



TOURO UNIVERSITY

C A L I F O R N I A

Student Teaching Handbook for

Education Specialists

Candidates and Field Supervisors

Fall 2017



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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.

Vision Statement of Touro University California

The vision of Touro University California is: Educating caring professionals to serve, to lead, to teach.

Mission of Touro University California

The mission of Touro University California is to provide quality educational programs in the fields of health care and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

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.

Program Standards

The Touro University California Graduate School of Education credential and degree programs are guided by Program Standards (10 f, g, & h) of the California Commission on Teacher Credentialing that state:

- (1) Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas;*
- (2) Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development; and*
- (3) Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families.*

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.

Purpose of Student Teaching

The student teaching experience allows the candidate to apply educational theories and methodologies learned in his/her university classes to authentic classroom environments. The student teacher will have the opportunity to demonstrate competency in the California Commission on Teacher Credentialing thirteen Teaching Performance Expectations (TPEs) and Program Standards and the Touro University Student Dispositions.

Thirteen Teaching Performance Expectations (see Appendix) for a detailed description of the TPEs)

1. Subject-specific Pedagogical Skills
2. Monitoring Student Learning
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
7. Teaching English Learners
8. Learning About Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, Ethical Obligations
13. Professional Growth

Placement Information

Field Experience placements are made through the Graduate School of Education (GSOE). The Field Experience/Intern Coordinator arranges placements based on a variety of factors, including opportunities for experiences with diverse learners, cooperation from the partnering school or district and strengths and needs of the candidate as determined by the candidate and faculty advisor. Candidates may indicate district or school site preference; however, all placements are contingent on identifying a qualified Master and university supervisor as well as consideration of the factors listed above. Students will not pursue their own placements.

Once a candidate's placement is confirmed, school administrators and Master/cooperating teachers are notified through email of the placement with a more detailed description of roles and responsibilities. A Field Supervisor is matched with the candidate and contacted to accept the assignment. Candidates are notified of their placements and the expectations for the Field Experience assignment through the GSOE by the Field Experience/Intern Coordinator.

Roles, Responsibilities and Relationships

The Student Teacher, the Master Teacher, and the Field Supervisor function as a team as they work to implement effective learning procedures and create professional and positive working relationships.

The Role and Responsibilities of the Student Teacher

The student teaching experience should be the most satisfying phase of your preparation for teaching. The opportunity to work directly with students in the classroom will provide a laboratory experience with many characteristics similar to that of your own future classroom. Although you have had opportunities to observe, participate, and perhaps teach in a classroom, full-time student teaching carries many additional responsibilities. The guidelines below are merely a partial list of the responsibilities of the student teacher:

- Spend the entire day at the school site, primarily in your classroom, but you may observe in other classrooms on site.

- Arrive before or at the time of the Master Teacher and leave at the end of the contractual day or later
- Participate in all activities required of teacher, including staff meetings, professional development activities, student supervision duties, department/grade level meetings, and parent conferences if appropriate.
- 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 Master, site personnel, Field Supervisor, of absences and provide lesson plans/materials to Master ahead of time. Make up all days absent.
- Retain copies of lesson plans, observation reports, assessments, etc. for Teaching Portfolio.
- Complete Video Observation (7 & 13-week placements only) according to the protocol and send permission slips prior to taping. Note for dual credential candidates: the video is done during the regular education 7-week placement, not the Special Education placement.
- Complete mid-term and final self-assessments as well as assessments of Field Supervisor and Master at the end of the Field Experience.
- Comply with the timeline set forth in the Placement Protocol.
- **A student teacher cannot accept an intern position once the student teaching experience has begun.**
- Refrain from accepting an assignment as a substitute teacher for a Master Teacher or any other teacher during the student teaching placement. The policy is that you must satisfy your required student teaching placement of 7, or 13 weeks. If you do not satisfy the time requirement, you will not pass student teaching. The student teaching experience is under the direct supervision of a Master Teacher and if the Master Teacher is absent, then the district appointed substitute becomes the Master
- Maintain standards of dress and appearance that conform to the policies and practices of the local school and district.
- Notify Field Supervisor of any issues that are having a negative impact on the Field Experience.
- Keep information about students and other sensitive school issues confidential.
- Refrain from engaging in activities concerning labor disputes. Student Teachers should not be in the classroom, cross picket lines, attend labor meetings, or in any other way participate in strike-related activities nor should they act as a substitute teacher during a strike.
- Check Touro email daily to stay abreast of communication with Field Supervisors and Instructors.

