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Introduction

The Field Experience Handbook serves as a useful guide to policies, procedures and participant responsibilities. It is designed to be used by Intern Teachers and Field Supervisors throughout the supervision period. Review all sections of the handbook and refer to it as needed during the semester.

Mission of Touro University California

To promote equity, diversity, and inclusive education, and to prepare and continuously support innovative, culturally responsive educators to serve, lead, and teach with integrity.

Americans with Disabilities Act Statement

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, a student with any personal learning disability who needs learning accommodations for this course must make those needs known to the instructor as soon as possible. This is the student’s responsibility. Contact the Dean of Students to learn more about services, academic modifications, and documentation requirements.

Student Dispositions

In conjunction with the elements of the above standards, Touro University California’s Graduate School of Education has high expectations regarding student candidate dispositions. These dispositions include:

- collaboration
- honesty/integrity
- respect
- reverence for learning
- emotional maturity
- reflection
- flexibility
- responsibility
- appropriate interpersonal conduct
- ethical and professional behavior

Students who display poor judgment or performance in one or more of these areas may not be recommended for a credential/degree, and/or may receive a grade that reflects the consequences of their actions, including a failing grade. Occasionally a student will meet the academic requirements of the course, but manifests personal limitations that might impede future teaching performance. In such cases, it is the responsibility of the faculty to guide the student to take remedial action (either to repeat the class for credit, to become involved in personal therapy, to take a year's leave of absence from the program, to take remedial courses), to be re-evaluated, and/or to consider withdrawing from the program.
The faculty regularly reviews the progress of all students in the program in order to support them in the most effective way possible. For a detailed description of the dispositions described above, please refer to the Graduate School of Education Handbook.

**Intern Support and Eligibility Requirements**

**Intern Credential Support Requirements**

As of April 1, 2014, the California Commission on Teacher Credentialing (CCTC) substantially changed the standards and rules which allow a university to recommend a candidate for an Intern Teaching Credential. Per PSA 13-06 from the CCTC, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The support must include a minimum of 144 hours of general support and supervision and 45 hours of EL specific support and supervision. The support will include coaching, modeling, demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum, and development of effective teaching methodologies.

**Prorated Support for Interns**

**General Support and Supervision (144 hours during a full school year)**

Minimum support/mentoring and supervision provided to intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 16 hours times the number of months remaining in the school year. A minimum of two hours of support/mentoring shall be provided to an intern teacher every five instructional days.

**EL Specific Support and Supervision (45 hours during a full school year)**

Minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year.

**Eligibility Requirements**

- Subject Matter competency as verified by CSET or Subject Matter Equivalency Letter
- Passing scores on CBEST
- Complete coursework: EDU 770, EDU 771, EDU 772 or EDU 773
- Passing scores on U.S. Constitution Test or Grade of C or higher on Subject Matter Equivalency course
- Proof of Negative TB results, LiveScan, and Certificate of Clearance issued by CCTC

**Process for Acquiring an Intern Teaching Credential**

1) Inform, via email, Program Chair and Field Experience/Intern Coordinator of intention to apply for an intern teaching position at an accredited school at a minimum of 60% of a Full Time Employee as the teacher of record. Note: Touro must have an MOU with the school district in order to recommend an Intern Teaching Credential.

2) Bring a copy of District Teaching contract to Touro’s Credential Analyst. The Credential Analyst will verify all CTC requirements and determine whether to recommend the candidate for the Intern Teaching Credential.
3) Sign the Touro University California Intern Contract (see Appendix). This contract will detail all the responsibilities and requirements of the Intern Credential.

4) The Intern Teaching Credential is valid for two years. If any terms of the contract or Touro policies are not followed, Touro may recommend that the Credential be revoked.

**Teacher Intern Responsibilities**

The Teacher Intern must register for the **correct section** of either EDU 781/EDU 761 or the Intern Support Class EDU 728 or EDU 729 for each semester and summer (if teaching summer school) until they are recommended for a preliminary teaching credential. **Please Note:** Interns must continue to take EDU728 or EDU 729 if they have completed coursework but have not passed the EdTPA or RICA. The Intern Support Class is in addition to the teacher credential program unit requirements.

Attend all relevant Intern meetings.

Complete all requirements and maintain passing grades in EDU 781/761 and/or EDU 728/729 or Touro will recommend to CCTC that the Intern Credential be revoked.

Communicate in a timely manner with the Field Supervisor, Employer Provided Mentor and the Field Experience/Intern Coordinator. Follow all GSOE policies, including the student dispositions.

Notify the Field Experience/Intern Coordinator in writing if there are any problems with the internship or if you are not receiving the support specified in the Intern Contract.

Subscribe to *My Internship Journal* the electronic Intern Support Record. Update the record weekly documenting progress toward 144 hours of General Education support and 45 hours of specific English Learner Support from the University and School District. **The Intern will upload the Support Record to TaskStream DRF: Intern Support Record each semester.** The following table contains a list of the CCTC acceptable Intern support and supervision activities.
Intern Support and Supervision Activities
The table below offers types of Support and Supervision activities that may be used to meet the new regulations that university interns are required to complete, per CTC Coded Correspondence 14-04. (see reference below)
Required hours for university intern credential holders:
- **General Support & Supervision:** 144 hours = 72 hours per semester or 4.5 hours per week. (A minimum of 2 hours is required every 5 school days)
- **English Learner Specific Support and Supervision:** 45 hours = 22.5/semester or 1.5 hours per week.

<table>
<thead>
<tr>
<th>I. Support &amp; Supervision Activities to be Provided through the Intern’s Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)</td>
</tr>
<tr>
<td>b. Staff meetings, Grade Level or Department Meetings related to curriculum, planning, and/or instruction</td>
</tr>
<tr>
<td>c. New Teacher Orientation</td>
</tr>
<tr>
<td>d. Coaching (not evaluation) from Administrator</td>
</tr>
<tr>
<td>e. Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*</td>
</tr>
<tr>
<td>f. Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)</td>
</tr>
<tr>
<td>g. Release time for participation in district meetings, group/regional group (ELAC, Council for Exceptional Children)*</td>
</tr>
<tr>
<td>h. Review/discuss test results with colleagues (CELDT and standardized tests)*</td>
</tr>
<tr>
<td>i. Other, please explain on log</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Support &amp; Supervision Activities to be Provided through the Intern’s Commission Approved Preparation Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*</td>
</tr>
<tr>
<td>b. Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)</td>
</tr>
<tr>
<td>c. Provide access/student memberships for participation in district /regional group (ELAC committee, Council for Exceptional Children, etc.)</td>
</tr>
<tr>
<td>d. Other, please explain on log</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Support &amp; Supervision Activities Provided by Either or Both the Intern’s Employer and Commission Approved Preparation Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Classroom Observations and Coaching*</td>
</tr>
<tr>
<td>b. Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*</td>
</tr>
<tr>
<td>c. Intern Observation of other teachers and classrooms*</td>
</tr>
<tr>
<td>d. Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*</td>
</tr>
<tr>
<td>e. Activities/workshops specifically addressing issues in the intern’s classroom—co-attended by intern and support person(s)</td>
</tr>
<tr>
<td>f. Watching and discussing teaching videos with support person (s)*</td>
</tr>
<tr>
<td>g. Interactive Journal (Support/ Supervisor and Intern)</td>
</tr>
<tr>
<td>h. Phone/Email Support Hotline*</td>
</tr>
<tr>
<td>i. Observe SDAIE/ELD lessons online or in person*</td>
</tr>
<tr>
<td>j. Weekly planning or review of plans with EL Authorized Credential Holder*</td>
</tr>
<tr>
<td>k. Editing work-related writing (letters to parents, announcements, etc.) *</td>
</tr>
<tr>
<td>l. Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*</td>
</tr>
<tr>
<td>m. Other, please explain on log</td>
</tr>
</tbody>
</table>

*May also be used towards the 45-hour EL Support & Supervision Requirement

Interns only record all support hours electronically in My Internship Journal. Have hours approved by either mentor teacher or field supervisor. At the end of the semester, print the Activity Summary and have it signed by your site supervisor and mentor teacher.

California Commission on Teacher Credentialing – Coded Correspondence 14-04: Supervision and Support Requirements for Interns [https://www.ctc.ca.gov/docs/default-source/commission/coded/2014/1404.pdf](https://www.ctc.ca.gov/docs/default-source/commission/coded/2014/1404.pdf)
Field Supervisor Responsibilities

The university supervisor is a link between the cooperating school and the University. The university supervisors are essentially specialists in education and in their individual academic areas. Many have taught for a number of years and have visited a variety of classrooms. Their experience and expertise can be invaluable resources for the Teacher Intern. The responsibilities of the Field Supervisor include but are not limited to the following activities:

The Initial Visit
The Field Supervisor arranges an initial visit with the Teacher Intern and Employer Provided Mentor at the school site to review the expectations and requirements of the Field Experience. These include the following elements:

1. Review all items on the Initial Meeting Checklist and mail to Field Experience Coordinator (see Appendix)
2. Construct a time-line to meet the specific protocol requirements; and
3. Provide and review the following:
   - Teaching Performance Expectations (TPEs)
   - Touro University Lesson Plan (electronic template available)
   - Observation Report Form
   - Candidate Assessment Template (electronic template available)

During the Placement
After the initial visit, the Field Supervisor makes regular observations and provides feedback in accordance with the appropriate Placement Protocol. The supervisor should make every effort to meet with the site administrator early in the placement and as needed. The presence of the Field Supervisor is always made known to the school office when visiting. Communicate with the Teacher Intern by phone or via email in a timely manner.

