



TOURO UNIVERSITY

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C A L I F O R N I A

Student Teaching Handbook for  
Single and Multiple Subjects Candidates

*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 six Teaching Performance Expectations (TPEs) and Program Standards and the Touro University Student Dispositions.

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

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

## **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 – EDUC 781A-D

Week	Intern Requirements	Field Supervisor Requirements	Visit
1	<ul style="list-style-type: none"> <li>• <b>Start Intern Support Record and maintain weekly throughout the Semester.</b></li> <li>• Distribute and collect student permission slips for videotaping.</li> <li>• Teach all subjects per district contract.</li> <li>• Meet with Field Supervisor and Master for Initial Visit (1-1.5 hours).</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Candidate. Set up Initial Visit date/time.</li> <li>• Introduce yourself to the Principal.</li> <li>• Subscribe to TaskStream (no charge). Contact <a href="mailto:karen.yoder@tu.edu">karen.yoder@tu.edu</a> and she will add you to TaskStream.</li> <li>• Meet with Candidate and District Master for Initial Visit (1-1.5 hours).</li> </ul>	#1
2	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach (Week 2 or 3)                             <ul style="list-style-type: none"> <li>• Continue to collect permission slips.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #1 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor <b>either</b> from week 2 or week 3 and confer.</li> <li>• Check in with Principal, VP and Master.</li> </ul>	#2
3	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> </ul>		
4	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach with focus on EL planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #2 and confer during this week. Focus: EL planning and instruction</li> </ul>	#3
5	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #3 and confer during this week.</li> <li>• Check in with Principal and Master.</li> </ul>	#4
6	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Candidate writes complete Touro Lesson plan and submit to Field Supervisor 24 hrs. in advance of videotaping.</li> <li>• 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 <b>Sunday noon at the beginning of week 7.</b></li> <li>• Candidate answers four questions at end of Touro Lesson Plan and submits to Field Supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson before viewing video.</li> <li>• View video-taped lesson #4 on TaskStream, write an observation report.</li> <li>• Confer by telephone or Skype or other electronic means discussing the lesson both Candidate and Field Supervisor saw on video.</li> <li>• Observation/conference completed by <b>Wed noon of week 7.</b></li> </ul>	#5
7	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare (mid-term) self-assessment. Meet with Field Supervisor (1-1.5 hours) Thurs. or Fri.</li> </ul>	<ul style="list-style-type: none"> <li>• Check in with Principal, VP and Master</li> <li>• Prepare (mid-term) assessment. Meet with Candidate (1-1.5 hours) Thurs. or Fri.</li> </ul>	#6
8	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach (Week 8 or 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #5 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor <b>either</b> from week 8 or week 9 and confer.</li> <li>• Check in with Principal, VP and Master.</li> </ul>	#7
9	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> </ul>		
10	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach with focus on EL instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #6 and confer. Focus on EL instruction and assessment.</li> </ul>	#8
11	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #7 and confer.</li> <li>• Meet with Principal, VP and Master.</li> </ul>	#9
12/13	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Write a final self-assessment. Meet with Field Supervisor (1-1.5 hours) this last week. Finish and upload Intern Support Record to TaskStream.</li> </ul>	<ul style="list-style-type: none"> <li>• Thank the Principal for having your candidate as an intern.</li> <li>• Write a final assessment. Meet with Candidate and Master (1-1.5 hours) this last week.</li> </ul>	#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 EDUC 761 & 728 -1/729 \*\*

Week	Intern Requirements	Field Supervisor Requirements	Visit
1	<ul style="list-style-type: none"> <li>• <b>Start Intern Support Record and maintain weekly throughout the Semester.</b></li> <li>• Distribute and collect student permission slips for videotaping.</li> <li>• Teach all subjects per district contract.</li> <li>• Meet with Field Supervisor and Master for Initial Visit (1-1.5 hours).</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Candidate. Set up Initial Visit date/time.</li> <li>• Introduce yourself to the Principal.</li> <li>• Subscribe to TaskStream (no charge). Contact Linda Henderson and she will add you to TaskStream.</li> <li>• Meet with Candidate and District Master for Initial Visit (1-1.5 hours).</li> </ul>	#1
2-3	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach (Week 2 or 3)</li> <li>✓ Continue to collect permission slips.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #1 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor <b>either</b> from week 2 <b>or</b> week 3 and confer.</li> <li>• Check in with Principal/ VP and Master as appropriate.</li> </ul>	#2
4-5	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach with focus on EL planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #2 either during week 4 or week 5 and confer. Focus: EL planning and instruction within context of subject matter lesson.</li> </ul>	#3
6-8	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Candidate writes complete Touro Lesson plan and submit to Field Supervisor 24 hrs. in advance of videotaping.</li> <li>• 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 <b>Sunday noon at the beginning of week 7.</b></li> <li>• Candidate answers four questions at end of Touro Lesson Plan and submits to Field Supervisor.</li> <li>• Teach all subjects per district contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson before viewing video.</li> <li>• View video-taped lesson #3 on TaskStream, write an observation report.</li> <li>• Confer by telephone or Skype or other electronic means discussing the lesson both Candidate and Field Supervisor saw on video.</li> <li>• Observation/conference completed by <b>Wed noon of week 8</b></li> </ul>	Remote #4
9-11	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Prepare Touro Lesson Plan to teach include EL instruction and assessment (Week 9 -11)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe lesson #4 (mutual agreement of the subject/period and the day/time between candidate and Field Supervisor and confer.</li> <li>• Check in with Principal, VP and Master.</li> </ul>	#5
12-13	<ul style="list-style-type: none"> <li>• Teach all subjects per district contract.</li> <li>• Write a final self-assessment. Meet with Field Supervisor (1-1.5 hours) this last week. Finish and upload Intern Support Record to TaskStream.</li> </ul>	<ul style="list-style-type: none"> <li>• Thank the Principal for having your candidate as an intern.</li> <li>• Write a final assessment. Meet with Candidate and Master (1-1.5 hours) this last week.</li> </ul>	#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

