



**Kremen School
of Education and
Human Development**

Clinical Practice Handbook for the
Multiple Subject Credential Program

Office of Clinical Practice

Revised July 2021

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Program Overview, Mission, Vision, Goal

Program Overview

The Multiple Subject Credential Program at Fresno State is focused on preparing creative, social justice oriented educators who are highly prepared to meet the culturally and linguistically diverse needs of students in the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, developmentally appropriate practices, and Universal Design for Learning, program graduates will be prepared to design and implement research-based curriculum that builds on student strengths and responds to student academic, social, emotional, and developmental needs.

Inquiry

Inquiry, also known as action-oriented classroom-based research conducted by teachers, is foundational to Student Teacher preparation at Fresno State. Inquiry is a process of identifying puzzles of practice (Yun & Bennett, 2018) as they arise in a classroom setting, referencing research related to the issue, collecting and analyzing data to gain deep understanding of the issue, and methodically implementing a change idea to address and resolve the issue, which prompts reflection on practice and another cycle of research. Inquiry is essential to elevating educators from implementers of generic curriculum to professionals who are capable of differentiating instruction to meet the range of needs present in any classroom context. Inquiry also encourages teachers to collaborate, learn from one another, and disseminate findings within their communities of practice, a necessary skill for participation in school site learning communities.

Culturally Sustaining Practices

Culturally sustaining pedagogy (Paris, 2012), is a framework that focuses on the cultural experiences and ‘ways of being’ that students bring with them to the classroom in order to ensure that curriculum is inclusive and asset-based. In other words, a culturally sustaining framework serves to disrupt deficit perspectives and facilitates building upon the linguistic, cultural, familial, and social capital of the children in the context.

Developmentally Appropriate Practices

A deep understanding of human development is essential to good teaching. In order for teachers to design learning opportunities that are appropriate for the learner’s current level of development, Student Teachers must understand various stages of development and know which practices will work best for learners at each of the various stages. Through a developmentally appropriate practices framework, Student Teachers learn how to engage their learners in ways that will match current developmental levels and stretch learners’ capacity within a zone of proximal development.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework that guides the development of flexible learning environments that can accommodate individual learning differences. A UDL framework guides teachers to provide multiple means of representation, action and expression, and engagement when designing learning opportunities to ensure that all students have the ability to access the content in ways that work best for them, represent their learning in a range of ways, and work in a manner that is most engaging in order to facilitate each student’s most impactful learning.

Vision

The Kremen School of Education and Human Development centers academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

Mission Statement

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. KSOEHD fosters the Student Teacher dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and lifelong learning. Our mission is realized through a framework of teaching, scholarship, and services that address regional, state, national, and international perspectives.

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Roles and Role Descriptions

Program Coordinator

The Program Coordinator leads the development and ongoing management of the multiple subject program, including partnerships and residencies. This includes management across all dimensions of the program while building and maintaining collaborative, solution-oriented relationships with the university, school district, local education fund, host schools, community organizations, teachers union and principals' association. Responsibilities include management of program development and implementation, attending to finance and budgeting, hiring and supervising of coaches, and program governance. The Program Coordinator is also responsible for overseeing Student Teacher progress and making final program decisions regarding Student Teacher performance.

Clinical Practice Coordinator

The Clinical Placements Coordinator in collaboration with Program Coordinators, is responsible for ongoing program development and improvement, specifically focused on developing and managing three key aspects of the program: (1) the coaching and evaluation of Student Teachers, (2) curriculum-clinical integration, and (3) mentor and partner school support. The Clinical Practice Coordinator provides essential on-the-ground support to Student Teachers, coaches, and mentors, and collaborates with training leadership in partner schools to ensure fidelity of program implementation. The Clinical Placements Coordinator also collaborates with the Teacher Performance Assessment (TPA) Coordinator works closely with coaches to ensure consistency of Student Teacher progress evaluation.

Tk20 Unit Administrator

The Tk20 Unit Administrator provides Tk20-related support to Student Teachers, university coaches, mentor teachers, and course instructors in the program. The Tk20 Unit Administrator is responsible for maintaining program data using the Tk20 data management system and for acting as the liaison between the university and the Tk20 client support team. The Tk20 Unit Administrator provides initial training and ongoing support for using Tk20.

University Coach

The University Coach (often referred to as "Coach") is responsible for supporting Student Teacher development as professionals and colleagues. Coaches usually have had several years of experience as a classroom teacher and may also have experience as a teacher leader, course instructor, or district administrator. Coaches are responsible for providing multifaceted support for their assigned Student Teachers in their placements. This support includes academic, clinical, emotional, and resource-related assistance and problem-solving. Coaches are expected to fulfill all the responsibilities and obligations outlined in the Mentor Teacher section of this handbook. All coaches must be trained in the use of the Fresno Observation Rubric for Educators (FORed) a formative rubric used to provide Student Teachers with on-going, actionable feedback. Coaches working with Dual Student Teachers in EHD110D should conduct four(4) observations in the General Education setting and two (2) observations in the SPED setting.

Mentor Teacher

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as Student Teachers build competency in program standards. In addition to providing regular feedback and support for Student Teachers in the classroom, Mentor Teachers are expected to engage in at least three (3) joint meetings with the Student Teacher and university coach, attend the annual Mentor Teacher UnConference, and fulfill all the responsibilities and obligations outlined in the Mentor Teacher section of this handbook.

Course Instructor

Course instructors provide Student Teachers with evidence-based, high-leverage practices to be prepared to engage, motivate, and teach their students. Instructors are encouraged to incorporate their coursework with clinical experiences and to partner with mentor teachers at the partner school site. Instructors' roles are multifaceted and include application of Universal Design for Learning principles, Culturally Sustaining Pedagogy, and Developmentally Appropriate Practices for our Student Teachers. All course instructors in the program are expected to collaborate with other instructors, engage in ongoing cycles of continuous improvement, and regularly attend program meetings.

iPOP Instructor/Liaison

The iPoP instructor is a course instructor (see above) with additional duties focused on providing differentiated support to the cohort. IPoP instructors work to build a supportive and safe professional community for the cohort and provide whole-person support for each Student Teacher. Whenever possible, iPoP instructors stay with their cohort across all phases of the credential program and become the first stop for Student Teachers who need assistance, guidance, or other support. All iPoP instructors assist the Office of Clinical Practice with training site placements for initial and final student teaching.