Discuss concerns about candidate performance, professional behavior or other placement problems first with the Field Experience Coordinator.

Understand the Teaching Performance Expectations (TPEs — levels of expected performance) and suggest strategies for supporting and coaching the Student Teacher on the Observation Report Record as they work toward achieving those expectations.

Remind the Teacher Intern to keep a copy of all lesson plans, observation reports and assessments.

Review the Intern Support Record either on line or during site visits and verify hours spent with the candidate as required.

Attend on-line training sessions, and/or meetings/training sessions at the university as required.

Recordkeeping
Document all email and phone correspondence with the Teacher Intern on the Field Supervisor Contact Record (see Appendix). At the end of the placement, arrange all documents according to the Field Experience
Completion Check Off List (see Appendix) and mail or hand-deliver to the Field Experience Coordinator on or before the date listed on the Field Supervisor Contract.

**Employer Provided Mentor Responsibilities**

- Agree to assume the role with the concurrence of his/her site administrator(s) and, if appropriate, the state-funded intern grants program staff. Must have the following experience as stated in the MOU:
  - A valid corresponding Clear or Life Credential
  - 3 years of successful teaching experience
  - EL Authorization
- Attend initial meeting that is convened by the Field Supervisor with the Intern Support Provider and the Teacher Intern in attendance to review the requirements of a support provider for the intern and answer any questions.
- Provide assistance such as the following:
  - Help Intern fill out the Intern Support Record and initial time spent mentoring the candidate. (A total of 72 hours of General Education Support and 22 ½ hours of EL Support are required over the course of the school year)
  - Orient to the school site. Introduce to the school staff.
  - Explain school programs and services that are available.
  - Confer with Teacher Intern on a regular/weekly basis. (2 hours a week minimum)
  - Advise on issues of teaching and learning, including age-appropriate expectations for student behavior, curriculum planning for General Education and EL, student grouping and assessment strategies.
  - Confer with Field Supervisor on a monthly basis concerning the Teacher Intern’s progress
  - Report concerns about Teacher Intern’s performance, professional behavior or other placement problems to Field Experience/Intern Coordinator
  - Understand the Teacher Performance Expectations (TPEs) and strategies for supporting and coaching candidates as they work towards achieving those expectations.
- Candidates are expected to observe in classrooms other than the one they are assigned. The Employer Provided Mentor assists the candidates in arranging the observations with other teachers on-site or at other schools, including observations of the intern support provider. The Field Supervisor observes the Teacher Intern and writes an observation report. The Employer Provided Mentor reviews these notes with the Teacher Intern and assists the Teacher Intern in developing the requisite teaching skills through modeling, joint planning, providing curriculum materials, co-teaching or other discussion of strategies appropriate to the situation.
- While primary responsibility for assessment of the Teacher Intern’s teaching performance resides with the Field Supervisor, the Employer Provided Mentor provides an enhanced perspective in completing the evaluation. At the end of the first semester and end of the school year, the Field Supervisor conducts an Assessment Conference with the Teacher Intern and the Employer Provided Mentor. Before the conference, the Field Supervisor completes the Candidate Assessment form, (see Appendix) considering information provided by the Employer Provided Mentor and the Teacher Intern.
Correspondence and Communication

General Communication
The primary form of communication between Teacher Intern candidates, Field Supervisors and the Touro University Graduate School of Education will be via the University email account. It is the responsibility of the student teacher to read email in order to remain apprised of pertinent information. **No personal accounts will be used for sending email; only the Touro account will be utilized for transmitting messages.** Do not rely on mail forwarding as many messages may be blocked and critical information not transmitted. Teacher Intern candidates will need to check on a daily basis for important information concerning placement, significant calendar dates, modifications, or upcoming events.

TaskStream
All Teacher Interns need to subscribe to TaskStream. If you do not have an account, please do so immediately. See Teaching Portfolio Handbook for details. Be sure to enter as an "Author" (not a Reviewer). If you do not see “Author” or “Preliminary Credential Candidates”, please contact your Program Chair who will be sure you are listed in the correct programs. Here are the most common uses for TaskStream during the Field Experience.

- Create your observation lesson plans and post observation reflections on TaskStream.
- Post the Observation #4 videotaped lesson to TaskStream for Field Supervisor to view in the Video Submission Area on or before the required date and time. **Please note that this videotaping is one of your observations and NOT the video for Ed TPA.**
- An electronic Intern Support Record (My Internship Journal) will be maintained by the candidate and monitored on monthly bases by the Field Experience/Intern coordinator. At the end of the semester, download and post the completed Intern Support Record on TaskStream under Intern Support Record at the end of the semester.
- **Students in 781/761 post their Final Field Experience Assessment to TaskStream in their portfolio.**

Observation
Observations refer to the actual presence of the Field Supervisor. During these periods, the Field Supervisor observes the candidate’s progress in meeting the California TPE’s (see Appendix). The Field Supervisor and the Teacher Intern will schedule the required number of observations indicated in the specific Placement Protocol.

Prior to the observation
Step 1: The Teacher Intern will prepare a lesson plan using the Touro University Lesson Plan template found in Appendix and on TaskStream and send it to the Field Supervisor electronically as a word document or via TaskStream 24 hours in advance. Note that if the Field Supervisor does not receive the completed lesson plan, he/she will not arrive for the planned observation and will notify the Field Experience Coordinator.
Step 2: The Field Supervisor reviews the lesson plan and responds with comments and suggestions either before the observation or during the debrief after the observed lesson. Please note that the Teacher Intern and Field Supervisor must use their Touro email accounts for ALL correspondence.

**Day of the Formal Observation**

Step 1: The Teacher Intern makes sure that the Field Supervisor has copies of student materials used during the lesson including handouts and/or textbooks.

Step 2: The Field Supervisor conducts a formal classroom observation using the Observation Report Form (see Appendix to cite evidence related to each of the TPEs).

Step 3: The Field Supervisor facilitates each post-observation conference with the Teacher Intern in a private place. The Mentor Teacher may be included if appropriate. This conference is an exchange, in which all parties examine the evidence found in the observation notes, lesson plan and student work to determine the effectiveness of the candidate’s teaching practice in relation to the Teaching Performance Expectations (TPEs). All comments and constructive suggestions should be based on the principle that the Field Supervisor’s role is to help the Intern develop and improve as a teacher. The Intern will be encouraged to discuss openly and frankly all phases of the teaching situation. If time permits, the Intern may respond in writing to the Post Observation prompts at the end of the lesson plan; however, candidates may wish to take more time to reflect after the observation conference.

Step 4: The Field Supervisor and Teacher Intern agree on what specific area(s) to focus on for the next observation and the corresponding TPEs, i.e. specific skills, behaviors, strategies etc. and how to develop the required skill or knowledge. The Field Supervisor gives a copy of the Observation Report to the Teacher Intern.

**The Follow-up**

Within 2 days after the observation, the Teacher Intern completes the Post-Lesson Reflection prompts at the end of the lesson plan template and emails this response to the Field Supervisor either as a MS Word document or through TaskStream. The Field Supervisor attaches the completed Post-Lesson Reflection to the lesson plan. If the document has not been received within the 2 day time period, the Field Supervisor should contact the Intern.

**The Field Experience Video Observation**

The video for the field experience is a different video from the one submitted for the EDTPA. Make sure that you have permission slips for students in the video. The average length for the video is about 20 minutes. Create your lesson plan, video your lesson and write your reflections. Send your lesson plan and the post observation reflection to your field Supervisor. Upload the video to TaskStream DRF: Video Observation Submission Area. You can upload the lesson plan as well. Do not post the Field Experience Video under any of the TPEs. If you need help uploading the video, go to TaskStream and click on “Request Help”. Touro IT department will loan you video equipment, should you need it. Video cameras are available free of charge from the Touro University IT department. Please call the Service Desk at 638-5424 to reserve a video camera.
Observation Protocol for Interns – EDUC 781A-D