The Role and Responsibilities of the Master Teacher

The Master Teacher affects the quality of the student teaching experience more than any other single factor. It is primarily the Master who guides the student's professional growth and makes him/her feel secure and confident in the placement. The general responsibilities of the Master Teacher are as follows:

- Gradually relinquish classes to Teacher Candidate, who will take full responsibility for the planning, delivery and assessment of instruction in *all teaching placements* and during the full-day & solo weeks as described in the appropriate placement protocol. The Master is generally in the room for some of all-day teaching, but not during the solo teaching weeks. Note: Master Teachers may *chose* to remain in room during solo week(s).
- Become familiar with the Teaching Performance Expectations (TPEs).
- Observe the Student Teacher conducting the classes and provide regular supportive and constructive feedback related to the TPEs.
- 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.
- Contact the Field Experience Coordinator immediately if the candidate will not have access to a classroom that contains identifiable English Learners(s) and Special Needs Student(s) with a 504, or I.E.P. and student(s) that present "a different instructional challenge" sometime during the day.
- Contact the Field Experience Coordinator with questions or concerns.
- Introduce Student Teacher to faculty and invite him/her to meetings, workshops, curriculum support/grade level meetings.
- Provide brief survey of curriculum, work covered, pacing guides, textbooks and instructional materials.
- Provide school-wide discipline policies and classroom management rules.

The Role and Responsibilities of the Field Supervisor

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 Student Teacher. 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 Student Teacher and Master Teacher 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 Field Supervisor always checks in at the school office when visiting.

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 Student Teacher to keep a copy of all lesson plans, observation reports and assessments.

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

Recordkeeping

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

Correspondence and Communication

General Communication

The primary form of communication between Candidate 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. Candidate candidates will need to check on a daily, basis for important information concerning placement, significant calendar dates, modifications or upcoming events.

TaskStream

All Student Teachers 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.** 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.
- 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 Candidate will schedule the required number of observations indicated in the specific Placement Protocol.

Prior to the observation

Step 1: The Candidate 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 Candidate and Field Supervisor must use their Touro email accounts for ALL correspondence.

Day of the Formal Observation

Step 1: The Candidate 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 Candidate in a private place. The Master 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 Candidate 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 Candidate.

The Follow-up

Within 2 days after the observation, the Candidate 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/Commentary to the lesson plan. If the document has not been received within the 2 day time period, the Field Supervisor should contact the Intern.

Observation Protocol for Interns – EDUC 781A-D

Week	Intern Requirements	Field Supervisor Requirements	Visit
1	<ul style="list-style-type: none"> • 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 Master for Initial Visit (1-1.5 hours). 	<ul style="list-style-type: none"> • Contact Candidate. Set up Initial Visit date/time. • Introduce yourself to the Principal. • Subscribe to TaskStream (no charge). Contact karen.yoder@tu.edu and she will add you to TaskStream. • Meet with Candidate and District Master for Initial Visit (1-1.5 hours). 	#1
2	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach (Week 2 or 3) <ul style="list-style-type: none"> • Continue to collect permission slips. 	<ul style="list-style-type: none"> • 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 Master. 	#2
3	<ul style="list-style-type: none"> • Teach all subjects per district contract. 		
4	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach with focus on EL planning and instruction 	<ul style="list-style-type: none"> • Observe lesson #2 and confer during this week. Focus: EL planning and instruction 	#3
5	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach 	<ul style="list-style-type: none"> • Observe lesson #3 and confer during this week. • Check in with Principal and Master. 	#4
6	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Review lesson before viewing video. • View video-taped lesson #4 on TaskStream, write an observation report. • Confer by telephone or Skype or other electronic means discussing the lesson both Candidate and Field Supervisor saw on video. • Observation/conference completed by Wed noon of week 7. 	#5
7	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare (mid-term) self-assessment. Meet with Field Supervisor (1-1.5 hours) Thurs. or Fri. 	<ul style="list-style-type: none"> • Check in with Principal, VP and Master • Prepare (mid-term) assessment. Meet with Candidate (1-1.5 hours) Thurs. or Fri. 	#6
8	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach (Week 8 or 9) 	<ul style="list-style-type: none"> • 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. • Check in with Principal, VP and Master. 	#7
9	<ul style="list-style-type: none"> • Teach all subjects per district contract. 		
10	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach with focus on EL instruction and assessment 	<ul style="list-style-type: none"> • Observe lesson #6 and confer. Focus on EL instruction and assessment. 	#8
11	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach 	<ul style="list-style-type: none"> • Observe lesson #7 and confer. • Meet with Principal, VP and Master. 	#9
12/13	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Thank the Principal for having your candidate as an intern. • Write a final assessment. Meet with Candidate and Master (1-1.5 hours) this last week. 	#10

