



COE DIRECTED TEACHING HANDBOOK FOR Teacher Candidates



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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 Teacher Candidates

Welcome to Directed Teaching! Your next 16 weeks begins the final phase in your development as a preliminary professional educator, marking a change from observation and participation in schools as a Teacher Candidate to that of being a credentialed teacher.

As a Teacher Candidate (student teacher, intern, or resident), you are 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 A](#) for a *Sample Multiple Subject Timeline* and [Appendix B](#) for a *Sample Single Subject Timeline* of these activities.

You are obligated to be present during the Mentor Teacher's *contract hours*, though their professional obligation to planning, grading, conferencing, and collaborating will require you to arrive 30-45 minutes before school and/or stay 30-45 minutes after school, Monday through Friday. There are no required weekend hours, 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 your assignment.

Please keep in mind, you will carry additional responsibilities to the university this semester, including but not limited to your weekly seminar course, Professional Teaching Portfolio, edTPA, RICA, and more. Use the suggested timeline (see [Appendix A](#) for *Multiple Subject* and [Appendix B](#) for *Single Subject*) in this handbook to help plan time accordingly so you are not overwhelmed at the onset but can use your time efficiently and meaningfully to plan, assess, conference, and collaborate 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 your 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 that you become attuned to the demands and expectations placed on teachers as you move to your new role. Our partnership schools expect a high degree of professional conduct beginning on the first day in the field. The following are some basic ideas that will help as you navigate your way through this experience, especially in the first couple of weeks, as you will most likely follow the lead of your Mentor Teacher, ultimately, if applicable.

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

You will find a Directed Teaching Guidelines Cheat Sheet (see [Appendix C](#)) to answer basic questions that the FAQs might miss. It is a simpler version of the details described throughout this document and meant to be used during your Directed Teaching experience of your program.

Code of Conduct

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

Professional Development

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

- Maintain a useful note-taking/note-making system that you can rely on as you begin to understand the structure and routine of your Mentor Teacher's class.
- When possible, find appropriate opportunities to participate in the work of the class, through working with individual students or small groups. Consult with your Mentor Teacher and University Supervisor to determine what is appropriate, especially at the beginning of your placement.
- Maintain a reflective journal that documents your participation with students, any questions you might have for your University Supervisor, and any accomplishments you've made or difficulties you might need assistance with.
- To the extent possible participate in staff meetings, professional development activities, and other educational functions, but be on time to your seminar class (EDEL 4881 or EDSE 4463 and/or other applicable courses).
- Take advantage of and create opportunities to know the community your school serves.

- Introduce yourself to parents/guardians as they come to the class and/or through a newsletter during the first week of your Directed Teaching.
- Let your Mentor Teacher know about your requirements for your seminar, including the videotaping of yourself teaching, collection of student data, and other key assignments.

FAQs

As a Teacher Candidate, you are a guest at your assigned school site and must always act as a professional, which includes ensuring professional attendance, disposition, and preparation. If you are the Teacher of Record (Intern) at your school site during Directed Teaching, you must simultaneously follow the requirements of your school and our program.

The following provides a truncated version of our formal policies for many FAQs we often receive. You are required to locate and read the full version of the [Frequently Asked Questions](#) online. Should you have any additional questions, contact your University Supervisor first, and then, if necessary, contact the [Office for Student Services](#) (OSS).

What do I do once I get my placement?

We recommend you visit your assigned school site in advance. However, do not visit your Mentor Teacher unannounced or interrupt their teaching. This may only include driving by the school at the beginning of the school day so you can plan your commute, parking, and time needed to get into the school and to your classroom in a timely manner.

You should find the best travel routes and determine where you can park before the first day of Directed Teaching.

You can introduce yourself to your Mentor Teacher, receive any materials to help you prepare, and observe the classroom if you have time. Do not plan this until you set up a formal meeting with your Mentor Teacher before your visit. This is not guaranteed depending on your Mentor Teacher's schedule but recommended so you are prepared for the first day of your assignment. Do keep in mind that the Mentor Teacher has a busy teaching schedule and should never be interrupted while teaching or without notice.