<table>
<thead>
<tr>
<th>Week</th>
<th>Intern Requirements</th>
<th>Field Supervisor Requirements</th>
<th>Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Start Intern Support Record and maintain weekly throughout the Semester.</td>
<td>- Contact Candidate. Set up Initial Visit date/time.</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>- Distribute and collect student permission slips for videotaping.</td>
<td>- Introduce yourself to the Principal.</td>
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</tr>
<tr>
<td></td>
<td>- Teach all subjects per district contract.</td>
<td>- Subscribe to TaskStream (no charge). Contact <a href="mailto:karen.yoder@tu.edu">karen.yoder@tu.edu</a> and she will add you to TaskStream.</td>
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</tr>
<tr>
<td></td>
<td>- Meet with Field Supervisor and Mentor for Initial Visit (1-1.5 hours).</td>
<td>- Meet with Candidate and District Mentor for Initial Visit (1-1.5 hours).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>- Teach all subjects per district contract.</td>
<td>- Observe lesson #1 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor either from week 2 or week 3 and confer.</td>
<td>#2</td>
</tr>
<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach (Week 2 or 3)</td>
<td>- Check in with Principal, VP and Mentor.</td>
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<td></td>
<td>- Continue to collect permission slips.</td>
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<tr>
<td>3</td>
<td>- Teach all subjects per district contract.</td>
<td>- Observe lesson #2 and confer during this week. Focus: EL planning and instruction.</td>
<td>#3</td>
</tr>
<tr>
<td>4</td>
<td>- Teach all subjects per district contract.</td>
<td>- Observe lesson #3 and confer during this week.</td>
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<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach with focus on EL planning and instruction</td>
<td>- Check in with Principal and Mentor.</td>
<td>#4</td>
</tr>
<tr>
<td>5</td>
<td>- Teach all subjects per district contract.</td>
<td></td>
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<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach</td>
<td></td>
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<tr>
<td>6</td>
<td>- Teach all subjects per district contract.</td>
<td>- Review lesson before viewing video.</td>
<td>#5</td>
</tr>
<tr>
<td></td>
<td>- Candidate writes complete Touro Lesson plan and submit to Field Supervisor 24 hrs. in advance of videotaping.</td>
<td>- View video-taped lesson #4 on TaskStream, write an observation report.</td>
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<tr>
<td></td>
<td>- Candidate will video tape him/herself during this week, write an analysis and reflection, and post on TaskStream. This video lesson is due on TaskStream by Sunday noon at the beginning of week 7.</td>
<td>- Confer by telephone or Skype or other electronic means discussing the lesson both Teacher Intern and Field Supervisor saw on video.</td>
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<tr>
<td></td>
<td>- Candidate answers four questions at end of Touro Lesson Plan and submits to Field Supervisor.</td>
<td>- Observation/conference completed by Wed noon of week 7.</td>
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<tr>
<td>7</td>
<td>- Teach all subjects per district contract.</td>
<td>- Check in with Principal, VP and Mentor.</td>
<td>#6</td>
</tr>
<tr>
<td></td>
<td>- Prepare (mid-term) self-assessment. Meet with Field Supervisor (1-1.5 hours) Thurs. or Fri.</td>
<td>- Prepare (mid-term) assessment. Meet with Candidate (1-1.5 hours) Thurs. or Fri.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>- Teach all subjects per district contract.</td>
<td>- Observe lesson #5 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor either from week 8 or week 9 and confer.</td>
<td>#7</td>
</tr>
<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach (Week 8 or 9)</td>
<td>- Check in with Principal, VP and Mentor.</td>
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<tr>
<td>9</td>
<td>- Teach all subjects per district contract.</td>
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<tr>
<td>10</td>
<td>- Teach all subjects per district contract.</td>
<td>- Observe lesson #6 and confer. Focus on EL instruction and assessment.</td>
<td>#8</td>
</tr>
<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach with focus on EL instruction and assessment</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>- Teach all subjects per district contract.</td>
<td>- Thank the Principal for having your candidate as an intern.</td>
<td>#9</td>
</tr>
<tr>
<td></td>
<td>- Prepare Touro Lesson Plan to teach</td>
<td>- Write a final assessment. Meet with Candidate and Mentor (1-1.5 hours) this last week.</td>
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</tr>
<tr>
<td>12/13</td>
<td>- Teach all subjects per district contract.</td>
<td></td>
<td>#10</td>
</tr>
<tr>
<td></td>
<td>- Write a final self-assessment. Meet with Field Supervisor (1-1.5 hours) this last week.</td>
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The Field Supervisor will visit the Intern (MS, SS and M/M and M/S) a total of ten (10) times and observe a lesson* four (7) times [one via videotape/TaskStream] during the first ½ of the placement and write the mid-term assessment; the Field Supervisor will observe an additional three (3) times** and write a final assessment. * The observations will be in four (4) different subjects for elementary level placement (Language Arts, Math, Science or Social Science, on different days of the week [use Physical Education, Art, Music, or Drama subjects as possibilities for the last three observations]; for middle and high school placements, the observations will be in four different subjects or classes, and at different times of the day and on different days of the week. Ensure that each lesson and post-observation conference time is targeted to the needs of English Learners. ** The next three (3) observations will be in core subjects when at all possible and either Physical Education, Art, Music, or Drama (variety is the key), and/or different periods, and at different times of the day and on different days of the week. (For middle and high school, please make sure to observe the period/subject you did not observe in the first ½.) Note: [Education Specialist Candidates—your observations will be in core subjects when at all possible depending on the configuration of the particular program, student level, I.E.P., etc., and at different times of the day and on different days of the week. Observation of the candidate conducting an IEP or assessment may substitute for some lessons based on the needs of the candidate and at the discretion of the Field Supervisor.]
# Observation Protocol for 761 & 728 -1/29 **

<table>
<thead>
<tr>
<th>Week</th>
<th>Intern Requirements</th>
<th>Field Supervisor Requirements</th>
<th>Visit</th>
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</thead>
</table>
| 1    | • Start Intern Support Record and maintain weekly throughout the Semester.  
• Distribute and collect student permission slips for videotaping.  
• Teach all subjects per district contract.  
• Meet with Field Supervisor and Mentor for Initial Visit (1-1.5 hours). | • Contact Candidate. Set up Initial Visit date/time.  
• Introduce yourself to the Principal.  
• Subscribe to TaskStream (no charge). Contact Linda Henderson and she will add you to TaskStream.  
• Meet with Candidate and District Mentor for Initial Visit (1-1.5 hours). | #1 |
| 2-3  | • Teach all subjects per district contract.  
• Prepare Touro Lesson Plan to teach (Week 2 or 3)  
✓ Continue to collect permission slips. | • Observe lesson #1 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor either from week 2 or week 3 and confer.  
• Check in with Principal/ VP and Mentor as appropriate. | #2 |
| 4-5  | • Teach all subjects per district contract.  
• Prepare Touro Lesson Plan to teach with focus on EL planning and instruction | • Observe lesson #2 either during week 4 or week 5 and confer. Focus: EL planning and instruction within context of subject matter lesson. | #3 |
| 6-8  | • Teach all subjects per district contract.  
• Candidate writes complete Touro Lesson plan and submit to Field Supervisor 24 hrs. in advance of videotaping.  
• Candidate will video tape him/herself during this week, write an analysis and reflection, and post on TaskStream. This video lesson is due on TaskStream by Sunday noon at the beginning of week 7.  
• Candidate answers four questions at end of Touro Lesson Plan and submits to Field Supervisor.  
• Teach all subjects per district contract. | • Review lesson before viewing video.  
• View video-taped lesson #3 on TaskStream, write an observation report.  
• Confer by telephone or Skype or other electronic means discussing the lesson both Teacher Intern and Field Supervisor saw on video.  
• Observation/conference completed by Wed noon of week 8. | Remote #4 |
| 9-11 | • Teach all subjects per district contract.  
• Prepare Touro Lesson Plan to teach include EL instruction and assessment (Week 9 -11) | • Observe lesson #4 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor and confer.  
• Check in with Principal, VP and Mentor. | #5 |
| 12-13| • Teach all subjects per district contract.  
• Write a final self-assessment. Meet with Field Supervisor (1-1.5 hours) this last week. Finish and upload Intern Support Record to TaskStream. | • Thank the Principal for having your candidate as an intern.  
• Write a final assessment. Meet with Candidate and Mentor (1-1.5 hours) this last week. | #6 |

The Field Supervisor will visit the Intern (MS, SS and M/M and M/S) a total of six (6) times and observe a lesson* four (4) times [one via videotape/TaskStream] during the length of the placement. The observations will be in four (4) different core subjects for elementary level placement (Language Arts, Math, Science or Social Science, on different days of the week. For middle and high school placements, the observations will be in four different subjects or classes, and at different times of the day and on different days of the week. **Ensure that each lesson and post-observation conference time is targeted to the needs of English Learners.** Note: [Education Specialist Candidates—your observations will be in core subjects when at all possible depending on the configuration of the particular program, student level, I.E.P., etc., and at different times of the day and on different days of the week. Observations of IEP meetings, giving and interpreting assessments and other functions of the Education Specialists may substitute for lessons at the discretion of the field supervisor based on the needs of the candidate.]

In addition to the observation visits, Field Supervisors may provide intern support via email or phone conferences. Filed supervisors will verify the accuracy of the electronic support record during the placement.

Document in writing any concerns as they occur.

**Students who have completed 781/761 or who are enrolled in 728-2/3 and have had consistently strong observations that would qualify as being in the 3-4 score range may work with their field supervisor to modify and personalize visits as needed. For example, observations of candidate conducting meetings, conferences or assessments, coaching and other types of support may substitute for some lesson observations. Candidates and the Field Supervisor will complete the Intern Support Plan.**
EDUC 728 Intern Support Plan Protocol

There are students who have successfully completed EDUC 761/781 but remain as interns because they need to pass EdTPA and/or the RICA. These students are eligible for the Intern Support Plan. Since each plan is different. Field Supervisors have some discretion in working with the Candidate. Here are some general guidelines.