Professionalism Policy

This document outlines the expectations of Student Teachers for demonstrating professional attributes and responsibilities, attendance, and conflict resolution; and the process for addressing any focus of concern.

Essential Professional Attributes

The education of a teacher requires learning complex knowledge and skills along with developing appropriate professional, behavioral, and social dispositions necessary to become both an independent and collaborative teacher. Student Teachers enrolled in the program must:

- Reason and make decisions appropriate for a classroom teacher.
- Communicate effectively orally and through writing. Interpersonal, listening, and responding skills must be at a level sufficient for the Student Teacher to understand and respond appropriately to different perspectives represented in diverse university and school classrooms.
- Exhibit dependability and work calmly and flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students' safety at all times.
- Work a teacher's contracted day on all days that you are scheduled for clinical practice (***½ hour before first bell to ½ hour after dismissal***) and perform extended additional duties of a classroom teacher such as parent conferences, open houses, and other school-related activities.
- Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to effectively assess and attend to the needs of all his/her students.
- Act in a professional manner that demonstrates integrity, responsibility, and tolerance. He/she must treat all with compassion, dignity, and respect.
Work collaboratively with other Student Teachers, school and university faculty, parents and the school community.
- Satisfactorily complete all required courses in the program and meet state and district eligibility requirements for a teaching credential.

These essential attributes identify the requirements for admission, satisfactory performance, and graduation. Graduates are expected to qualify for a teaching credential in the State of California.

Fresno State's Credential Programs, as well as all of our region's school districts, are committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified Student Teachers with disabilities. If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, <http://fresnostate.edu/studentaffairs/ssd/index.html>. If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s) so that we can discuss the accommodations you might need.

Professional Responsibilities

As an aspiring teacher, you have accepted the responsibility to adhere to the highest ethical standards. The California State “Code of Conduct” and State Professional Standards guide your actions. You should familiarize yourself with them: <https://www.ctc.ca.gov/credentials/rules-of-conduct>

As a Student Teacher you have the responsibility to present yourself and act at all times as a professional. This responsibility includes the following:

Maintain a respectful professional distance from your students and their families: You must maintain a professional relationship with students and their families. You cannot be their personal friend. Respect personal boundaries. Consult a trusted advisor if students are attempting to cross a personal boundary.

- Know your limitations. Refer students and families to appropriate professionals when they need assistance that you are not qualified to provide.
- It is **always** inappropriate to be involved in peer relationships with K-12 students, whether or not you have direct professional responsibility for them. Student Teachers may not drive their students in cars or single out any for gifts, personal written communication, or special attention without advance discussion with the Mentor Teacher.
- Always meet with students in open and visible classrooms or meeting rooms where your actions cannot be misinterpreted.

Be professional in behavior, demeanor, and appearance: Your appearance and behavior should set you apart from the K-12 students and give a professional impression to the university program leadership, university faculty/instructors/staff, school site faculty/staff, parents, and students. Follow professional behavior and dress standards (business casual unless school-specific events).

- In your oral and written communication with others, present yourself as a good citizen and a literate, knowledgeable, caring individual. This includes professional discretion in ALL forms of social media. **Review Facebook and Twitter accounts, and remove anything that could be considered unprofessional. Do not “friend” or communicate with any student or parent using a social media tool.**
- Never make or repeat false or malicious statements about colleagues in the university or school community.

Be honest about your qualifications and those of others: Understand your strengths and limitations.

- Do not apply for or accept positions for which you know you are not qualified. Do not falsely represent your work at the university, in schools, or during or after the job application process.
- If you know of someone who is falsifying his/her record in some way, it is your obligation to report him/her to the proper authorities.

Attendance Policy

Student Teachers are expected to attend and participate in all scheduled university classes and clinical placement experiences. The following general policies for program attendance are required of all Student Teachers. It is recognized, of course, that faculty will continue to set attendance policies as appropriate for their individual courses. It is also acknowledged that these policies may be appealed when unusual circumstances warrant in individual cases.

- If an illness or other emergency situation arises that necessitates an absence, the relevant persons should be notified as soon as possible. In case of absence from an academic class, notify the instructor prior to the beginning of class. For clinical absence or late arrival, notify the mentor teacher, University coach, and anyone else who will be affected by your absence at least 12 hours in advance. Please note that attendance in the field is required and that partner school colleagues hold these expectations of you. Multiple absences may result in a performance contract or dismissal.
- Make appropriate arrangements for missed work with your instructor, mentor teacher, and/or coach.
- Attendance will be tracked on performance reviews.

"Personal" days: Student Teachers may take three days per semester as needed to attend to personal business, family commitments and other discretionary activities--provided they obtain permission from each course instructor or teacher with whom they would normally expect to be working on that day.

"Excused" absences: Student Teachers will be excused from attending program activities (both coursework and clinical) in the event of serious illness, the illness of a child that requires the Student Teachers' care, a family death, or similar crisis requiring their presence. It is expected that Student Teachers will make an effort to schedule medical appointments outside of program commitments; it is understood that this will not always be possible. Verification from a physician should be acquired for appointments as well as extended absence due to illness.

"Unexcused" absences: Unexcused absences and tardiness compromise the integrity of the program and often represent an abrogation of responsibilities to both colleagues in the cohort, and children we serve in partner schools. A pattern of unexcused absences or tardiness will result in an administrative referral for a ["Plan of Assistance"](#) (see Protocol for Student Teacher Support), and possible removal from clinical placement.

In some cases Student Teachers may wish to be absent from a program day in order to attend special professional development activities. Absence from program activities to attend these events is acceptable in principle. As with personal days, it is the responsibility of the Student Teacher to secure permission for his/her absence from each faculty member, school site colleague, and/or mentor teacher with whom the Student Teacher would otherwise be working with that day.

In all cases, when Student Teachers are absent from scheduled program activities, they will be expected to make up coursework assignments and practicum work as negotiated with course instructors, coaches, and/or mentor teachers.