Please make sure your Mentor Teacher has a copy of the [Mentor Teacher Handbook](#) and the [Frequently Asked Questions](#) online.

When should I start my assignment?

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

What is the attendance policy?

These attendance policies apply to both Teacher Candidates working in a Mentor Teacher's classroom and Teacher Candidates that are teachers of record in their own classrooms (i.e., Interns). Directed Teaching is scheduled for the full 16-week semester (including finals week).

- **Daily Schedules**
 - You are responsible for being present at your assigned school site each and every day of Directed Teaching following the required contract hours of your Mentor Teacher at your assigned school site.
- **Absentee and Tardy Policies**
 - You may only miss three days during the entire semester (this includes teachers of record as well). Missing more than three days will most likely result in a failure of Directed Teaching. More than three late arrivals or early leavings may also lead to the failure of Directed Teaching.
- **Sign-in Policies**
 - For students working with one or more Mentor Teacher: Follow the school's required sign-in procedures for visitors.
 - For students who are Teachers of Record (Intern) in their own classrooms: You are expected to follow school sign-in policies. We reserve the right to see your sign-in sheet should we suspect you of missing more than the allowed three days.
- **Unusual Schedules**
 - You must also be present at the school site during standardized testing, final exams, and other days that result in different schedules. You will benefit from learning how to administer standardized tests and exams and can use any additional non-instructional time for long-term planning, tutoring, and other school site activities.

Whom do I notify if I need to miss a day of Directed Teaching, and what are my responsibilities for a missed day?

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

If you have an emergency the night before or morning of a school day, you must personally notify your Mentor Teacher, and, if you are responsible for teaching that day, be sure to email your lesson plan to the teacher in a timely manner.

Once you are teaching full time during your Solo Experience, you are as responsible for lesson planning as any regular teacher. It is unprofessional to leave your Mentor Teacher without a viable lesson plan.

If my Mentor Teacher is absent, must I go to school?

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

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

Do I have to attend school site professional development meetings on/for...?

- **Early release days or late start days**
 - YES. Many schools release students early one day a week or start late so that teachers can attend professional development or staff meetings. You must attend those meetings, as they are part of the regular, contractual school day. Ask your Mentor Teacher to arrange permission for you to attend these meetings.
- **Pupil-free days**
 - YES. Often, teachers get pupil-free days to meet for professional development or for conferences with parents/guardians. You must also attend those days as they fall into the regular school calendar.
- **After school meetings**
 - IDEALLY. Occasionally, schools have after-school professional development or teacher meetings. If that event interferes with your Cal State LA seminar or work schedule, you do not have to attend these school-based meetings that are not part of your Mentor Teacher's contracted schedule. But you should try at least once during Directed Teaching to attend after school events.
- **For Teachers of Record (Interns) working in their own classrooms:**
 - Yes, to all three with one possible exception:
 - Of course, you must attend early release or late start and pupil-free days. However, occasionally, after school meetings may interfere with your Directed Teaching seminar. You should immediately let your school site administrator know of the conflict as our Directed Teacher seminar professors have attendance requirements they will not and cannot waive for Teachers of Record. School site administrators are supposed to support your completion of your credential. Show them your syllabus, if necessary.

What is my required daily teaching schedule?

You are responsible for being at your assigned school site all day long throughout your assignment. It is not up to you to decide or negotiate your schedules with your Mentor Teacher(s) or school site.

You and your Mentor Teacher will negotiate an instructional schedule. You are responsible for giving your Mentor Teacher a copy of the Mentor Teacher Handbook the first day of Directed Teaching or for referring them to the link on the [Office for Student Services](#) website. Many have not worked with Cal State LA students in the past, so this handbook will help them understand our expectations.

Typically, students observe the first week and begin to pick up a class period or content area each week. See the timelines in [Appendix A](#) and [Appendix B](#) of this handbook to help plan accordingly.

Must I lesson plan every day?