1. Field Supervisor and Student develop the plan (Part 1) at the initial meeting.
2. During the 4 visits, the Supervisor still observes Candidate or looks at evidence of progress with a focus on the TPEs identified in the plan. Use observation forms to document observations or discussions of evidence. It is not necessary to fill in every TPE; you may emphasize the ones listed on the Support Plan.
3. For the final visit, the Field Supervisor and Candidate will have completed Part 2, which is the Candidate Assessment of the Plan. It is not necessary to use numbers.

Intern Support Plan Form

You have successfully competed EDUC 761/781 Clinical Field Experience; however, as an intern you will still require support until all requirements for the preliminary credential are met. Your assignment for EDUC 728 Intern Support is individualized to enhance your skills as a professional educator. The elements in the assignment are as follows:

Self-Reflection
Review your final self-assessment from EDUC 781/61 or 728 and any current evaluations from your site administrator. Identify the areas where you feel you need to grow. Share this with your Employee provided mentor and your Touro Field Supervisor at the initial meeting.

Alignment with the TPEs
Once you have identified your areas of growth determine which TPEs align with those areas. These will be the areas that you will focus on in your visits with your field supervisor.

Action Plan (Part1)
Create an action plan, in which you:
- set one clear, measurable goal aligned with one or more TPE(s);
- create action steps to reach the goal;
- identify the support you will need from your Field Supervisor and Mentor Teacher; and
- identify what success will look like.

Here is an example of a goal: *By the end of the semester, I will consistently incorporate strategies that promote student’s oral written use of academic language in lesson plans.*

At the end of the semester, complete the **Review of Progress (Part 2)** portion of the Improvement plan. Meet with your Field Supervisor and mentor to discuss your assessment. The Field Supervisor will also assess your progress.
EDUC 728 Intern Support Plan: Part 1

Name: _______________________________________ Grade/Subject __________________

School: ________________________________________ Date: __________________________

Improvement Goal:

Why did you choose this goal?

How will you know if you have reached your goal? How will you measure success?

What TPEs align with your goal?

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Support Needed From:</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mentor or Field Supervisor*</td>
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Note that the Field Supervisor will observe the Candidate in teaching situations and will focus mainly on the TPEs identified in the support plan; however, they will provide feedback on other TPEs as appropriate.

EDUC 728 Intern Support Plan Assessment: Part 2

Field Supervisors and Candidates may use the Candidate Assessment Form to indicated progress toward goals. Find the TPE descriptors that were used to identify goals. The Field Supervisor and Candidate each describe in writing the candidate’s progress toward meeting the goals and meet to discuss the assessment. Commenting in other TPE sections is optional. Do not use a numerical ranking. Questions to consider when completing the self-assessment include:

1. What evidence do you have that goals were met?

2. What are your next steps?

EDUC 728 Intern Support Plan Grading Information

EDUC 728 intern support is a pass/fail course. A passing grade is based on the following criteria:

1. Candidate completes the Intern Support Plan within a week of the initial meeting with the field supervisor.
2. Candidate keeps scheduled meetings with the field supervisor and shows satisfactory progress toward the goal through observed lessons, student work or other agreed-upon documentation.
3. Candidate completes the Support Plan Self-Assessment and discusses the results with the field supervisor and mentor prior to the end of the semester.
ASSESSMENT

Assessment Process EDUC 781/761
The Teacher Intern and Field Supervisor individually complete the Candidate Assessment form (mid-term or final) to participating in the three-party assessment meeting with the Employer Provided Mentor. Note that the Employer Provided Mentor is not required to complete the assessment but should attend the meeting. Scores should be supported by strong justifications. Evidence can be written in sentence form or in a listing manner. Concerns should be explicitly noted. If anything less than a 4 score is given, specific recommendations need to be expressed on how to achieve the higher score. The assessment meeting will take place only when all parties are present and each assessment is complete; all parties sign each of the assessments. Whereas the Field Supervisor values and considers all other assessments, the Field Supervisor’s Assessment scores are final. **Mid-term:** For candidates enrolled in EDUC 781 (full semester interns - 7 observations), a Mid-term assessment is held approximately week 6 of the semester placement. The format is the same as for the final assessment described above. For struggling students, the field supervisor will follow the protocol for performance concerns.

**Scoring EDUC 781/761**
Mid-term of the EDUC 781 placement, any number of 2s or 1s may be given; however, explicit written suggestions for improvement should be implemented. Note: For 7-week dual candidates (761), after the second observation the field supervisor will discuss with the candidate any areas where 2s or 1s are indicated. Explicit suggestions for improvement should be put in writing. **Final Assessment:** At the end of the Semester Placement, or 7-week dual placement, the Field Supervisor may award no more than two 2s and no 1s in order for the candidate to successfully complete his/her 781/761 field experience.

Assessment and Scoring – EDUC 728/729 Intern Support
No midterm assessment is necessary. Field Supervisors and candidates complete the final Candidate Assessment form and hold an assessment conference with the Employer Provided Mentor, as described in the assessment process above. Candidates enrolled in EDUC 728 prior to taking EDUC 781/761 may be issued any number of 2s or 1s. Comments for each TPE are required and must clearly state areas strength and provide explicit suggestions for improvement. For struggling students, the field supervisor follows the protocol for performance concerns at the earliest sign of difficulty. Candidates eligible for the 728 Intern Support Plan will follow the assessment guideline described in the plan.

PERFORMANCE CONCERNS

If the Teacher Intern is struggling with aspects of the placement such as demonstrating teaching performance competency or maintaining personal and professional dispositions, the Field Supervisor must take immediate action to seek support for the candidate. It is the goal of the GSOE to do all that is possible to enable students in the program to have a successful Field Experience. The following protocol was designed to:

a. let candidates know when serious concerns have been raised about their likelihood of successfully completing the Field Experience;

b. offer intensive assistance to those candidates;
c. document what behaviors candidates will need to demonstrate within a particular time period in order to receive a passing score on the Field Experience Final Assessment; and

c. document the kinds of resources and assistance that will be made available to the candidate.

**Assistance Guidelines**

1. The Field Supervisor documents the concern at the initial occurrence and makes recommendations for improvement in writing on the Observation Report form referencing the specific TPE deficit and discusses it in person with the candidate during the post observation conference. A follow up email communicating the concern is sent to the Field Experience Coordinator.

2. If, by the next observation, the candidate responds well to the recommendations and makes significant improvement or adjustments, no further action needs to be taken.

3. If the candidate has not improved by the next observation, the Field Supervisor, in collaboration with the Field Experience Coordinator, will develop an Assistance Plan. The Plan will outline the specific deficit(s) related to the TPEs or dispositions and the agreed-upon outcomes and resources. The Field Supervisor will convene a conference with the Intern and the Employer Provided Mentor to discuss the Assistance Plan. All parties will sign the plan and a copy shall be sent to the Field Experience Coordinator, who will notify the Program Chair. The Supervisor will keep the Field Experience Coordinator informed of the Candidate’s progress toward meeting the goals outlined in the action plan.

4. If the Intern does not demonstrate evidence of progress by Mid-term and/or is in jeopardy of failing, the Field Supervisor will request a meeting with the Field Experience Coordinator and Program Chair. Participants will review the documentation of all assistance provided and the candidate’s behavioral indicators. Documents may include but are not limited to lesson plans, observation reports, and notes from relevant conversations. After this meeting, the Program Chair will meet with the candidate to discuss lack of satisfactory progress toward meeting the outcomes of the plan and future options.
Field Experience Assistance Plan

Candidate:

Grade/Subject:

Placement Duration:

Location:

Field Supervisor:

Areas(s) of Concern: (Refer to TPE descriptors and evidence from Observation reports. Use additional forms as necessary)

Outcomes: (List specific outcomes aligned to TPE and concerns listed above.)

<table>
<thead>
<tr>
<th>TPE</th>
<th>Required Outcome</th>
<th>Resources</th>
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Student Teacher/Intern ____________________________ Date ________