## 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:



## Multiple and Single Subject

### Candidate Assessment of Master Teacher

During the past school year, you participated in Student Teaching as part of your Field Experience. In order to improve the quality of the Student Teaching 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.**

Student Teacher's Name: \_\_\_\_\_ Date:  
\_\_\_\_\_

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.





### 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:**



**Multiple/Single Subject Field Experience Assessment:**  Midterm  Final

**Candidate:** \_\_\_\_\_  Multiple Subject  Single Subject

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Check role of person completing this assessment:**  Field Supervisor  Candidate  Master Teacher

**Categories**

**\* Performance Rating**

**Comments/Commendations/Concerns**

<b>Lesson Design &amp; Assessment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Standards and objectives					
Instructional Strategies					
Language Demands					
Differentiated Instruction					
Critical Thinking and Collaboration					
Identifies Assessments					
<b>Lesson Implementation &amp; Assessment</b>					
Communicates Standards & Objectives					
Engages Students					
Uses Instructional Strategies					
Access to Learning					

Administration/Analysis of Assessment					
<b>Classroom Management &amp; Environment</b>					
Positive Learning Environment					
High Expectations					
<b>Developing as a Professional Educator</b>					
Collaboration					
Reflection					
Responsibility					
<b>*Performance Rating</b>	<b>Score of 4</b>		<b>Score of 3</b>		<b>Score of 2</b>
	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 \_\_\_\_\_

Students completing 781/761 must upload the assessment to their electronic portfolio in TaskStream.



**Observation Report Form: Single/Multiple Subjects** Observation # \_\_\_\_\_

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Lesson Topic/Subject Matter: \_\_\_\_\_ Period/Time: \_\_\_\_\_

Observed

Lesson Design and Assessment		Specific Evidence Present or Needed
Written plan is complete, clear, step-by-step approach to the instructional sequence. Lesson objectives and instructional strategies present and are aligned with standards and based on students' learning needs, prior knowledge, background and experiences (1.1, 3.1, 3.3, 4.1, 4.2)		
Plan includes variety of strategies in the way information is presented, including technology (1.4, 1.7, 2.2, 4.4, 4.7, 4.8)		
Plan includes academic language demands and supports: vocabulary; language functions; discourse; and syntax (3.5, 4.7)		
Plan includes strategies for engaging students: activating prior knowledge, modeling, practice and review, active participation and checks for understanding (1.4, 1.8, 4.7)		
Plan includes differentiated instruction and/or planned supports for English Learners and at least one other identified subgroup (1.4, 1.6, 3.2, 3.5, 3.6, 4.5, 5.7, 5.8)		
Plan includes opportunities for students to actively think critically and work collaboratively (1.5, 4.7)		
Plan includes appropriate assessment tools: formative, progress-monitoring, summative and performance; scoring rubrics; describes how assessments will be used to give feedback, plan instruction, support English learners, and measure student attainment of learning objectives. ( 5.1, 5.2, 5.3, 5.6, 5.7, 5.8)		

Lesson Implementation and Assessment (directly observed)		Specific Evidence Observed or Needed
<b>Communicates Standards and Objectives</b> <ul style="list-style-type: none"> <li>Demonstrates knowledge of subject matter, including standards, frameworks and interconnected content (3.1, 4.3)</li> <li>Communicates standards and learning goals to students at the start of the</li> </ul>		