Protocol for Student Teacher Support

In certain situations, a Student Teacher may need to be remediated, reassigned, or dismissed from a clinical placement. Difficulties may include but are not limited to the following: personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge, all Student Teachers, coaches, and mentor teachers should follow the procedures outlined in this section. Depending on the serious nature of the challenge area, the process can be expedited and tiers advanced in order to best help support the student and their success.

Tier 1 Student Teacher Support

At the first sign of a Student Teacher experiencing a challenge with program expectations, university coursework, and/or clinical placement, the university representative who first becomes aware of the situation will explicitly address the challenge area with the Student Teacher in either written or verbal communication.

Tier 2 Student Teacher Support

If the Student Teacher shows minimal improvement, the university representative (most often the coach) who is first aware of the situation will schedule a meeting with the Student Teacher to address the challenge area. They will review the situation and work together to develop an action plan which may include reviewing progress in the program, assessing related documents, or requesting a meeting with course instructors, the mentor teacher, or program coordinators depending on the situation.

Tier 3 Student Teacher Support: Individual Plan of Assistance

If the Student Teacher continues to show minimal improvement, the university representative (most often the coach) will schedule a meeting for the Student Teacher, university coach, and program coordinator to **co-construct** an **Individual Plan of Assistance** for the Student Teacher. The university coach will monitor the Student Teacher's progress on the Plan of Assistance. The Individual Plan of Assistance should never be filled out by a coach or coordinator without the Student Teacher present and contributing.

The Plan of Assistance will state the areas of concern, recommended actions, resources to support the Student Teacher, and date to review progress/outcome. The Student Teacher, university coach, and program coordinator must sign and date the Plan of Assistance. Any pertinent documentation of evidence must be submitted with the Plan of Assistance. Copies will be given to all concerned parties.

The university coach, in consultation with the mentor teacher, will document the Student Teacher's progress toward identified area(s) of concern. The university coach will conduct a weekly formal observation and evaluation. A conference to review progress will be conducted with the university coach and/or program coordinator, as stipulated in the Plan of Assistance.

Dismissal from Program

If the Student Teacher shows minimal improvement after a Plan of Assistance has been initiated, the university coach and program coordinator will meet with the Student Teacher to discuss inadequate progress in the program. The program coordinator, in consultation with the Deans, Director and Assistant Director of Teacher Education, Department Chairs, university coach, mentor teacher, and/or course instructors, will determine next steps for the Student Teacher. This decision may result in the Student Teacher continuing the program with

additional support, being assigned to a different coach, taking a semester off from the program, or dismissal from the program. The Dean and Director of Teacher Education has the authority to dismiss student teachers for violating student conduct expectations.

In rare cases, Student Teachers may be asked to not return to the school site by the mentor teacher or site administrator. If a Student Teacher is asked by school site personnel to be removed from his/her clinical placement and/or school site, the Student Teacher will IMMEDIATELY stop all contact with anyone at the school site. The program coordinator will schedule a meeting with the site administrator and/or mentor teacher to investigate the circumstances. A joint meeting will be held with the program coordinator, university coach, and Student Teacher to determine the course of action. This meeting may result in the Student Teacher being reassigned to another site, placement availability permitting, withdrawing and repeating clinical practice, University deadlines permitting, taking a “No Credit” and repeating clinical practice, or dismissal from the program.

If a Student Teacher is dismissed from the program, the Director of Teacher Education and Assistant Director of Teacher Education in collaboration with the program coordinator and/or university coach will prepare a Dismissal Form to document the process. Any pertinent evidence should be submitted with the form.

Dismissal from a clinical placement will result in “No Credit” (NC) for the course. If the Student Teacher wishes to continue in the program and repeat the course, the Student Teacher may submit a Special Consideration Request. This request must be completed and submitted to ED 100 by the first day of registration for the following semester. The Special Consideration Committee will review all requests, make a decision, and inform the Student Teacher within one month after registration has begun. If necessary, a second Special Consideration meeting will be held one week before the first day of the semester.

Student Teachers who receive a grade of “No credit” (NC) a second time will be dismissed from the credential program. Student Teachers whose placements are terminated after the date for a refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Reassignment of Clinical Placement

In some cases, a clinical placement may be a mismatch for the Student Teacher. In such cases, the university coach will contact the Clinical Practice Coordinator to discuss possible reassignment. The Clinical Practice Coordinator, in consultation with the Program Coordinator, will make final decisions regarding reassignment and will notify the university coach, Student Teacher, mentor teacher, and site administrator.

Student Teacher Dispute Resolution Process

In the event that Student Teachers experience problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) concerned. If Student Teachers feel that the issue has not been resolved, they may bring the matter to the University Coach, the Program Coordinator, and then to the department chair if the University Coach and Program Coordinator are unable to resolve the matter. After completing this appeal process from their own program and department, Student Teachers who feel the issue has not been resolved or who wish to appeal a department decision may submit a written appeal to the Associate Dean within 30 days. The Associate Dean will then convene a School Dispute Resolution Committee which includes at least two additional faculty not associated with the prior appeal process, including one department chair, one program coordinator, and others at the discretion of the convener. Student Teachers have the option of meeting with the School Dispute Resolution Committee in person or

through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.

Conflict Resolution Guide

Conflict is a natural part of life...in the workplace, too! Take ownership for the interpersonal challenges you encounter by taking responsibility for doing something about it, if you feel it's advisable. Develop the personal confidence (through practice) to ask the individual to address the issue WITH you. Try this recommended procedure when issues arise with colleagues, faculty, students, parents, and mentor teachers (allowing for developmental and cultural differences, of course).

On Your Own:

- A. Identify the specific issue(s) troubling you.
- B. Specifically identify your associated feelings (formulate "I" statements in your mind).
- C. Decide if this is an issue worth addressing (pick your battles). Think about the relationship. If it is to continue, your sensitive handling of the puzzle-solving process can have the effect of making the relationship work more easily in the future.
- D. Think about appropriate time and place for discussion.
- E. Take a minute to relax. Envision yourself communicating effectively and listening well. Envision the issue being successfully resolved.