Field Supervisor ________________________________ Date ________

Field Experience Coordinator ______________________ Date ________
APPENDIX
| **Touro Lesson Plan for**  
| (Your name and date lesson taught/submitted) |
| **Grade Level and Subject Area** |
| **Overview** |
| **Central Focus of the Lesson**  
Purpose and connection to lesson sequence/big ideas/essential questions |
| **State Adopted Content Standard(s)**  
Include text of 1-2 relevant state content area standards |
| **Learning Target/Objectives**  
What will students know and be able to do as a result of lesson?  
What do you want them to learn?  
Student will be able to... |
| **ELD Standards** (if applicable) |
| **Prior Knowledge/Understandings**  
What knowledge and skills do students already have?  
How will you pre-assess?  
How will you support students with gaps in prior knowledge? |
| **IEP Goals** (if applicable) |
| **Academic Language Demands/Vocabulary**  
**Language demands**—what specific ways will students use language (reading, writing, listening and/or speaking)?  
**Language functions**—active verbs in learning targets/objectives; ex. explain, define, compare.  
**Syntax**—what are the conventions students need to use in the lesson; ex. sentences, graphs, tables?  
**Discourse**—what features or ways of structuring oral/written language will students use? What text structures are needed for content to be communicated; ex. informational essay, discussion? |
<table>
<thead>
<tr>
<th>Barriers to Success</th>
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<tbody>
<tr>
<td>What do you anticipate student might not understand or be able to do in this lesson?</td>
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<table>
<thead>
<tr>
<th>Materials and Resources</th>
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<tbody>
<tr>
<td>What are the key materials for the lesson? Provide titles and links to sources.</td>
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<thead>
<tr>
<th>Assessment and Feedback</th>
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<tbody>
<tr>
<td>Formative Checks and Plan for Feedback</td>
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<tr>
<td>Evidence to collect during the lesson to show how students are progressing toward the learning goal</td>
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<tr>
<td>How will you provide feedback based on the data you collected during lesson?</td>
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<table>
<thead>
<tr>
<th>Summative</th>
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<tbody>
<tr>
<td>Address each standard/learning objective listed above</td>
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<thead>
<tr>
<th>Instructional Sequence and Learning Tasks</th>
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<tbody>
<tr>
<td>Launch (include time allotment)</td>
<td></td>
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<tr>
<td><em>Set a Purpose/Hook and Engage Students</em></td>
<td></td>
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<tr>
<td>How will you catch students’ attention and focus on the learning goals (using knowledge of students’ academic, social, cultural characteristics?</td>
<td></td>
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<tr>
<td>Differentiation/Planned Supports:</td>
<td></td>
</tr>
<tr>
<td>How will you provide access to learning based on individual and group needs? Address the needs of any students/groups in your class; note N/A if you do not have students in categories listed.</td>
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<td>GATE:</td>
<td>504 or Other:</td>
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</table>
students’ personal/cultural/community assets?
Present new information.
What will you be doing? What will the students be doing? What questions will you ask?
How will you use inquiry during this portion of the lesson?

Differentiation/Planned Supports:
How will you provide access to learning based on individual and group needs? Address the needs of any students/groups in your class; note N/A if you do not have students in categories listed.

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Structured Practice and Application
(include time allotment)
**“We do/You do”**
How will you give students the opportunity to practice with support and give feedback?
How will students apply what they have learned?
What opportunities will students have for independent practice and how will you move students toward independent work?
How will you allow students to clarify their learning and address any misconceptions before closing?

Differentiation/Planned Supports:
How will you provide access to learning based on individual and group needs? Address the needs of any students/groups in your class; note N/A if you do not have students in categories listed.

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</table>
**osure** (include time allotment)

**Review Key Concepts/Understandings**
How are you going to close lesson and review the major concepts/big ideas/etc.? Make connections to how students can apply new knowledge.

**Differentiation/Planned Supports:**
How will you provide access to learning based on individual and group needs? Address the needs of any students/groups in your class; note N/A if you do not have students in categories listed.

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**Making Connections: Rationale for strategies/activities and learning goals**
For each strategy or activity planned, provide a rationale that explains why your instructional decisions are appropriate for this task/group of students. Cite educational theory or research about how students learn.

**Lesson Reflection Questions**

1. How did your planning maximize instructional time and provide access to learning for all students? Consider specific strategies to present information and assess student learning, differentiated instruction, use of technology, use of linguistically and culturally appropriate learning activities and materials, opportunities for students to support each other in learning, other planning resources (such as student IEPs, 504s), multiple means for students to demonstrate learning.

2. What were the strengths and challenges of teaching your lesson? If you were to teach the lesson again, would you make any changes to your planning (different strategies, materials or assessment?
3. Reflect on the effectiveness of your assessment. What data did you collect to determine student progress towards the learning goals/objectives? What did the data show about progress towards the goals for the whole group, sub-groups, and individual students?

4. What are your next steps for instruction? Describe whole group, small group and individual instruction that will ensure all students make progress towards the learning goals.
### Making Subject Matter Comprehensible to Students:

**TPE 1A/B Subject Specific Pedagogical Skills**
- Reading/Lang Arts
- Mathematics
- Science
- History/Social Science
- Health/Visual & Performing Arts/PE

**Topic of Today’s Lesson:**
- Lesson plan rec. 24 hrs. in advance. ___(hrs.)
- Written standards-based lesson plan and student handouts are attached.

### Specific Evidence:
- Identifies academic content or skills standard(s) appropriate to course and grade level
- Writes learning outcomes for students consistent with identified standards
- Presents accurate content that reflects basic principles and values of the discipline
- Uses instructional strategies and materials appropriate to the content, learning outcomes based on students’ IEPs, Transition Plans, etc...
- Uses a diversity of strategies, accommodations and modifications and provides multiple examples, consistent with the standard(s), content and outcomes

### Assessing Student Learning:

**TPE 2 Monitoring Student Learning During Instruction**

**TPE 3 Interpretation and Use of Assessments**

**Specific Evidence:**
- Monitors students at key points during instruction
- Questions to check understanding
- Checks for common misunderstandings
- Reteaches content based on evidence gathered
- Monitors progress using multiple measures based on students IEPs

- Uses a variety of informal and formal, formative and summative assessments
- Uses assessments results in planning and writing IEP/IFSP/ITP
- Adapts assessments for student needs
- Provides feedback to students
- Maintains accurate assessment records

### Engaging and Supporting Students in Learning:

**TPE 4 Making Content Accessible**

**TPE 5 Student Engagement**

**TPE 6 Developmentally Appropriate Teaching Practices**
- K-3
- 4-5
- 6-8
- 9-12

**Specific Evidence:**
- Motivates and encourages students
- Adjusts lessons as needed
- Strategies and activities align with students’ levels of achievement
- Explains content clearly
- Sequences skills logically and coherently
- Presents/reinforces content in multiple ways for students to access standards

- Communicates objectives clearly to students and families
- Ensures active and equitable participation
- Re-engages off-task and struggling students
- Encourages student dialogue
- Asks questions to promote higher-order thinking

- Connects curriculum to community
- Supports individuality
- Practices are appropriate for students’ cognitive, emotional, and physical development
- Varies instructional strategies to meet individual needs
- Includes hands-on activities
- Models cooperation and responsibility; implements positive behavior interventions and support plans
### TPE 7 Teaching English Learners

**Planning Instruction & Designing Learning Experience:**

**TPE 8 Learning About Students**

- Strategies promote English listening and speaking abilities
- Promotes English literacy abilities of EL’s
- Promotes English acquisition of grade level content
- Plans differentiated
- Distinguishes between language acquisition and disability

**Specific Evidence:**

- Uses a variety of formal and informal methods to understand students’ content knowledge, skills, and interests
- Identifies students needing specialized instruction; participates in IEP/IFSP team decisions and encourages parent collaboration
- Connects student information to lessons

**TPE 9 Instructional Planning**

- Writes clear short and long-term plans and establishes academic learning goals based on data and includes parents and students
- Makes connections across lessons if possible and connects content to students
- Selects appropriate strategies/activities/materials/resources
- Plans differentiated instruction
- Directs and interacts appropriately with paraprofessionals
- Coordinates, directs, co-teaches and communicates effectively with other professionals

**Creating & Maintaining Effective Environments for Learning:**

**TPE 10 Instructional Time**

**TPE 11 Social Environment**

- Allocates time to meet all standards and instructional goals
- Establishes procedures for routine tasks
- Manages transitions efficiently
- Adjusts planned time if necessary
- Pacing reflects students’ needs

- Sets clear expectations for students’ academic and social behavior
- Establishes and maintains a positive and productive climate for learning
- Motivates and encourages students
- Helps students work well with others as well as on their own.
- Treats students fairly and with respect
- Uses positive interventions and supports; classroom management plan
- Understands the related services available to students with behavioral needs and how to engage them

**Developing As a Professional Educator:**

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

**TPE 13 Professional Growth**

- Promotes equity and fairness in classroom and models ethical behavior
- Manages professional time effectively
- Follows policies for responding to inappropriate behavior
- Recognizes own values and biases
- Is aware of guidelines, laws and requirements including confidentiality, assessments and IEPs and consistently implements them

- Evaluates own teaching practices
- Solicits and incorporates feedback
- Uses reflection and feedback to improve teaching practice and subject matter knowledge
- Establishes professional goals
- Applies new strategies
- Pursues opportunities

### Area of Focus for Next Observation: TPE # ________

**Comments/Suggestions:**

Evidence of teaching performance may be collected from direct obs., lesson plans & materials, conference, and what is not seen.

Field Supervisor Signature

Teacher Candidate Signature
STUDENT PERMISSION FORM

(To be completed by the parents/legal guardians of minor students involved in this project, or by students who are more than 18 years of age who are involved in this project.)

Dear Parent/Guardian:

I am student teaching/interning in your son/daughter’s class this year. As a student teacher/intern, I am required to videotape myself teaching for the purpose of improving my practice and so that my teaching can be evaluated. The primary purpose of this requirement is to improve student learning and encourage excellence in teaching.

I am required to submit the following:

- One 20 – 30 minute video of a lesson taught in your child’s class that will be submitted to my Field Supervisor at Touro University.
- One 20 minute video of a lesson taught in your child’s class that will be submitted to a trained assessor who works for Touro University.

Although the videos will show both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video.

No student’s name will appear on any materials that are submitted. All materials will be kept confidential. Please complete and return the attached permission form to document your permission for these activities.

Sincerely,

______________________________

(Teacher Candidate’s Signature)
AUTHORIZATION

Student Name: ________________________  School/Teacher: ________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate assessment, and agree to the following:

(Please check the appropriate box below.)