<ul style="list-style-type: none"> <li>lesson and reviews them at closure (2.5)</li> <li>• Uses standards-aligned instructional materials and resources (3.6)</li> </ul>	
<p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Applies knowledge of students to engage them in learning (1.1)</li> <li>• Uses a variety of developmentally/ability appropriate resources (1.4)</li> <li>• Connects subject matter to real-life contexts (1.3)</li> <li>• Monitors and adjusts instruction consistent with current pedagogy so students are actively engaged (1.8, 3.3)</li> </ul>	
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Makes effective use of instructional time and efficient transitions (4.4)</li> <li>• Provides opportunities for inquiry, problem solving, and questioning (1.5)</li> <li>• Provides instruction that promotes a range of student communication and participation activities (4.7)</li> <li>• Incorporates visual and performing art, as appropriate (1.7)</li> <li>• Use instructional strategies tied to technology standards and promote digital literacy and citizenship (3.7, 3.8)</li> </ul>	
<p><b>Access to Learning</b></p> <ul style="list-style-type: none"> <li>• Provides a supportive learning environment for EL and others who need to acquire standard English proficiency (wait time, realia, visuals, etc.) (1.6)</li> <li>• makes accommodations/modifications and assists students with IEP, 504 and other plans (3.2) (4.5)</li> </ul>	
<p><b>Assessment Administration and Analysis</b></p> <ul style="list-style-type: none"> <li>• Administers classroom assessments-informal formal, progress-monitoring, formative, summative and performance, including scoring rubrics (5.1)</li> <li>• Collects and analyzes assessment data to document learning (5.2)</li> <li>• Uses technology as appropriate method to support assessment administration, offer multiple means for students to demonstrate learning and communicate learning outcomes to students and families (3.7, 5.4, 4.8)</li> <li>• Involves students in self-assessment and reflection on learning goals and opportunities for revision based on timely feedback (5.3)</li> </ul>	
<p><b>Classroom Management And Environment (directly observed)</b></p>	<b>Specific Evidence Observed or Needed</b>
<p><b>Positive Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Creates learning environments that promote productive student learning, encourage positive student interactions, reflect diversity and multiple perspectives and are culturally responsive (2.2)</li> <li>• Uses positive interventions and supports a caring community (2.1)</li> <li>• Establishes, maintains and monitors inclusive and learning environments and addresses instances of intolerance and harassment (2.3)</li> </ul>	
<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>• Maintains high expectations for learning with support for all students (2.5)</li> <li>• Maintains expectations for positive classroom behavior by communicating routines, procedures and norms to students and families (2.6)</li> </ul>	
<b>Developing as a Professional Educator</b>	<b>Specific Evidence Observed or Needed</b>

<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Collaborates with other educators to plan instruction, etc. (3.4, 4.6)</li> <li>• Establishes professional learning goals and engages in communication and inquiry with colleagues to improve practice (6.3)</li> <li>• Uses assessment information in a timely manner to communicate learning goals to parents (5.1)</li> <li>• Communicates with parents and communicates classroom routines, procedure and norms to parents (1.2, 2.6)</li> <li>• Demonstrates how and when to involve other adults in the school community (6.4)</li> </ul>		
<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Models digital literacy and citizenship and uses social media responsibly (3.7)</li> <li>• Understands and enacts responsibilities as mandated reports, complies with laws concerning personal responsibilities, conduct and moral fitness, social media, etc. (6.6)</li> <li>• Demonstrates professional responsibility for student learning and classroom management; models ethical conduct (6.5)</li> </ul>		
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Collect and analyze assessment data to reflect on teaching practice, subject matter and pedagogical knowledge to plan instruction (5.2, 6.1)</li> <li>• Recognize own values and biases and exhibit positive dispositions (6.2)</li> </ul>		

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**What would you like to work on next?** \_\_\_\_\_  
 \_\_\_\_\_

**Specific TPEs:** \_\_\_\_\_ **Adaptations:** \_\_\_\_\_

**\*\*\*Commentary from today's observed lesson due:** \_\_\_\_\_

**Next observation:** \_\_\_\_\_ **Lesson plan due:** \_\_\_\_\_ **Do you want assistance on the lesson before I arrive? Yes No Maybe**

*Evidence of teaching performance may be collected from direct observation, lesson plans and materials, assessments/rubrics for students, discussion and other evidence that may not be directly observed. See Field Experience Handbook for detailed TPE elements and narratives.*

\_\_\_\_\_  
**Field Supervisor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher Candidate Signature**



### 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 \_\_\_\_\_

## **Teaching Performance Expectations (TPEs) *Adopted June 2016*** **Aligned with the California Standards for the Teaching Profession**

### **TPE 1: Engaging and Supporting All Students in Learning**

#### **Elements**

Beginning teachers:

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

### **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

#### **Elements**

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student- to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

#### **Elements**

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

#### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

##### **Elements**

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - a. appropriate use of instructional technology, including assistive technology;
  - b. applying principles of UDL and MTSS;
  - c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - d. appropriate modifications for students with disabilities in the general education classroom;
  - e. opportunities for students to support each other in learning; and

- f. use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

## **TPE 5: Assessing Student Learning**

### **Elements**

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

## **TPE 6: Developing as a Professional Educator**

### **Elements**

Beginning teachers:

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

Teaching Performance Expectations (TPEs) – Adopted June 2016

The full narrative for each TPE and subject specific pedagogy may be retrieved from

[https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)