Taking Action:

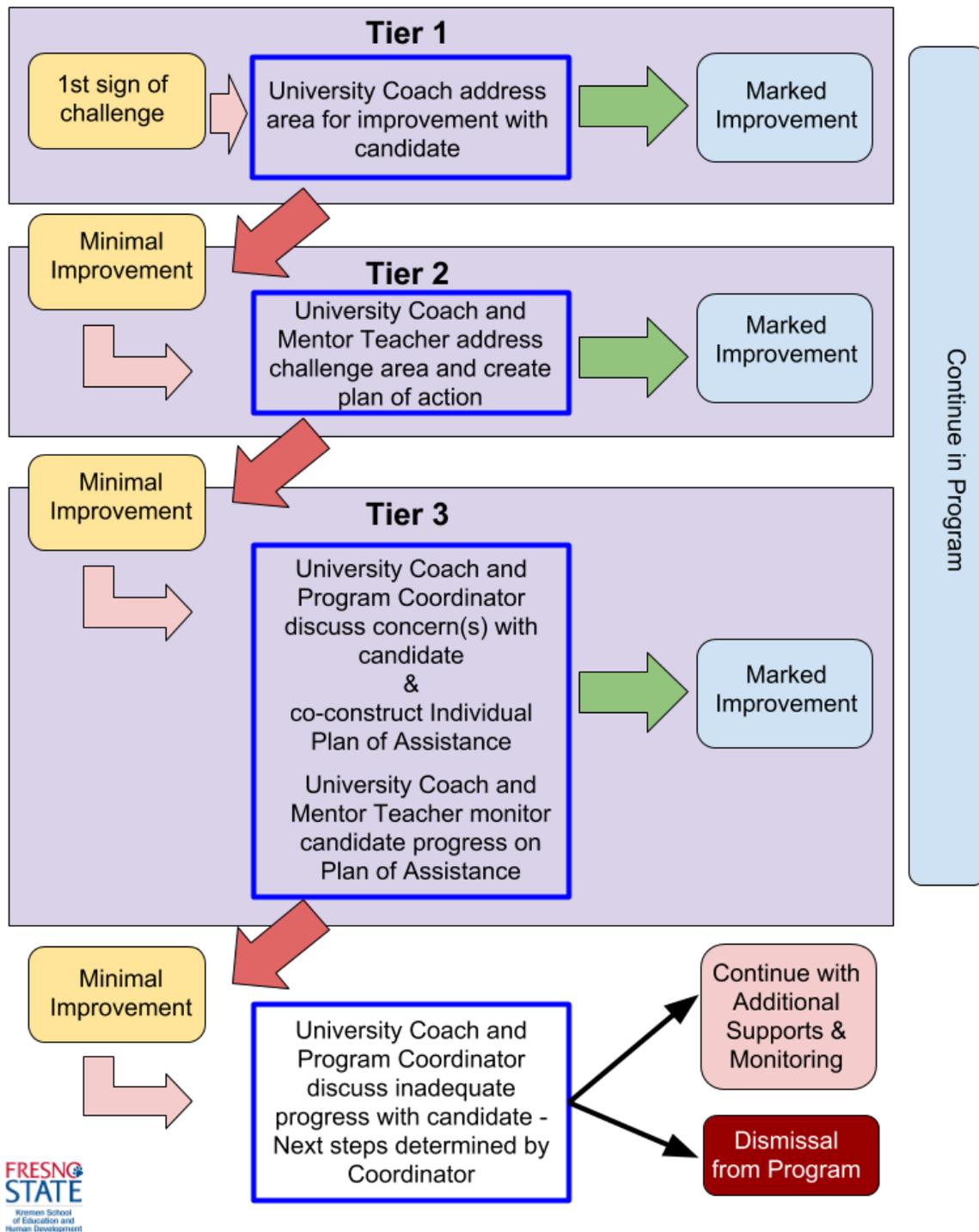
1. Contact the individual you wish to speak to.
 - a. "Are you in the middle of something? I'd like to arrange a time to visit with you about a concern I have. When would be the best time for you?"
2. Once the appointment is made, distract yourself with other things.
3. As the day approaches, go back to A, B, C, and E.
4. Come to the appointment on time, appropriately dressed. Wait to begin your issue-related conversation until sitting with the individual in a private place. If the individual is not sensitive to your need for privacy, ask for what you need.
 - a. "Is there somewhere we can find to talk privately?"
5. Present your perspective with an "I" statement. **ATTACK THE PROBLEM, NOT THE PERSON.**
 - a. "I felt _____ when _____. I'd like to _____. I'm willing to _____."
6. Ask for his/her perspective.
 - a. "How do you feel?" or "What do you think?"
7. As he/she presents his/her point of view, breathe, listen actively, then paraphrase.
 - a. "So it sounds like you feel _____ about _____ and you'd prefer _____ and you'd like me to _____. Is that right? "
8. Be aware of your emotions as well as the other person's.

After the Interaction:

9. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication.
 - a. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about _____."
10. In a productive problem-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.

11. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. Resist the urge to seek a third party as a first step.

Multiple Subject Protocol for Candidate Support



Program Structures

The Fresno State Credential programs seek applicants who have the ability to become highly intentional teachers. As an accredited teacher education program, the curriculum adheres to the standards and guidelines of a pre-service program outlined by the California Commission on Teacher Credentialing. Within these guidelines, the program has the freedom and ultimate responsibility for the selection and evaluation of its Student Teachers; the design, implementation, and evaluation of its curriculum; and the determination of who should be recommended for state certification and a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement and teaching performance, but also on a range of factors that serve to ensure that a Student Teacher for the degree can demonstrate the essential attributes required in the teaching profession. All Multiple Subject Student Teachers receive the same research-based course of study. While the specific activities and assignments will reflect the context in which the Student Teacher is placed, all Student Teachers will meet the same standards or Teaching Performance Expectations required by the state of California for licensure.

Evening Cohort Curriculum & Course Sequence

[Multiple Subject 3 Semester](#)

[Dual Mild Moderate - Spring and Fall Start](#)

[Dual Moderate Severe - Spring Start](#)

[Dual Moderate Severe - Fall Start](#)

Backward Design and Lesson Planning

Throughout the program Student Teachers will likely be introduced to different frameworks for lesson planning so that they have a broad exposure to various possibilities and determine what works best for the Student Teacher and their placement context. The Multiple Subject Credential Program encourages all Student Teachers to consider “The Understanding by Design® framework” (UbD™ framework) as it offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer related to Standards and Learning Objectives, and 2) design curriculum “backward” from those ends rather than starting with activities, instead ask: what do I need to do to extend my student’s learning and development?