_______ I DO give permission to you to include my child’s image on video as he or she participates in a class conducted at ________________________ (Name of School) by ________________________ (Teacher-Candidate’s Name).

_______ I DO NOT give permission to video record my child participating in classroom activities.

Signature of Parent or Guardian: ________________________  Date: ____________

____________________
Date: ____________

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is NOT being evaluated by this project and that my name will NOT appear on any materials that may be submitted.

_______ I DO give permission to you to include my image on video as I participate in classroom activities.

_______ I DO NOT give permission to videotape me as I participate in classroom activities.

Signature of Student: ________________________

Date of Birth: _______/_____/______  Date: ____________
Formulario de Permiso Estudiantil

*(Para ser completado por los padres / guardianes legales de los alumnos menores de edad involucrados en este proyecto, o por los estudiantes que tienen más de 18 años de edad que participan en este proyecto.)*

Estimado Padre /Guardián:

Soy estudiante de enseñanza haciendo mis prácticas preprofesionales en la clase de su hijo/a en este año. Como profesor/a en prácticas, estoy obligado a demostrar unas lecciones en video con la meta de mejorar mi práctica y para que mi enseñanza se puede evaluar. El propósito principal de este requisito es el de mejorar el aprendizaje y fomentar la excelencia en la enseñanza.

La observación videograbada de candidatos para maestro require:

- Un video de una lección presentado en clase de su hijo, que se presentará al Supervisor de Maestros en la Universidad de Touro, California. (Touro University, California)
- Un video de una lección presentado en clase de su hijo, que se presentará a un evaluador entrenado en la Universidad de Touro, California. (Touro University, California)

Aunque el vídeo se mostrará el maestro y varios estudiantes, el foco principal es de la **instrucción de la maestro/a**, no en los estudiantes de la clase. En el transcurso de la grabación, su hijo puede aparecer en el video.

Ningún nombre del estudiante aparecerá en todos los materiales que se presentan. Todos los materiales se mantendrán confidenciales.

Favor de completar y enviar el Formulario de Permiso Estudiantil adjunta para documentar su permiso para estas actividades.

Atentamente: _______________________________ Fecha: __________________
Autorización

Nombre del Estudiante: __________________________

Escuela/Maestro/a: __________________________

Yo soy el padre/guardián del estudiante mencionado arriba. He recibido y leído su carta con respecto a la evaluación de candidatos para maestro, y estoy de acuerdo con lo siguiente:

(Favor de marcar la apropiada casilla abajo.)

_______SÍ, LE DOY mi permiso a Ud. de incluir la imagen de mi hijo/a en un video mientras que él/la participe en una clase realizada en ______________________________ (Nombre de Escuela) por ________________________________ (Nombre de candidato para Maestro/a) y/o de reproducir las materias que mi hijo/a podría realizar como parte de las actividades escolares. Entiendo que ningún apellido aparecerá en ninguna materia sometida por el maestro/a a su programa de preparación para maestros.

_______NO, NO LE DOY mi permiso a Ud. de grabar a mi hijo/a por video o de reproducir las materias que mi hijo/a podría realizar como parte de las actividades escolares.

Firma del Padre o Guardián: __________________________ Fecha: ________________

Yo soy el/la estudiante mencionado/a arriba y soy mayor de 18 años de edad. He leído y entiendo la descripción del proyecto dada arriba. Entiendo que mi desempeño NO está siendo evaluado por este proyecto y que mi apellido NO aparecerá en ninguna materia que podría ser sometida.

_______SÍ, LE DOY mi permiso a Ud. de incluir mi imagen en el video mientras que participe en esta clase y/o de reproducir materias que podría realizar como parte de las actividades escolares.

_______NO, NO DOY permiso de grabarme por video o de reproducir materias que podría realizar como parte de las actividades escolares.

Firma del Estudiante: __________________________

Fecha de Nacimiento: _____/____/____

Fecha: ________________
Candidate Assessment of Field Supervisor

Field Supervisor: ___________________________ Semester: Fall   Spring   ______

*Each question pertains to your field experience only. Please indicate whether you:

 Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD)*

**Field Experience**

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The performance expectations for my field experience were clearly explained to me.</td>
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<tr>
<td>2. The post observation conferences were helpful and relevant to my classroom situation(s).</td>
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<td>3. My lesson plans were reviewed and discussed at each post observation conference for thoroughness and alignment with my lesson presentation.</td>
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<td>4. My candidate assessments were helpful and relevant to my classroom situation.</td>
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<tr>
<td>5. I learned a great deal during my field experience.</td>
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</table>

**Comments:**

**Field Supervisor**

<table>
<thead>
<tr>
<th>The Supervisor…</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. treated me with respect.</td>
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<tr>
<td>2. maintained a professional attitude at all times.</td>
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<tr>
<td>3. communicated concerns clearly.</td>
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<tr>
<td>4. was knowledgeable and enthusiastic about my student teaching/internship experience.</td>
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<tr>
<td>5. provided useful feedback after each observation</td>
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<tr>
<td>6. encouraged my participation/feedback in discussions prior to and/or after observations.</td>
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<tr>
<td>7. was prompt in contacting me after each observation to discuss the lesson, concern and future evaluations.</td>
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<tr>
<td>8. was available and accessible to confer if I needed it between observation visits via phone and/or email.</td>
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<tr>
<td>9. was an effective support provider.</td>
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</tbody>
</table>

**Comments:**
During this semester, you participated as a Teacher Intern in your Field Experience. In order to improve the quality of the Teacher Intern Support Program, Touro University’s Graduate School of Education would like you to take a few minutes to answer the questions below. Thank you in advance for taking the time to complete the information below for us. Please return this form to Linda Courtney Henderson. This survey is for use by the School of Graduate Education only, and all your responses will be kept confidential. Please also note that the Field Experience Coordinator cannot complete your paperwork for the Credential Analyst until you have completed this assessment.

Teacher Intern’s Name:__________________________________________________________

Mentor Teacher’s Name:__________________________________________________________

School Site(s)________________________________________________________District:________

Grade/Subject Matter:________________________________________

1. How would you describe your relationship with your Mentor Teacher? Include the frequency and quality the Mentor Teacher gave you (verbal and written feedback) on lesson planning, classroom management; encouraged you; assisted you when a problem/issue arose, etc.

2. Did the Mentor Teacher listen to your ideas regarding the strategies you brought to the placement? If the answer is yes, how did you incorporate these? If the answer is no, why not?

3. What adaptations/ideas about English Learners did you see implemented in the classroom?

4. Name two things you learned about writing an I.E.P and participating in an I.E.P conference?

5. What did you learn about working with a para-educator?

6. Would you recommend your Mentor Teacher as a support provider for interns or as a placement for future student teachers from the Touro program? Why or why not?
TOURO UNIVERSITY CALIFORNIA INTERN CONTRACT

This contract is an agreement between Touro University California and the intern (name), ________________________________________________________________, who has accepted a position in the ______________________ School District. The position is ________ % time and includes the following responsibilities: ____________________________________________________________.

You have been assigned the following employer provided mentor (EPM): ____________________________________________________________, who has agreed to fulfill the conditions outlined in this contract.

You have been assigned the following University Supervisor (US): ________________________________________________________________, who has agreed to fulfill the conditions outlined in this contract.

YOU WILL RECEIVE THE FOLLOWING SUPPORT FROM TOURO UNIVERSITY CALIFORNIA:

1) General Education and/or Special Education: Approximately 15 University Supervisor visits to observe you teaching general education and/or Special ED students, followed by one-on-one conferences over the school year.
2) English Learners: Approximately 5 University Supervisor visits to observe you teaching English Learners, followed by one-on-one conferences over the school year.
3) Intern Support Class: You will enroll each term in an intern support class (EDU 728 or 729) as long as you are working under an intern contract unless you are enrolled in EDU 761/781.
4) EDU 781 or 761: You will enroll in the Field Experience class.
5) If you are teaching in the summer semester as an intern then you must enroll in EDU 728/729.

YOU WILL RECEIVE THE FOLLOWING SUPPORT FROM YOUR SCHOOL/DISTRICT:

1) General Education and/or Special Education: Support/Mentoring and Supervision within the school day, including teacher modeling instruction; and direct supervision of you providing instruction.
2) English Learners: Support/Mentoring and Supervision related to English Learners during the school day, including the EPM modeling instruction for English Learners, and direct supervision of the Intern providing instruction to English Learners.
3) General Education and/or Special Education: One on one Support/Mentoring conferences shall address course planning, problem-solving regarding students, curriculum, and the development of effective teaching methodologies.
4) English Learners: Support/Mentoring EL Students: Conferences addressing issues related to teaching and assessing English Learners.
5) Email or Telephone Support/Mentoring: Support/mentoring provided via email or telephone calls
6) New Teacher Orientation/Grade Level/Department Meetings

The hours from the School District support can be more flexible but must include all six areas listed above with **22.5 hours** of documented support in the planning, instruction, and assessment of EL students over the course of the school year or **11.25 hours per semester**.
YOUR RESPONSIBILITIES:

1. Enroll and attend all Credential Program course sessions including the Intern Support Class EDU 728/729 and EDU 781 (school site meetings may not interfere with Credential course attendance).
2. Pass all classes related to intern support.
3. Attend Intern Orientations, Sunday Seminars, and relevant meetings.
4. Complete Intern Reports logs each semester in TaskStream or as directed by the Intern Coordinator.
5. Respond in a timely manner to emails and/or phone calls from your University Supervisor, Employer Provided Mentor and the Intern Coordinator.
6. Notify the Intern Coordinator in writing if there are any problems with the internship or if you are not receiving the support specified in this document.
7. Communicate any changes to your employment status immediately.
8. Follow the Intern Credential Policy requirements as stated in the GSOE handbook.