- For Traditional Student Teachers working with one or more Mentor Teachers:
YES, in fact, you are not allowed to teach any lesson or part of a lesson without a lesson plan. Your Mentor Teacher may or may not ask for one and may or may not use one him or herself. Regardless, you must plan. You should ask if your Mentor Teacher has a preference. If not, use a lesson plan format you learned within your credential program. If you do not know how to design an appropriate lesson plan, let your University Supervisor or Seminar instructor know immediately.
- For Teachers of Record (Interns) working in their own classrooms:
Even if no one at your school site asks to see your lessons, we expect you to plan each and every day. You may follow the lesson plan standard of your school site but there should be enough details that an observer/evaluator can understand each and every step of your instructional plan for the lesson.

Who evaluates me?

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	

For all Teacher Candidates:

Your University Supervisor will observe/evaluate you at least six times. If you have not heard from your supervisor by the end of your second week of Directed Teaching, contact the Office for Student Services.

For traditional Teacher Candidates working with one or more Mentor Teacher:

You have at least two evaluators: your Mentor Teacher and your University Supervisor. Each Mentor Teacher must complete a formal evaluation.

For Teachers of Record (Interns) working in their own classrooms:

You have two evaluators: your Site Supervisor (Administrator: Principal or Assistant Principal) and University Supervisor.

What if I am concerned with my placement?

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

We know that in rare occurrences matches between Teacher Candidate and Mentor Teacher are a challenge. Do not wait, as we will not make changes ever after the first two weeks of the semester. If you have concerns with your placement within the first two weeks of your placement, discuss the issues with your University Field Supervisor. Do not discuss any issues with anyone at your school site. Remember, that we cannot guarantee a new placement during the same semester. We also do not change sites should you receive an unsatisfactory Mid-Term Evaluation.

How should I dress? Is there a standard Cal State LA dress code?

While Cal State LA does not have a formal dress code, we do require our Teacher Candidates to dress professionally and make a positive impression. You should follow the dress code for your school site. However, avoid being too relaxed in your dress should that be the trend at your school site.

How will I know if I did not pass Directed Teaching?

You will know by the end of the semester if you did not pass Directed Teaching. You must receive passing evaluations from both your Mentor Teacher and University Supervisor with no "Inconsistent" anywhere on either evaluation. If you receive a failing Mid-Term Evaluation by week seven or eight of the semester, that does not mean you will automatically fail, but it does mean that without significant changes, you may very well not pass.

The State of California allows a maximum of three attempts at Directed Teaching. A successful semester is defined as a full semester of Directed Teaching and evidence of attainment of all Directed Teaching competencies. Placements that are terminated at any time during the semester because of a student's

unacceptable teaching, management, behavior, or professionalism are considered one failed attempt. Should this termination occur, the Office for Student Services would provide you with further policy details.

What do I do once I complete Directed Teaching?

The credential evaluation process includes the following:

- a. During the Teacher Candidate's last semester, usually by week 5-7 of Directed Teaching, the Teacher Candidate will submit an application for credential evaluation, which can be found at www.calstatela.edu/edcredential. It is recommended the Teacher Candidate turn in the application sooner rather than later because applications are evaluated in the order received.
- b. After submitting the application, the credential analysts in the Office for Student Services will review the Teacher Candidate's file and determine if all requirements have been completed. At this time, if there are any deficiencies a letter will be sent to the student. Common deficiencies are things like RICA test scores, edTPA scores, and CPR certification.
- c. As soon as grades post for that semester, the analysts will go back to each application (again, in the order received) and check the grades for the outstanding coursework.
- d. If all the requirements have been met at that time, the analysts will electronically recommend the Teacher Candidate for the credential to the Commission for Teacher Credentialing.
- e. The Commission then emails the Teacher Candidate at the email address they listed on the application. The Commission email will invite the Teacher Candidate to log on to the Commission's webpage, pay a fee, and answer several questions. After that time, the Commission will do a final criminal and FBI background check before issuing the credential.

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

Orientation to Directed Teaching

As mentioned in the FAQs, as a Teacher Candidate you fall under the contractual obligations of your Mentor Teacher. This means you should be privy to the requirements of the Mentor Teacher by learning about and discussing the following topics and/or reviewing the school/district handbook.