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning-making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.”

From: http://www.ascd.org/ascd/pdf/siteascd/publications/ubd_whitepaper0312.pdf

Fresno State Lesson Plan Template

Lesson Plan

BASIC INFORMATION	
Summary	
Grade Level	
Time Frame	
Subject(s)	
Topic(s)	
Instructional Materials & Prep	
STANDARDS AND OBJECTIVES	
CA Content Standard(s)	
CA ELD/ELA Standard(s)	
Lesson Objective(s)	
PLANNING CONSIDERATIONS	
Differentiated Instruction/UDL/ CSP/SDAIE	
ASSESSMENT	
Assessment of Learning	
LEARNING EXPERIENCES	
Sequence of Activities	
CLOSURE	
Closure	

Clinical Practice Experiences

Clinical practice experiences are the cornerstone of effective teacher preparation. Participation in clinical experiences allows Student Teachers to apply their learning from coursework and receive coaching in order to improve implementation. In all programs Student Teachers are required to increase the amount of time spent in clinical placements over the arc of the program. Student Teachers in Phase 1 work in classrooms ten hours per week. Student Teachers in Phase 2 work three full days in the field. Student Teachers in Phase 3 work in the field five full days per week. All clinical assignment days should be treated as “Duty Days” with Student Teachers serving the full duty day with their Mentor on days in the field. If a duty day is scheduled as a professional development or buyback day, the Student Teacher should participate with the mentor in the assigned activity.

What counts as a clinical practice experience?

Clinical practice is an experience that is focused on credential student learning and development through the application of theory to practice and reflection on one’s practice. It is an opportunity for skill development aligned to the [California Teaching Performance Expectations \(TPE\)](#) & [California Standards for the Teaching Profession \(CSTP\)](#). Clinical practice can occur with or without students and can take place before, during, and after instructional time For example: Observations; Co-planning; Co-teaching; Assessments; Solo teaching; Substitute Teaching approved by Fresno State; Professional Development approved by Fresno State and the district; Teaching Simulations and Rehearsals

- Must be supervised/Reviewed
- Must help you develop your skills aligned to the TPE

Student Teachers are responsible for reporting their clinical hours in TK20.

Phase of Program	Course	Description	Hours
1 - Pre-Service	LEE 158	Student Teachers complete 10 hours of field-based experience per week for 12 weeks	120
2 - Initial Student Teaching Placement*	EHD 178	Student Teachers complete 3 full days or the equivalent to 20 hours per week for 14 weeks (includes collaborative planning time with Mentor Teacher)	280
3 - Final Student Teaching Placement*	EHD 170	Student Teachers complete 5 full days a week or the equivalent to 30 hours per week for 14 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program			820

* Student Teachers also engage in professional learning and professional learning communities with their mentor teachers at their sites adding additional clinical experience to the arc of the program.

Cohort Model

The Multiple Subject program at Fresno State serves hundreds of Student Teachers a year. In order to ensure that each Student Teacher gets the individualized attention and support that they need for success, we employ a cohort model across all of our various pathways. A cohort model ensures that you are able to build a community of practice with a group of Student Teachers across the phases of the program. In addition, each cohort will have an iPoP (Inquiry and Puzzles of Practice) liaison who assists with troubleshooting, guidance, and support.

Substitute Teaching

Substitute teaching is an excellent way to gain experience, learn about the schools and districts in our region, and earn an income in your chosen profession while working on your certification. Subbing also enables you to showcase your teaching to prospective employers. Although substitute teaching is enticing and provides Student Teachers with additional income, please consider the following:

Student Teacher Readiness for Substitute Teaching

- Student Teachers must discuss their readiness to substitute teach with their University Coach and Mentor Teacher.
- Student Teachers must have a valid substitute teaching permit; Must be hired by the district to substitute teach. The program encourages Student Teachers to, at minimum, fulfill the substitute teaching certification requirements for the district(s) where they are placed for clinical experiences.

Substitute Teaching must NOT interfere with Student Teacher meeting program requirements

- Student Teachers must plan ahead and consider the demands of that time of the program before agreeing to substitute teach.
- Student Teachers must ensure that they are current with their coursework and clinical practice requirements prior to agreeing to substitute teach.
- Student Teachers MAY NOT miss any part of their university coursework/classes to substitute teach in any classroom. Failure to abide by this policy will result in a mark of UNEXCUSED Absence. Two unexcused absences resulting from substitute teaching in one semester will result in a grade of No CREDIT (NC) for the Clinical Course. The priority is to be placed on university coursework and clinical practice experience with your mentor teacher.

When can Student Teachers substitute teach?

During your **EHD 178/110D**, you may be able to **substitute teach two days per week**. During **EHD 170/160A/160B**, you may be able to **substitute teach one day per week**. However, you will NOT be available to substitute teach during the final six weeks of final student teaching as the State requirements demand a full-work week commitment.

Moreover, the California Commission on Teacher Credentialing allows Student Teachers to substitute teach and **count these hours toward their clinical practice hours only for their mentor teacher, and only if the mentor teacher collaborated with the Student Teacher on the lesson plans and materials beforehand**. And, the Student Teacher must submit a **reflection** linked to the **Teaching Performance Expectations (TPEs)** to your University Coach at the end of the week in which you substitute taught. However, these days must be rare and

not the norm. You may not take an absence from your clinical practice placement to substitute teach in another classroom, school site, or district.

Clinical Placement Procedures and Policies

The Office of Clinical Practices (OCP) is responsible for placing Student Teachers in formal clinical placements (EHD178/110D and EHD 170) and assigning university coaches to Student Teachers. This is done in consultation with district leadership. All inquiries regarding placements and/or university coach assignment should be directed to the OCP (ocp@csufresno.edu).