PROCESS FOR REVOKING INTERNSHIP

If the Intern Coordinator along with the GSOE Student Affairs and Promotion committee determines that the conditions specified in this contract and in the Memorandum of Understanding (MOU) between Touro University California and the District are not being met the following steps will be taken:

1. The party who is not meeting his/her responsibilities will be notified in writing and warned of the consequences of failure to meet conditions specified in the MOU.
2. Efforts will be made to remediate the problem
3. A final written warning will be sent to the intern and to the district if problem is not remediated after the time frame specified in the written warning.
4. If the problems continue after the final warning, the internship will be revoked. This means that the candidate will not receive credit for the internship and will not be eligible to complete his/her credential.

I have discussed all of the requirements for an internship with my program advisor. I understand the requirements and my responsibilities. (Please keep a copy of this document for your records.)

__________________________   _____________
INTERN’S SIGNATURE   DATE

I have advised the above student and will approve the proposed internship if all requirements are met.

__________________________   _____________
Program Advisor   DATE

__________________________   _____________
Intern Support Coordinator   DATE
Graduate School of Education—Initial Meeting Check List

Field Supervisor—Intern—Mentor

Employer Provided Mentor:

- Help Intern fill out the Intern Support Record and initial time spent mentoring the candidate. (A total of 72 hours of General Education Support and 22 ½ hours of EL Support are required over the course of the school year)
- Confer with Intern on a regular/weekly basis and FS on a monthly basis
- Help ensure that intern receives 2 hours a week minimum of support. (both University and District together)
- Advise on issues of teaching and learning, including age-appropriate expectations for student behavior, curriculum planning for General Education/Special Education and EL, student grouping and assessment strategies
- Model instruction (EL and Gen/Spec. ED)
- Observe Intern conduct the classes, provide regular supportive and constructive feedback related to the TPEs
- Assist Intern to arrange observations in other classrooms
- Participate in the three-party evaluation at the end of the mid-term and/or final of the placement
- Call Field Supervisor, Intern Coordinator or Program Chair/Advisor with questions or concerns

Signature __________________________ Date ________________

Interns

- Complete the Intern Support Record as required
- Schedule time on a regular basis to meet with Field Supervisor and with District Mentor
- Attend Touro classes on Monday, Tuesday, Wednesday or Thursday (in any combination) and will be excused from any school activities that conflict with this requirement
- Notify Mentor, site personnel, Field Supervisor, of absences and provide lesson plans/materials to Mentor ahead of time;
- Retain copies of lesson plans, observation reports, assessments, etc. for Teaching Portfolio
- Complete Post-Observations within two days
- Communicate in a timely way with Field Supervisor
- Discuss Video observation (7 & 13-week placements only) according to the protocol along with permission slips
  - Note: the video is done during the regular education 7-week placement, not the Special Education placement
- Complete assessments on Field Supervisor and Mentor
- Observe in other classrooms and debrief with host and/or mentor teacher
- Adhere to all agreements contained in the Touro University Intern Contract

Signature __________________________ Date ________________

Field Supervisor and Intern Candidates

- Both Field Supervisor and Teacher Intern respond to all communication (Touro email only, phone, text) in a timely manner
- Both parties review the Teaching Performance Expectations (TPEs)
- Teacher Intern must send a fully completed Touro Lesson Plan to the FS (via either a Word Document or TaskStream) 24 hours prior to scheduled observation visit. If the Field Supervisor does not receive the completed lesson plan, he/she will not arrive for the planned observation and will inform the Field Experience/Intern Coordinator
- Field Supervisor reads/analyzes the Lesson Plan, responds with comments and suggestions (either before the observation takes place or during the debrief after the observed lesson)
- Teacher Intern provides the handouts and/or textbook to the FS on observation day
- Both parties hold a conference after the observation where the FS, Teacher Candidate and sometimes the Mentor (or Intern Support Provider) highlights the commendations and identifies areas where improvement is needed; offers suggestion for improvement and mutually decide on what the next goals are and the TPE that it relates to is named
- Teacher Intern completes the post observation questions within 2 days of observed lesson and returns it to FS
- Both parties complete mid-term and/or final assessment (written) based on TPEs prior to participating in the three-party evaluation at the end of the mid-term and/or final of the placement (Note: any number of 1, 2, 3 or 4 scores can be given at the mid-term and the Teacher Intern is allowed to continue. However, no more than two ‘2’ scores and no ‘1’ scores can be given in the final assessment to pass field experience for EDUC 781/761).

Signature __________________________ Date ________________

Field Supervisor __________________________ Date ________________ Teacher Intern __________________________
# Education Specialist Field Experience Assessment:  □ Midterm  □ Final

Candidate: ___________________________________________    □ Mild-Moderate    □ Moderate Severe

Evaluator: ___________________________________________    Date: ______________________________

Check Evaluator’s Role    □ Field Supervisor    □ Intern    □ Candidate    □ Master Teacher (For student teacher placement only.)

<table>
<thead>
<tr>
<th>TPE</th>
<th>* Performance Rating</th>
<th>Evidence</th>
<th>Comments/Commendations/Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**TPE 1(A) or (B)**  
Subject-Specific Pedagogy  
*Reading/Language Arts*  
*Mathematics*  
*Science*  
*History/Social Science*  
*Other*  

**TPE 2**  
Monitoring Learning During Instruction

**TPE 3**  
Use of Assessments

**TPE 4**  
Making Content Accessible

**TPE 5**  
Student Engagement

**TPE 6**  
Developmentally Appropriate Teaching  
6A Grades K-3  
6B Grades 4-8  
Grade(s) ____________
<table>
<thead>
<tr>
<th>TPE 7</th>
<th>Teaching English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 8</td>
<td>Learning About Students</td>
</tr>
<tr>
<td>TPE 9</td>
<td>Instructional Planning</td>
</tr>
<tr>
<td>TPE 10</td>
<td>Instructional Time</td>
</tr>
<tr>
<td>TPE 11</td>
<td>Social Environment</td>
</tr>
<tr>
<td>TPE 12</td>
<td>Professional, Legal, Ethical Obligations</td>
</tr>
<tr>
<td>TPE 13</td>
<td>Professional Growth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Rating</strong></th>
<th><strong>Score of 4</strong></th>
<th><strong>Score of 3</strong></th>
<th><strong>Score of 2</strong></th>
<th><strong>Score of 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s performance provides clear, consistent, and convincing evidence of meeting the Teaching Performance Expectation</td>
<td>Candidate’s performance provides clear and appropriate evidence of meeting the Teaching Performance Expectation</td>
<td>Candidate’s performance provides partial or inconsistent evidence of meeting the Teaching Performance Expectation</td>
<td>Candidate’s performance provides little or no evidence of meeting the Teaching Performance Expectation</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Field Supervisor: ____________________________________________  Signature of Candidate: ____________________________________________

Signature of Master Teacher: ______________________________________________
Candidate must file copies of midterm and final assessment in the TaskStream portfolio.
The California Teaching Performance Expectations

Special Education Revisions Adopted August, 2014

General/Special Education references to standards include Common Core State Standards, California Preschool Learning Foundations and the Next Generation Science Standards. Education specialist TPEs include expectations for general education plus specific special education expectations. These additional expectations are listed in italics.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject and Single Subject credential holders. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single subject credential holders work in departmentalized settings and have more specialized assignments.

Education Specialist credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, utilizing principles for Universal Design for Learning (UDL) at grade levels, and in the service delivery models, of their credential assignment. They demonstrate the ability to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students’ Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP/IFSP/ITP. Candidates demonstrate the ability to adapt, modify, accommodate and-differentiate the instruction of students with identified specific disabilities.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching English-Language Arts in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards to students. They understand how to deliver a comprehensive program of rigorous instruction in Reading, Writing, Speaking and Listening, and Language within standards that establish a progression of increasing complexity. They strategically plan and schedule instruction that ensures that students meet or exceed the standards.

Candidates create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students’ abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students’ abilities
to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students’ use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards for English Language Arts and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction in Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. They are able to demonstrate how to use evidenced-based specialized instruction to teach English Language Arts to students with disabilities. They strategically plan and schedule instruction that ensures students meet or exceed the standards.**

**Students with more intensive needs requiring special education services may need further differentiated instruction, based on their individualized education programs. Candidates are able to utilize natural opportunities within classroom routines to maximize student learning, and facilitate integrated learning opportunities. Candidates are able to provide natural opportunities for communication and alternative ways to demonstrate knowledge. They are able to determine communicative intent, particularly with students with low verbal abilities.**

**Teaching Mathematics in a Multiple Subject Assignment**

Multiple Subject candidates demonstrate the ability to understand and teach the progression of the state-adopted academic content standards for students in mathematics. They facilitate students’ development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriate apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward
Teaching Science in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching History-Social Science in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
systematic and explicit instruction, utilizing appropriate accommodations and modifications to create literate and informed future participants of our democratic society.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

English candidates demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening, and language to ensure that students meet or exceed the standards. They understand how to make English-Language Arts comprehensible to students and the need for students to use all forms of language as tools for thinking, learning and communicating.