Your Mentor Teacher might have other topics they will want to discuss with you as the semester goes, but when there is downtime such as recess, lunch, or planning/prep time, consider the following for discussion:

Orientation to the School

- Review and/or discuss pertinent information about the school and community.
- Familiarize yourself with the school campus. If possible, tour the campus with your Mentor Teacher and Instructional Aid from your class.

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

Orientation to the Class

- If your Mentor Teacher does not do so, introduce yourself to the students. Give a sincere welcome and indicate confidence. You may even want to ask your Mentor Teacher if on the second day you can bring in a bag of items from home that reflect who you are. This is a good way to get the children to connect to you on a basic level and know that you want to be there and get to know them.
- Familiarize yourself with management techniques used in the classroom. Keep notes throughout the first couple of weeks as you learn the daily routine and discipline plan.
- Learn the names of the students. (Perhaps try nametags for yourself and/or name cards for the students for a few days.)
- Create a seating chart for your class/es to not only learn names more quickly but be able to call on individuals rather than "the girl in blue at table one".

- Discuss your philosophy and beliefs about teaching with your Mentor Teacher so they are aware of your style and techniques you might like to try out during your 16 weeks.
- Learn the classroom schedules, routines, and grading procedures.
- Discuss the expectations your Mentor Teacher has for you.
- Plan with the Mentor Teacher for your gradual assumption of teaching responsibilities.
- Discuss your Mentor Teacher's practice of both daily and long-term planning. Familiarize yourself with your Mentor Teacher's method of lesson planning. Ask about clarification of the curriculum organization of the district, school, class and subject if you are unclear.
- Exercise caution with the statements you make as you learn about the students, their backgrounds, and community characteristics. Also, ask for information about the students in the class, including:
 - levels of functioning
 - exceptional conditions and their educational implications
 - location and content of students' records (ask for access to "CUM" folders, as appropriate)
 - methods of grouping for instruction
 - Student's IEP goals and objectives and student's disabilities
 - Fulfillment of A-G requirements if in a high school
 - Exit Exam pass rates if in a high school
- Ask to assume responsibility for routine class duties as soon as possible. This will aid in your becoming a contributing member of the teaching team.

Being Supervised as a Teacher Candidate

The Mentor Teacher will provide you with insightful, consistent, and supportive feedback and supervision. In addition to general observation and feedback regarding your professional dispositions, the Mentor Teacher will consistently use clinical supervision techniques that involve co-teaching, observing, providing feedback, and engaging in collaborative conferences and reflective discussions to support and enhance your growth as a beginning teacher (see [Appendix F](#) for questions to support your self-reflections)

To facilitate this process, Mentor Teachers may wish to keep notes/records of your performance. You might also record notes to yourself alongside theirs to refer to as you set goals, reflect, and progress.

Suggestions for Developing Rapport

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

- During the first week, discuss with your Mentor Teacher his/her expectations of you and how they may want to organize a consistent means of communication (i.e., double entry journal, daily conferencing at the end of the day, weekly conferencing on Friday). Ask about the frequency of pre-conferences, observations and feedback conferences. This is a good time to make sure you understand his/her expectations of you from the beginning. Unclear expectations lead to frustrations on the part of the Mentor Teacher and the Teacher Candidate.
- Show respect for the Mentor Teacher and their ideas. Do not make suggestions and/or correct the Mentor Teacher in front of the class or any place within the hearing of students, and even then, ask for clarification rather than point out the Mentor Teacher's error. In respecting each other professionally, conversations can be more meaningful and productive.

- Remember to ask if you can visit other classrooms and/or grade levels during downtime so that you can be exposed to a variety of different teaching techniques.
- Engage in constructive conversations based on observations and be open to suggestions and recommendations.

Suggested Topics for Conferencing with your Mentor Teacher

University Supervisors will observe you a minimum of six times to sufficiently assess your performance to monitor and support your progress towards meeting credential requirements. Conferences help ensure this support. Conference topics will depend upon your needs and the classroom situation.