The Fresno State Multiple Subject Credential Program requires over 800 hours of clinical fieldwork in classrooms. The amount of time spent in clinical fieldwork increases over the course of the program as Student Teacher stamina, self-efficacy, and competency increase:

Clinical 1 (Phase 1)	1.5 days per week (minimum)
Clinical 2 (Phase 2)	3 days per week (minimum)
Clinical 3 (Phase 3)	5 days per week

Phase 1 fieldwork (Clinical 1) is attached to the Literacy Foundations course and is NOT a separate clinical course. Student Teachers identify with the support of their instructor their own experienced teacher to observe.

Clinical Courses for Student Teachers are as follows:

- Initial Student Teaching: Multiple Subject: EHD 178, Dual: EHD110D
- Final Student Teaching: Multiple Subject and Dual: EHD 170

Clinical Placement Application

For Initial and Final student teaching, Student Teachers are not permitted to secure their own placements. There are several factors that go into making high quality placements that the district leadership and Fresno State collaborate on to ensure that the program meets State requirements. For INITIAL and FINAL student teaching, all Student Teachers MUST SUBMIT A CLINICAL PLACEMENT APPLICATION before the deadline in the previous semester. Applications are submitted through [Tk20](#), our online data management system (fresnostate.tk20.com). Every semester, there will be a PRIORITY DEADLINE (March and October) for submission. Failure to complete the correct application may delay your placement:

- If you are applying for Initial Student Teaching, complete the **EHD 178 Initial Student Teaching Clinical Placement Application**.
- If you are applying for Final Student Teaching, complete the **EHD 170 Final Student Teaching Clinical Placement Application**.

Special requests for clinical practices placements can be made BEFORE the priority deadline in the previous semester. We will make every attempt to honor requests that are made before the deadline but we cannot guarantee that all requests are possible. Initial and Final Student Teaching Clinical Placements are made by the

Office of Clinical Practice before the end of the previous semester. We only hold placements for enrolled Student Teachers. Failure to register for your appropriate clinical course after you have submitted your application (and, for Phase 3 Student Teachers, have been cleared) MAY RESULT IN THE LOSS OF YOUR PLACEMENT.

If you are experiencing extenuating circumstances with the enrollment process, contact the Office of Clinical Practices immediately. OCP is happy to work with you so you do not lose your placement, but we must be informed ahead of time.

Tk20

Fresno State's Office of Clinical Practice utilizes a comprehensive data management system called [Tk20](#) by Watermark (fresnostate.tk20.com). Tk20 is used to collect attendance data, assessment data, clinical observation feedback, and clinical placement evaluations. All Student Teachers are required to purchase a Tk20 account that they will use throughout the program for \$110.00. Tk20 accounts are accessible by Student Teachers for seven (7) years from the date of purchase so that Student Teachers can access their program data for induction after they complete the program. [Information on Tk20 can be found on this document.](#)

Clinical Practices Agreement (CPA)

The Clinical Practices Agreement is a weekly calendar of expectations for Student Teachers, university coaches, and mentor teachers. It is designed to scaffold the Student Teacher's expanding role in the classroom with a gradual release that is developmentally appropriate and in alignment with concepts as they are introduced in coursework. This document provides details about Student Teacher, Coach, and Mentor responsibilities in Initial (EHD 178/110D) and Final Student Teaching (EHD 170). Adherence to this calendar will ensure that the Student Teacher meets all requirements and expectations for the clinical experience. Coaches and mentors may modify this document as needed if appropriate. The coach facilitates a discussion about the CPA at the first triad meeting between Student Teacher, Coach, and Mentor at the beginning of the semester.

CPA: Weekly Calendar of Expectations for Student Teachers, Coaches, and Mentors

[Initial \(EHD 178\) Clinical Practices Agreement](#)

[Final \(EHD 170\) Clinical Practices Agreement](#)

Student Teacher Expectations

Every teacher Student Teacher is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following responsibilities should guide Student Teachers in working with students, school site faculty and staff, colleagues and peers, and university faculty and staff.

General Program Responsibilities

1. Attend all mandatory events, meetings, convenings, conferences that are part of the credential program.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, regular attendance, and appropriate dress. Please see the Professionalism Policy section of this handbook.
4. Notify the school site, mentor teacher, and university coach by 7:30 am in the case of an absence or tardiness.
5. Observe other educators model methods and strategies for effective teaching.
6. Become familiar with classroom strategies and procedures used by the mentor teacher.
7. Learn and abide by all applicable school site policies and regulations.
8. Develop lesson plans and revise as needed to have them approved by the university coach and mentor teacher before each lesson is taught.
9. Examine and be mindful of personal biases in promoting culturally sustaining pedagogy, universal design for learning, and developmentally appropriate pedagogy principles in working with children and families.
10. Engage in documenting weekly reflections and continuous cycles of inquiry throughout the program.

If you would like to request academic accommodations due to a disability, please contact [Services for Students with Disabilities](#), Henry Madden Library Suite 1202, 5200 N. Barton Ave. Mail Stop ML125, 93740 (559-278-2811). If you already have a letter from SSD indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s), university coach, and mentor teacher so that we can arrange the accommodations you might need.

Responsibilities to TK-8 Students

As a Student Teacher you will be interacting with students in schools throughout your program. As you are learning to teach you will be exposed to information and situations in which there may be concern for the health, safety, privacy, or psychological wellbeing of students and/or families. Your responsibilities to all the students you encounter, whether they are in your direct charge or not, include the following:

Treat all students with dignity

All students must be treated with dignity and respect at all times regardless of their race; color; creed; gender; age; disability; sexual orientation; political or religious belief; or social, cultural, or linguistic status.

- Students, including those with disabilities, must be allowed to participate on an equal basis in any program or activity for which they are qualified.
- Students must be free from harassment by teachers or other students.
- Students must have physical privacy - including freedom from unwanted or punitive touching or physical restraint. If any student needs physical guidance or assistance in performing any activity, the assistance must be provided in the most dignified and private manner possible.
- Students and their families have the right to be referenced in respectful terminology when discussing race, religion, disability, or any other social or physical characteristics.
- Students should be corrected for academic or disciplinary problems in a respectful, non-punitive manner.
- Students should not be subjected to shame or humiliation in front of peers or staff.

Maintain privacy and confidentiality

All students and their families have the right to privacy and to confidentiality of both all verbal and written records and information from a third party. While you may need to know certain private information for the purpose of your own academic learning or preparation for appropriate instruction, this information is not to be shared with others outside the academic or school community except as required by law.