They understand how to teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. They select appropriate teaching strategies to develop students’ abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas. Candidates understand how to teach vocabulary acquisition and use, standard English conventions, and functions of language in various contexts.

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. They master how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. They demonstrate the ability to incorporate student transition goals in order to make English-Language Arts instruction comprehensible and relevant to students.

Education Specialist candidates are able to design age-appropriate instruction based on their students’ academic needs as determined by their present levels of performance...Education Specialists are able to utilize assistive technology to support students who use alternative and augmentative methods of communication. Candidates can teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.

Teaching Mathematics in a Single Subject Assignment
Mathematics candidates demonstrate the ability to teach the state-adopted academic standards for students to meet or exceed the end of the year expectations for their grade or course in order to be college and career ready by the end of grade 12. Candidates enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. Candidates help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, candidates use developmentally appropriate and diverse strategies to engage students in grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities. Candidates, by utilizing appropriate accommodations and modifications, enable students to develop mathematical practices and concepts, to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction.**

**Teaching Science in a Single Subject Assignment**

Science candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.
Additionally, candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

*Education Specialist candidates exhibit the ability to use differentiated, systematic and explicit instruction to teach the Next Generation Science Standards and Common Core State Standards to students with disabilities, by utilizing appropriate accommodations and modifications... [They] demonstrate the ability to incorporate transition goals in science instruction.*

**Teaching History-Social Science in a Single Subject Assignment**

History-Social Science candidates demonstrate the ability to teach the state-adopted academic content standards for students in history-social science. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, History-Social Science Single Subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

*Education Specialist candidates demonstrate the ability to teach the Common Core State Standards applicable to history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to incorporate student transition goals in history-social science instruction.*

**Teaching Agriculture in a Single Subject Assignment**
Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture. They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students’ cultural and ethical backgrounds in designing agriculture instruction.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

**Teaching Art in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish
and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist’s intent, purpose, and technical proficiency. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

**Teaching Business in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates utilize a variety of authentic, performance-based assessment strategies to assess students’ skills and abilities.

**Teaching Health Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science. Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program.
(CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions.

Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California’s diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

**Teaching Home Economics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.
Teaching Industrial and Technology Education in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

Teaching World Language in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in World Language demonstrate the ability to teach the state-adopted academic content standards as outlined in the World Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the
knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching Music in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music. They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching Physical Education in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in Physical Education. They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics,
outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students’ cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted academic standards. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning, including performance-based real-world applications, questioning strategies, work samples and products. Candidates anticipate, check for, and address common misconceptions and identified misunderstandings. They act upon the information gathered during instruction.

Education Specialist candidates use data collection systems and multiple measures for progress monitoring based on each student’s Individualized Education Program (IEP) throughout instruction to determine whether all students, including English learners and students with disabilities, are understanding content and making progress toward learning the key concepts of Common Core State Standards or California Preschool Learning Foundations.

TPE 3: Interpretation and Use of Assessments

Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students’ progress and plan instruction. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students’ needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as well as performance-based real-world applications of learning. They teach students how
to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of state-adopted assessment program. They know how to appropriately administer the assessment program, including implementing accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students understand the results of assessments to help students achieve the academic curriculum.

**Education Specialist candidates are knowledgeable of, and use a variety of informal and formal, as well as formative and summative assessments to determine eligibility, service delivery within the least restrictive environment, and instruction based on students’ present level of performance. Candidates are able to write standards-based IEP/IFSP/ITP, plan instruction and determine students’ progress toward IEP/IFSP/ITP...Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender or linguistic differences may be confused with manifestations of a disability.**

**C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

**TPE 4: Making Content Accessible**

Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to teach students the academic content described in the state-adopted academic content standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose, lesson content and student needs. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates understand how to deliver a comprehensive program of rigorous instruction that includes Reading, Writing, Speaking and Listening, and Language within discipline-specific standards. They provide opportunities and adequate time for students to practice and apply what they have learned to real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They encourage the development of students’ communication skills, including facilitating student interactions within classroom instruction. They teach students strategies to read and comprehend a variety of texts and a variety of information sources in the subject(s) taught. They model active listening in the classroom.
Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

**Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP/IFSP instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum...To meet student academic and functional learning needs, candidates utilize principles of Universal Design for Learning to provide multiple means of representation, action and expression and engagement, such as written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.**

**TPE 5: Student Engagement**

Candidates clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals as identified in the academic content standards. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**Education specialist candidates clearly communicate instructional objectives to students and families. Candidates use differentiated methods including the principles of Universal Design for Learning to ensure the active and equitable participation of all students, and to promote integration into general education environments, using developmentally and age appropriate materials. They ensure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and IEP/IFSP/transition plan.**

**TPE 6: Developmentally Appropriate Teaching Practices**

*Background information for TPE 6:* TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major
phase of schooling, grades K-3, 4-8, and 9-12. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate instructional practices to make content accessible to all students.

**Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.** Candidates develop and implement positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting. Candidates facilitate appropriate transitions for students based on individual needs including considerations of self-efficacy and self-determination between academic levels in programs. Candidates demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports.

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**Education Specialist candidates understand that student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.**

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that appropriate and inappropriate

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1 TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.
student behavior is an indicator of their learning and/or need for additional support. Candidates recognize and respond appropriately to these cues.

**Education Specialist candidates understand that student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.**

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being “different” means for high school students.

**Education Specialist candidates who teach students in grades 9-12, establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills as well as self-determination and self-advocacy skills.**

In order to help students to understand connections between the curriculum and life beyond high school, candidates develop with students and their families, Individual Transition Plans that include goals for independent living, post-secondary education and careers. Candidates continue to support students in assuming increasing responsibility for learning, and in developing sufficient skills related to career, independent living and community participation.

**TPE 7: Teaching English Learners**

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to

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analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

**Education Specialist candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates can implement specialized instructional methods for English Language Development for students with disabilities... Candidates implement an instructional program that addresses the California English Language Development Standards, facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers.**

### D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

#### TPE 8: Learning about Students

Candidates draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. Candidates are knowledgeable about students’ community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students who need specialized instruction, including gifted students and/or students with physical disabilities, learning disabilities, or health conditions requiring instructional adaptations. They encourage parents to become involved and support their efforts to increase student learning.

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2 Teachers are not expected to speak the students’ primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students’ primary language skills, to support their learning of English and curriculum content.
Education Specialists Candidates conduct assessments and participate in development of IEP/IFSP/transition team decisions. They encourage parents to collaborate in the development of IEP/IFSP/transition goals.

TPE 9: Instructional Planning

Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly. They establish clear long and short term goals for learning based on students’ current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so the content to be taught connects to preceding and subsequent content. They use varied teaching methods to help students meet or exceed grade level expectations. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, media and technology to meet student learning goals. Candidates reflect on and improve their planning based on their instructional experiences and analyses of student work.

Candidates develop relevant, differentiated instructional plans by connecting the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. Candidates understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals.

Education Specialist candidates use evidenced-based methods to help students obtain goals specified on their IEPs/IFSPs/transition plans as well as in their grade level or alternative curriculum. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, assistive and instructional technology to meet student learning goals in inclusive as well as specialized settings. Candidates use data from progress monitoring to inform their instructional planning. Candidates use their pedagogical content knowledge to develop relevant, differentiated instructional plans by connecting the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and specific learning needs. Candidates understand how to direct and interact appropriately with paraprofessionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct, co-teach and communicate effectively with other special education service providers, general education teachers, and community agencies for instructional planning. Candidates include parents and students in instructional planning.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates recognize and articulate the critical importance of time management in their instructional planning, and of the effects of class scheduling on planning the most effective use of instructional time.
Candidates allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. Candidates consider how to achieve short and long-term goals within the confines of the available instructional time and schedule. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and on consultation as appropriate, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Education Specialist candidates recognize and articulate the critical importance of time management in their instructional planning based on student’s needs, and when co-planning for instruction in inclusive settings. Candidates allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards, California Preschool Learning Foundations, Next Generation Science Standards and IEP/IFSP/ITP goals...They incorporate instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates create a positive climate for learning. They establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior. Candidates establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner. They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social environment and its relationship to academic achievement for all students, and makes necessary adjustments based on observations of students and consultation with other teachers and students’ families.

Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students...Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans...Candidates are well-versed in school-wide positive behavior interventions and supports, restorative justice, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student’s behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address such behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional, trauma, and mental health needs, and are knowledgeable of how to engage these related services professionals to assist students who have greater needs.
Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students’ IEP/IFSP/transition plans. The candidate collaboratively develops supportive environments based on observations of students, and consultation with IEP/IFSP/transition team members.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They recognize and resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to both implementing student assessments, including K-12 standardized assessments, and completing required candidate assessments within the preparation program (e.g., the Teaching Performance Assessment).

Education Specialist candidates are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

TPE 13: Professional Growth

Candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Education Specialist candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence-based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.