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 -1/729 **

Week	Intern Requirements	Field Supervisor Requirements	Visit
1	<ul style="list-style-type: none"> • 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 Master for Initial Visit (1-1.5 hours). 	<ul style="list-style-type: none"> • 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 Master for Initial Visit (1-1.5 hours). 	#1
2-3	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach (Week 2 or 3) ✓ Continue to collect permission slips. 	<ul style="list-style-type: none"> • 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 Master as appropriate. 	#2
4-5	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach with focus on EL planning and instruction 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Candidate and Field Supervisor saw on video. • Observation/conference completed by Wed noon of week 8 	Remote #4
9-11	<ul style="list-style-type: none"> • Teach all subjects per district contract. • Prepare Touro Lesson Plan to teach include EL instruction and assessment (Week 9 -11) 	<ul style="list-style-type: none"> • 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 Master. 	#5
12-13	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Thank the Principal for having your candidate as an intern. • Write a final assessment. Meet with Candidate and Master (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.**

ASSESSMENT

Assessment Process EDUC 781/761

The Candidate, Master Teacher and Field Supervisor individually complete the Candidate Assessment form (mid-term or final) to participating in the three-party assessment 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.

PERFORMANCE CONCERNS

If the Candidate 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 (see Appendix) 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 Master 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 Candidate 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.

APPENDIX



Graduate School of Education—Initial Meeting Check List

Field Supervisor (FS)—Intern/Student Teacher—Mentor

Master Teacher Responsibilities:

- Gradually gives over classes to Teacher Candidate who will take full charge of the planning, delivery and assessment of instruction in *all teaching placements*, and during the full-day & solo weeks (week 9, 10 and 11 of a 13-week placement; weeks 5 and 6 of *each* 7-week placement) The Master teacher is generally in the room for some of the all-day teaching, but not during the solo teaching weeks. Note: Master may *chose* to remain in room during solo week(s).
- Is familiar with the Teaching Performance Expectations (TPEs)
- Observe Student Teacher conducting the classes, provide regular supportive and constructive feedback related to the TPEs.
- Complete mid-term and/or final assessment (written) based on TPEs *prior* to participating in the three-party evaluation at the mid-term and end of the of the placement.
- Contact Field Experience Coordinator (FEC) immediately if candidate will not have access to a classroom that contains identifiable English Learners(s) and Special Needs Student(s) with a 504, or I.E.P. and student(s) that present “a different instructional challenge” sometime during the day.
- Call Field Supervisor, Field Experience Coordinator or Program Chair/Advisor with questions or concerns.
- Introduce Student Teacher to faculty and invite him/her to meetings, workshops, curriculum support/grade level meetings.
- Provide brief survey of curriculum, work covered, pacing guides, textbooks and instructional material.
- Provide teachers guides, school-wide discipline policies and classroom management rules.

Signature

Date

Student Teachers:

- Spend the entire day at the school site, primarily in your classroom, but may observe in other classrooms on site;
- Arrive before or at the time of the Master Teacher and leave at the end of the contractual day or later;
- Participate in all activities required of teacher, including staff meetings, professional development activities, student supervision duties, department/grade level meetings, and parent conferences if appropriate;
- 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 Master, site personnel, Field Supervisor, of absences and provide lesson plans/materials to Master Teacher ahead of time. Make up all absences.
- Retain copies of lesson plans, observation reports, assessments, etc. for Teaching Portfolio;
- Conduct Video observation according to the protocol in the Field Experience Handbook. Note: for Dual Credential candidates, the video is done during the regular education 7-week placement, not the Special Education placement;
- Complete assessments of Field Supervisor and Master Teacher
- See additional information below:

Field Supervisor and Student Teacher Candidates

- Both FS and Teacher Candidate (TC) respond to all communication (email, phone, text) in a timely manner;
- Both parties review the Teaching Performance Expectations (TPEs);
- TC 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 FS does **not** receive the completed lesson plan, he/she will not arrive for the planned observation and FS informs the Field Experience Coordinator;
- FS reads/analyzes the Lesson Plan, responds with comments and suggestions (either before the observation takes place or during the debrief after the observed lesson);
- TC 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 Master Teacher highlight the commendations and identify areas where improvement is needed; offer suggestion for improvement and mutually decide on the next goal and names the related TPE.
- TC the posts observation reflection 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 mid-term and end of the placement (Note: any number of 1, 2, 3 or 4 scores can be given at the mid-term and the TC 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).