In addition, you should conference with your Mentor Teacher consistently in order to receive timely feedback, support, and assistance in relation to your ongoing progress and final evaluation (TPEs). The following are typical conference topics and may be discussed with your Mentor Teacher at some point during your 16 weeks:

- 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).

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

Additional key topics for discussion might include the following:

- Cumulative files, IEP and SST paperwork, etc.
- General day-to-day record keeping
- Lesson planning formats
- Thematic, inter-curricular unit planning
- Multi-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

Being Evaluated as a Teacher Candidate

Your Mentor Teacher will be responsible for giving you timely, ongoing feedback and formally evaluating you at the mid-term and in the final week. The university will provide information about accessing the required forms. These evaluations are based on concrete observations and conferencing you have had with your Mentor Teacher over time. Most likely, your Mentor Teacher will refer to prior conference notes and reflections when completing the Mid-Term and Final Evaluations, so make sure any kind of double-entry journal or notes they have written to you about your performance are made available to them. Using this as a tool throughout the semester will help you know about your strengths and areas for improvement and will help your Mentor Teacher as they prepare your Mid-Term and Final Evaluation documents.

The University Supervisor is responsible for formally observing Teacher Candidates a minimum of 6 times throughout the semester and providing timely feedback on progress towards mastery of the teaching performance expectations (TPEs) following those visits. Your University Supervisor will work out a schedule with you, as you are entitled to know in advance of the day, date, and time you will be formally observed by them. Upon these visits, you will need to provide a copy of the formal lesson plan you will be observed teaching for that subject/period including any worksheets and/or homework assignments, your general

lesson plans, your written reflections from your Seminar course, and a camera if you would like pictures taken of you teaching, to include in your portfolio.

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

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 by their University Supervisor a total of 6 times throughout the semester, one of those being during the Solo Experience during Week 15 or 16. The University Supervisor will provide written feedback 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 areas for improvement for subsequent observations and the TPEs the University Supervisor will focus on during 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 formal observations may 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	

Observation of the Teacher Candidate by the Mentor Teacher

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

The following questions may be used to structure your observations and record them in a daily journal:

1. What class routines and procedures do you notice in the classroom?
2. What techniques are used to engage students in each part of the lesson/instructional block?
3. What provisions are made for individual differences?
4. What classroom management techniques are employed that might be helpful to you?
5. What instructional practices and methods are used to cultivate a classroom environment that enhances students' learning?
6. What activities are used to promote students' creativity and higher-level thinking?
7. What might you do to help students who struggle?

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

Observation of the Teacher Candidate by the University Supervisor

As mentioned above, the University Supervisor is responsible for formally observing Teacher Candidates at least 6 times throughout the semester, which includes one time during the Solo Experience. They will only visit you and your Mentor Teacher's classroom with an appointment to do so. Don't forget to provide a copy of the formal lesson plan you will be observed teaching for that subject/period including any worksheets and/or homework assignments, your general lesson plan book or binder, your reflective journal/written reflections from your Seminar course, and a camera if you would like pictures taken of you teaching, to include in your portfolio.

Your University Supervisor will watch you teach an entire period for the lesson plan you provide, though they might choose to arrive a bit early to watch the transition from one period/subject to the next. They will observe, take notes, and then meet with you afterward. At this time, you and your University Supervisor will collaboratively debrief the observation – including what's working/strengths, challenges or concerns, and next steps for improvement – and you will receive feedback on your progress toward mastery of the Teaching Performance Expectations (TPEs). Take notes as needed.

Keep in mind, this is constructive feedback and should be considered when planning for your next formal observation. Your University Supervisor will look to see that you have implemented suggestions whenever possible. For example, if they say your students would benefit from you circulating during the group work

portion of your lesson so students can ask you questions and get clarification, then you will want to remember to try this out between visits and then include it in your next observation, if appropriate.

During these post-observation conferences, be sure to ask questions about how you can improve and grow your practice. You might also ask for specific benchmark goals that your University Supervisor would like to look for in the next visit. Try to get these in writing on your evaluation form so you have them available as you plan. Also, make sure to confirm the next formal observation date and time so you are both fully aware. This helps avoid any scheduling confusion for the two of you as well as the Mentor Teacher.