- When sharing information within the school community, make sure you are doing so with the ultimate benefit of the students in mind. Gossip is never appropriate.
- Written information should be shared only in the most limited distribution possible to attain your goal. Be especially cautious in using e-mail or social media to convey information about students. Email, Twitter, and Facebook are considered public media. Treat anything you write on email and social media as though it were publicly available.
- Information shared with fellow Student Teachers and faculty through papers and classroom documents or discussions should avoid personal identifiers that might enable someone to connect the information with a specific student, family, teacher, or school.

Safeguard the physical and emotional safety of students

Do not engage in any activity that could reasonably be thought to jeopardize the health, safety, or wellbeing of students. Check school policies on safety during field trips and investigations.

- If you have questions or concerns about a situation, ask your mentor teacher, school principal, university coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an event that threatens the health or safety of a student, you must report this to the proper authorities at once. **In cases of imminent danger know and follow school emergency policies.** Know and follow your school's policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation. Examples of situations that may fall under this principle are the following:
 - Suspected child abuse
 - Weapons on campus
 - Physical or sexual contact among students or between students and adults

- Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
- Sexual harassment or harassment based on disability, sexual orientation, race, or religion
- Derogatory name-calling or other verbal or physical humiliation
- Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

Where a student's health or safety is threatened, individual confidentiality cannot be respected: You are obligated by law to report these matters to the proper authorities. You should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

Responsibilities to Faculty, Staff, and Cohort

Treat partner schools, course instructors, and fellow Student Teachers with respect

Be sensitive to your position as a learner and as a guest in a partner school. While you may not agree with all the philosophies, policies, and practices you will encounter, refrain from public criticism of partner schools, personnel, or students. Discuss any concerns about situations in the schools with the appropriate program coordinator.

- Whenever disagreement occurs with course instructors, administrators, and/or staff members, approach the situation with respect. Be sure to understand and follow the norms of the school community in which you are placed. In general, follow the [Fresno State Student Conduct Code](#), which encourages the free expression of ideas AND also expects that Student Teachers will conduct themselves as responsible and respectful members of the academic community. The Code further allows instructors to exclude from class anyone who is disorderly, disruptive, or dishonest. Plagiarism, in any form, is grounds for dismissal from the program.
- If you have a concern or issue with a given instructor, discuss the matter first with the instructor. If that is not possible, discuss the matter with the program coordinator. Refrain from spreading rumors or engaging in free-floating complaints either in conversation or via email.

Plan for instruction and observation in a timely manner

In order to help ensure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the coach at least two work days (not weekend days) prior to teaching and must be submitted in final form to the mentor teacher at least one day in advance of the lesson's implementation, or as requested by the mentor teacher. It is assumed that the Student Teacher will work with the mentor on an initial draft of the lesson prior to submitting to the coach. Plans should always be complete enough that another teacher could step in and function as a substitute.

- Scheduled Clinical Observations in initial and final student teaching - It is the Student Teacher's responsibility to meet the minimum expectation of six formal observations by your coach, as well as beginning, midterm, and final triad meeting with your coach and mentor. Please work with your coach and mentor to create a schedule during the first week of placement to ensure that you are able to complete this requirement.

Participate actively in community building

You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.

- Attend school site events such as “Back to School Night” as requested by your mentor teacher, school site administrator, university coach, and/or course instructors.
- Assist in preparations for school site events and parent conferences as needed.
- Get to know the other teachers, Student Teachers, administrators, and staff at your school site.
- Whenever possible, get involved with extracurricular activities at your school site.

Assessment

Fresno State’s program is guided by the framing principles of inquiry, Universal Design for Learning, culturally sustaining pedagogy, developmentally appropriate practices.

Program Standards

The program is guided by the [California Teacher Performance Expectations](#) (TPEs), and [California Standards for the Teaching Profession](#) (CSTPs).

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; Student Teacher competency with respect to the TPEs is measured through the TPA. The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for Student Teachers. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond. The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator”

From [Commission on Teacher Credentialing. \(2016\). California Teaching Performance Expectations \(version June 2016\). Sacramento, CA: Author.](#)

TPEs/CSTPs and TPE Elements

1. Engaging and Supporting All Students in Learning. Beginning teachers:
<i>1.1 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.</i>
<i>1.2 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</i>
<i>1.3 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.</i>
<i>1.4 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.</i>
<i>1.5 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.</i>
<i>1.6 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.</i>
<i>1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</i>
<i>1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</i>
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:
<i>2.1 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.</i>
<i>2.2 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</i>

<i>responsive.</i>
<i>2.3 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.</i>
<i>2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</i>
<i>2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</i>
<i>2.6 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.</i>
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
<i>3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</i>
<i>3.2 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.</i>
<i>3.3 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.(See Subject- Specific Pedagogical Skills in Section 2 for reference)</i>
<i>3.4 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.</i>
<i>3.5 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.</i>
<i>3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</i>
<i>3.7 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</i>
<i>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</i>
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:
<i>4.1 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.</i>
<i>4.2 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.</i>

4.3 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.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

4.5 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.)

4.6 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.

4.7 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.

4.8 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.

5. Assessing Student Learning. Beginning teachers:

5.1 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.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.3 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.

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.6 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.

5.7 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.

5.8 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.

6. Developing as a Professional Educator. Beginning teachers:
<i>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</i>
<i>6.2 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.</i>
<i>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</i>
<i>6.4 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.</i>
<i>6.5 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.</i>
<i>6.6 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.</i>
<i>6.7 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.</i>

Prioritized Skills

Fresno State has identified prioritized skills in which Student Teachers are expected to develop competency over the course of the program. These prioritized skills are in line with the California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) and incorporate our program frameworks of inquiry, Universal Design for Learning (UDL), culturally sustaining pedagogy (CSP), and developmentally appropriate practices (DAP). Principles of inquiry, UDL, CSP, and DAP are embedded within and across the prioritized skills as well as literacy development and pedagogical content knowledge (PCK). The TPEs specifically address the application of DAP, literacies development, and pedagogical content knowledge (PCK) through integrated standards:

Developmentally Appropriate Practices

“Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has a tremendous impact on learning.”

English Language Development

“Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English

learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).”

