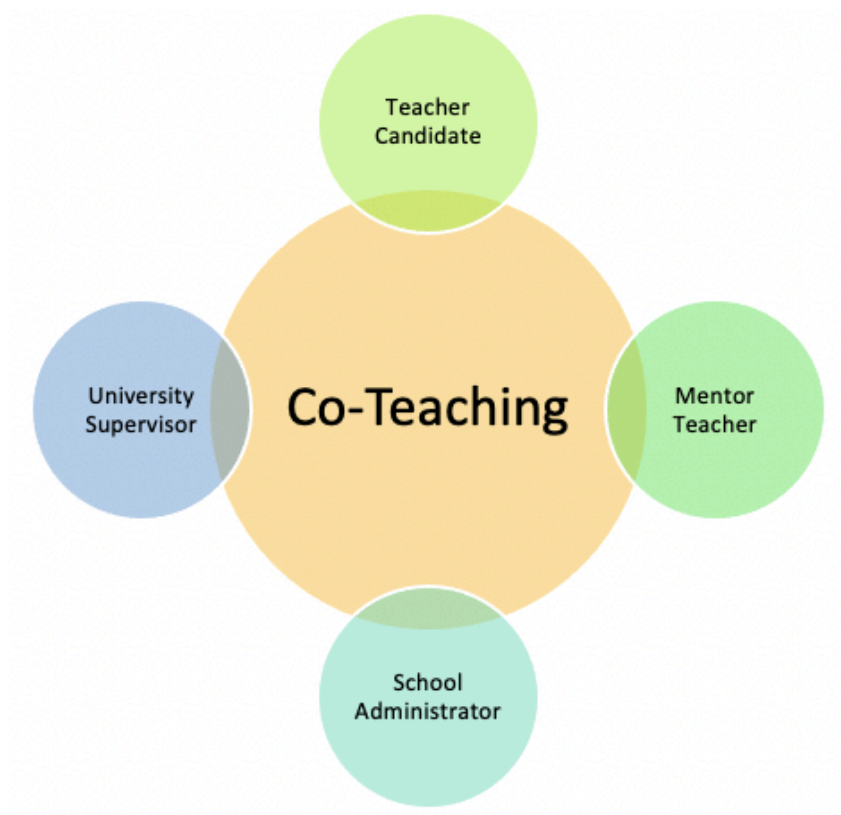
- **Assess**

- For Co-Assessing, the Teacher Candidate and Mentor Teacher will:
- Both participate in the informal and formal assessment of the students
- Share the workload of grading
- Provide formative and summative assessment of students
- Provide feedback to the students
- Use assessment results for future planning and instruction

- **Lead**

- The Teacher Candidate and Mentor Teacher will:
- Contribute ideas from the beginning of the clinical experience
- Engage with students as learners from the first day of the clinical experience
- Be expected to take on leadership in all areas of co-teaching (planning, instruction, and assessment)
- Demonstrate competencies as a teacher
- Accept opportunities to teach alone and co-teach

Co-Teaching Support





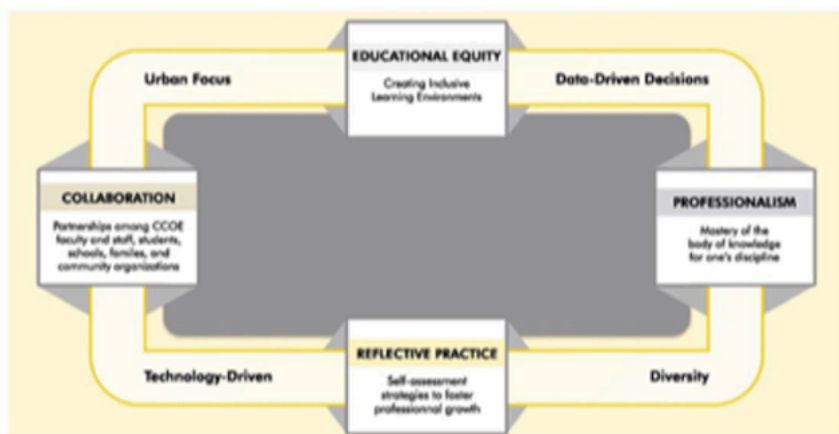
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.