Field Supervisor

Date

Teacher Candidate

Education Specialist Observation Report

Teacher's Name _____ Date of Obs. _____
 Observer's Name _____ Per/Time of Obs. _____

<p>Making Subject Matter Comprehensible to Students: TPE 1A/B Subject Specific Pedagogical Skills <input type="checkbox"/> Reading/Lang Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> History/Social Science <input type="checkbox"/> Health/Visual & Performing Arts/PE</p> <p>Topic of Today's Lesson: _____</p> <p><input type="checkbox"/> Lesson plan rec. 24 hrs. in advance. ____ (hrs.) <input type="checkbox"/> Written standards-based lesson plan and student handouts are attached.</p>	<p>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</p>
<p>Assessing Student Learning: TPE 2 Monitoring Student Learning During Instruction</p> <p>TPE 3 Interpretation and Use of Assessments</p>	<p>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</p> <p>----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</p>
<p>Engaging and Supporting Students in Learning: TPE 4 Making Content Accessible</p> <p>TPE 5 Student Engagement</p> <p>TPE 6 Developmentally Appropriate Teaching Practices <input type="checkbox"/> K-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12</p> <p>TPE 7 Teaching English Learners</p> <p>Planning Instruction & Designing Learning</p>	<p>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</p> <p>----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</p> <p>----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</p> <p>----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</p>

<p>Experience: TPE 8 Learning About Students</p> <p>TPE 9 Instructional Planning</p>	<p>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</p> <p>-----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</p>
<p>Creating & Maintaining Effective Environments for Learning: TPE 10 Instructional Time</p> <p>TPE 11 Social Environment</p>	<p>Specific Evidence: -----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</p> <p>-----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</p>
<p>Developing As a Professional Educator: TPE 12 Professional, Legal and Ethical Obligations</p> <p>TPE 13 Professional Growth</p>	<p>Specific Evidence: -----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</p> <p>-----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</p>
<p>Area of Focus for Next Observation: TPE # _____ Comments/Suggestions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><i>Evidence of teaching performance may be collected from direct obs., lesson plans & materials, conference, and what is not seen.</i></p>	

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: _____

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 /Guardían:

Soy estudiante de enseñanza haciendo mis prácticas preprofesionales en la clase de su hijo/a en este año. Como professor/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 ningunas materias sometidas 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 ningunas materias que podrían ser sometidas.

_____ **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:



Education Specialist Candidate Assessment of Master Teacher

During this semester, you participated as a Candidate in your Field Experience. In order to improve the quality of the Candidate 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.**

Candidate's Name: _____

Master Teacher's Name: _____

School Site(s) _____ District: _____

Grade/Subject Matter: _____

1. How would you describe your relationship with your Master Teacher? Include the frequency and quality the Master 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 Master 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 Master Teacher as a support provider for interns or as a placement for future student teachers from the Touro program? Why or why not?



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

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

Comments:

Field Supervisor

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

Comments:



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.)

TPE	* Performance Rating				Evidence	Comments/Commendations/Concerns
	4	3	2	1		
TPE 1(A) or (B) Subject-Specific Pedagogy <i>Reading/Language Arts</i> <i>Mathematics</i> <i>Science</i> <i>History/Social Science</i> <i>Other</i> _____						
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 <i>6A Grades K-3</i> <i>6B Grades 4-8</i> <i>Grade(s)</i> _____						

TPE 7 Teaching English Learners						
TPE 8 Learning About Students						
TPE 9 Instructional Planning						
TPE 10 Instructional Time						
TPE 11 Social Environment						
TPE 12 Professional, Legal, Ethical Obligations						
TPE 13 Professional Growth						
*Performance Rating	Score of 4		Score of 3		Score of 2	Score of 1
	Candidate's performance provides clear, consistent, and convincing evidence of meeting the Teaching Performance Expectation		Candidate's performance provides clear and appropriate evidence of meeting the Teaching Performance Expectation		Candidate's performance provides partial or inconsistent evidence of meeting the Teaching Performance Expectation	Candidate's performance provides little or no evidence of meeting the Teaching Performance Expectation

Signature of Field Supervisor: _____

Signature of Candidate: _____

Signature of Master Teacher _____

Candidate must file copies of midterm and final assessment in the TaskStream portfolio.



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.)

TPE	Required Outcome	Resources

Student Teacher/Intern _____

Date _____

Field Supervisor _____

Date _____

Field Experience Coordinator _____

Date _____

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

mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in Mathematics and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction for mathematical practices and content to engage students in mathematical tasks.

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.

Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, Next Generation Science Standards and Common Core State Standards to students with disabilities. They understand how to deliver an integrative and comprehensive program of differentiated, evidenced-based systematic and explicit instruction, utilizing appropriate accommodations and modifications to create scientifically literate students.

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.

Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, and Common Core State Standards in history-social science for students with disabilities. They understand how to deliver a comprehensive program of differentiated, 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 9-12.¹ 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 considers 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

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.

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 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 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.² 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.

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.

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.

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.