Evaluation Forms and Rubrics

Your University Supervisor will make these available to you and your Mentor Teacher at the start of Directed Teaching. They will also be available on Canvas or through the Office for Student Services.

Increasing the Teacher Candidate's Responsibility

The level of responsibility for teaching should increase as the Mentor Teacher feels that you are ready, and by the end of the semester you need to have assumed full responsibility for a minimum of two weeks. It's helpful if you sit with your Mentor Teacher and make a draft of a timeline for increasing your responsibility based on what we expect you to accomplish. Use the Mid-term and Final Evaluation form to guide the two of you as you make up this timeline.

See the sample timeline ([Appendix A](#) for *Multiple Subject* and [Appendix B](#) for *Single Subject*) for a recommended sequence of how to increase the level of responsibility that Teacher Candidates may assume. Keep in mind that depending on your prior experiences in schools and classrooms, this timeline may need to be adjusted to support your 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 you to be in charge, take appropriate risks, and experience the reality (and thrill) of having it all come together.

Professional Obligations to Discuss with Your Mentor Teacher

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

Strike Policy for Teacher Candidates

- Traditional Student Teachers: In the unlikely event of a strike, 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.

Please review this with your Mentor Teacher in order to avoid any potential complications due to misinformation.

Reporting Child Abuse

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

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 be out for personal use during instructional time. 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 you abuse any of these occurrences, your Mentor Teacher has been instructed to notify your supervisor immediately.

California Teaching Performance Expectations (TPEs) & edTPA

Teaching Performance Expectations (**TPEs**) describe the knowledge and abilities required of beginning California teachers (see [Appendix D](#)). 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 you and your Mentor Teacher consistently refer to the TPEs throughout the semester as you design lessons and work with students, parents/guardians, peers, and administrators. It is important that you have opportunities to cultivate these skills, as they are necessary for your development and evaluation for Directed Teaching completion.

During your Directed Teaching experience, you will also complete your **edTPA** Portfolio. The edTPA coordinator will review the edTPA tasks and coursework materials for EDCI 4560 with your University Supervisor so they can better support you throughout Directed Teaching. See [Appendix E](#) for an overview of the edTPA, what you can expect, and how your Mentor Teacher can support you within the edTPA process.

Legal Aspects of Supervising a Non-Credentialed Teacher Candidate

In a traditional student teaching situation, your mentor teacher is legally responsible for what happens in the classroom. They cannot leave you alone when they are absent and must reserve a substitute teacher to be present. Thus, your Mentor Teacher has been instructed to work closely with you on the following:

Curriculum

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

Grades

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

Parent/Guardian Conferences (Including IEP and SST meetings)

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

Assistance Plan

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

Removal of a Candidate

A school site administrator has the right at any time to terminate your assignment. However, in the event that you do not fulfill your obligations to the students and to the Mentor Teacher, or if for any reason, the

assignment needs to be terminated, a discussion is required with your University Supervisor to help determine the next steps (i.e., another semester of Directed Teaching, reassignment).

Appendices

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

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

Weeks 1-3	• 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	• 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	• 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. • 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	● 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	● 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	● 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 B: Sample Timeline for Single Subject Teacher Candidates

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

Weeks 1-3	<u>Build respectful relationships with students</u> ● 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. <u>Implement organizational norms and routines for classroom discourse and work</u> ● 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. <u>Explain and model content, practices, and strategies</u> ● 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 G).
Weeks 4-6	● 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 G).
Weeks 7-9	• 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. • 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 G).
Weeks 10-11	• 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 G).
Weeks 12-14	• 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 G).
Weeks 15-16	• 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 C: Directed Teaching Guidelines Cheat Sheet

General Information

- Regard and handle this DT experience very seriously. Draw from your fieldwork, coursework, and professional experiences to demonstrate your best work in teaching and assessment.
- Your University Supervisor's visits during your instruction have two major purposes: to evaluate your Directed Teaching and to provide you with feedback. It is assumed you will incorporate feedback from both your Mentor Teacher and your University Supervisor to plan and teach successive lessons. Take advantage of the feedback you receive from both.
- Please give your Mentor Teacher a copy of the [Mentor Teacher Handbook](#) and [Frequently Asked Questions](#).

Working with your Mentor Teacher

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

Portfolio Opportunities

- About 1/3 to 1/2 of the material in your Professional Teaching Portfolio can come from Directed Teaching.
- Take pictures of the classroom and instructional materials you create and use. Collect and save student work and your lesson plans, unit plans, etc.

Requirements

1. Observed Lessons:

Review the Directed Teaching evaluation rubric with your Mentor Teacher, or school site supervisor if you are a 4890 intern, so you are both aware of how you are scored for evaluation purposes. Teacher Candidates MUST be formally observed by their University Supervisor a total of 6 times throughout the semester, one of those being during the Solo Experience. These observations can be completed in person or using video, 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</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 <i>*If needed: Additional Observation</i> Observation #6 – Solo Experience	Week 12-13 <i>Week 14 or 15</i> Week 15 or 16	<i>their Solo Experience MUST occur during Week 16 to offer additional time for growth toward mastery of the TPEs.</i>
Final Evaluation and Transition to Induction Plan	Week 16	

Each of the observed lesson plans need to be on one of the content subject areas: *Reading/Language Arts, Math, Science, and Social Studies*. You can decide in which order of subjects you want to teach for the observed lessons. You must provide a written lesson plan and any instructional materials/ artifacts on the day of observation. Plan with your Mentor Teacher, and if either of you have questions about the formal lessons to be observed by your University Supervisor, please email or call them prior to the scheduled observation date.

2. After Observed Lessons:

Demonstrate that you value opportunities for learning and growth over protecting your ego. After each observed lesson, self-reflect and discuss with your Mentor Teacher and University Supervisor in preparation for the next formal visit (see [Appendix F](#) for questions to support your self-reflections).

You need to listen to and respond constructively to suggestions for improvement. Incorporate into future lessons your own self-reflections and suggestions made by both your Mentor Teacher and University Supervisor. Make changes that reflect your openness to learn.

3. Long-term Planning:

You need to demonstrate that you can plan for both short-term lessons and long-term instruction. Make your lesson plans available for your University Supervisor at each scheduled formal observation. In your weekly lesson plan files, include the subject/topic, objectives/standards, materials/resources, and homework if applicable.

4. Communication:

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

Make it easy for them to write a glowing evaluation and reference letter about your performance. Find ways to become a better teacher each day – self-evaluate using the TPE rubric, collaborate with your Mentor Teacher, and focus on your learning as a beginning teacher – and it will be easy for them to say positive things about you.

Appendix D: 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 E: 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.

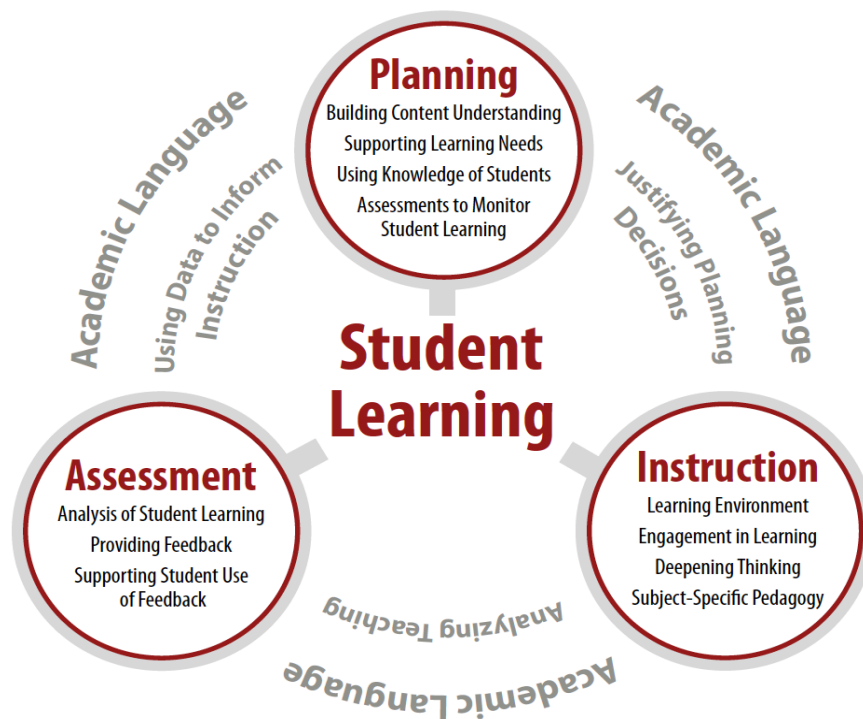
Critical Dimensions of Teaching

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.



How Your Mentor Teacher Might Support You

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

- need their Mentor Teacher's input about the **context and background of the students in the 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.

The image below outlines acceptable and unacceptable edTPA supports allowed by Mentor Teachers, referred to as Cooperating Teachers.

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

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: 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

1. 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!***

2. 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

3. 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

4. Assess

For Co-Assessing, the Teacher Candidate and Mentor Teacher will:

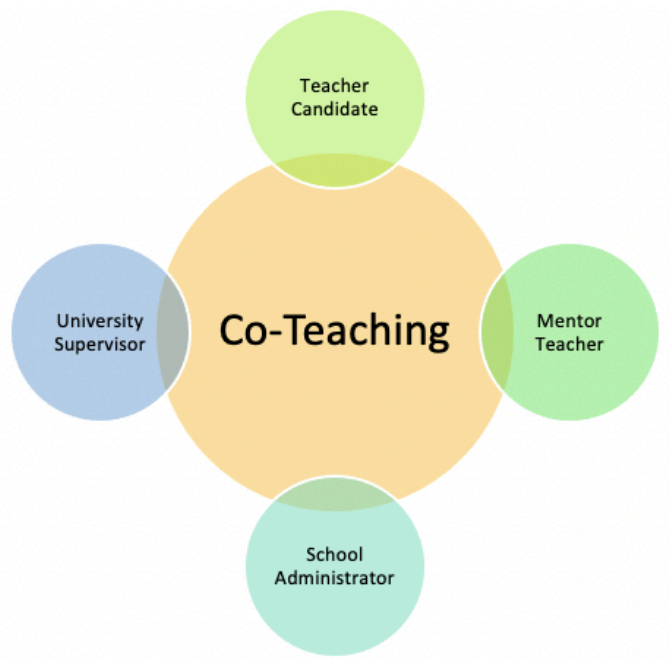
- Both participate in the informal and formal assessment of the students
- Share the workload of grading
- Provide formative and summative assessment of students
- Provide feedback to the students
- Use assessment results for future planning and instruction

5. 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 Team





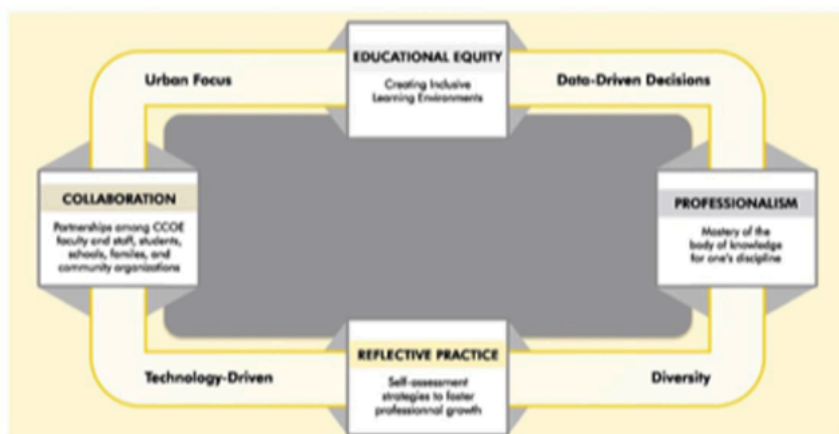
CONCEPTUAL FRAMEWORK

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 socioeconomic 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.