Subject-Specific Pedagogical Skills

“Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.”

From [Commission on Teacher Credentialing. \(2016\). California Teaching Performance Expectations \(version June 2016\). Sacramento, CA: Author.](#)

Fresno State’s 14 Prioritized Skills

Student Teachers will be able to:

1. Foster a caring community within the classroom where all students are respected.
2. Develop inclusive learning environments that are culturally, physically, mentally, intellectually, and emotionally healthy for all students.
3. Maintain high expectations with appropriate support for all learners.
4. Establish and maintain positive behavior expectations and non-punitive supports.
5. Facilitate student reflection, assessment, and self-assessment.
6. Leverage students’ funds of knowledge to support learning.
7. Connect subject matter to real-life contexts and provide active learning experiences.
8. Use a variety of developmentally and ability appropriate strategies including MTSS and UDL.
9. Employ research-based instruction that provides a supportive learning environment for all students.
10. Promote critical and creative thinking through inquiry.
11. Demonstrate a knowledge of subject matter, including relevant standards and frameworks.
12. Adapt subject matter curriculum to ensure content accessibility for all students.
13. Design and implement integrated interdisciplinary learning opportunities for all students.
14. Monitor student learning and adjust instruction in-action.

Prioritized Skills and Coursework

The 14 prioritized skills are interwoven throughout the courses of the program. The following table shows the courses in which each prioritized skill is introduced, practiced, and/or assessed:

Prioritized Skill	LEE 158 Lit Found	LEE 159 CSP	LEE 160 iPOP a	CI 162 DAP	CI 163 Ped	LEE 166 DLI C	LEE 167 iPOP b	CI 175 SCI	CI 176 Math	EHD 178 Clin 2	SPE D 179	LEE 169 iPOP c	EHD 170 Clin 3
1. Caring Community	X	X	X	X	X					X			X
2. Inclusive Learning Environment	X	X	X	X	X	X	X	X	X	X	X	X	X
3. High Expectations	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Positive Behavior Expectations		X	X	X	X		X			X	X	X	X
5. Student Reflection, Assessment, & Self-assessment	X	X	X	X	X	X	X	X		X		X	X
6. Funds of Knowledge	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Student Motivation, Engagement, & Active Learning	X	X	X	X	X	X	X	X	X	X		X	X
8. Varied Strategies	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Research-based Instruction Emergent Bilinguals, Special Needs	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Critical & Creative Thinking					X	X	X	X		X		X	X
11. Subject Matter Knowledge	X			X		X	X	X	X	X		X	X
12. Content Accessibility	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Interdisciplinary Integration	X	X	X	X	X	X	X	X	X			X	X
14. Monitoring student learning, adjusting instruction in-action	X		X	X	X	X	X	X	X	X	X	X	X

Prioritized Skills and FORed Rubric

Coaches, Mentor Teachers, and Fresno State faculty engage Student Teachers in the use of Fresno State’s action-oriented, competency-based formative rubric called the Fresno Observation Rubric of Educators (FORed) that has been adapted from the TNTP Core Teaching Rubric and Chico State’s CORE Rubric and is also aligned with the California Teaching Performance Expectations. Four domains serve as a guiding framework for Student Teacher reflection and measure of growth over time:

1. Culture of Learning - Are all students engaged in the work of the lesson from start to finish?
2. Essential Content - Are all students engaged in content aligned to the appropriate standards for their subject and grade?
3. Academic Ownership - Are all students responsible for doing the thinking in this classroom?
4. Demonstration of Learning - Do all students demonstrate that they are learning?

Clinical practice coursework engages Student Teachers in reflecting critically on their own practice aligned to the California Teacher Performance Expectations as well as on their own teacher beliefs and how those beliefs shape their role in their classroom and interactions with students.

The FORed, aligned to the California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs), is a research-based observation rubric for use with Student Teachers as a formative assessment. FORed items are aligned to Fresno State’s 14 prioritized skills. FORed is intended to be used formatively to guide Student Teacher development of prioritized skills, rather than as a summative assessment. Student Teachers learn to use the tool in Phase 1 so that they can take part in identifying current levels of practice and next steps for improvement. In Phases 2 and 3, coaches use the instrument to provide a minimum of six action-oriented coaching sessions to Student Teachers focused on the moves necessary to improve practice. Student Teachers may also receive FORed feedback from mentors and other stakeholders, all of whom are invested in facilitating candidate success.

Fresno Assessment of Student Teaching (FAST) - Fresno State's Teaching Performance Assessment (TPA)

The California Commission on Teacher Credentialing (CCTC) requires that every credential program Student Teacher seeking recommendation for a Preliminary California Credential show mastery of the Teaching Performance Expectations (TPEs) through passing a state-approved Teaching Performance Assessment (TPA). Competency with the TPEs develops over time through coursework and clinical practice. The Kremen School of Education and Human Development has designed its own TPA to evaluate Student Teacher mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The FAST consists of two tasks or “projects” that you will complete in Initial Student Teaching (EHD 178/110D) and Final Student Teaching (EHD 170).

- EHD 178/110D = Site Visitation Project (SVP)
- EHD 170 = Teaching Sample Project (TSP)

Student Teachers must read, study, and review the [FAST MANUAL](#).

Each project will be scored by an experienced and trained scorer using a task-specific four-point rubric. The rubric levels are:

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

Student Teachers must earn a minimum score of “2” on each TPE or section evaluated in a project in order to receive credit for the clinical experience in which the assessment is required (i.e., Phase 2 or 3) and to advance to the next phase of the program. If you earn a non-passing score of “1” on any TPE or section of a FAST project, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for Special Consideration using the FAST Non-Passing Score Procedure (for a total of 3 possible attempts in a semester). Please be aware that the CCTC requires that your scores and any notation of the necessity for retakes on the FAST projects be sent to them.

A history of your scores will be available to you through Tk20 for sharing with your professional induction program supervisor as you see fit.

Please note that success on FAST is just one of several requirements for earning a California Preliminary Multiple Subject Credential. Earning a passing score on the FAST does not guarantee that you will receive your credential.

Reading Instruction Competence Assessment (RICA)

Every Student Teacher must pass the RICA in order to become credentialed in the state of California:

https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutRICA.html

Our program is designed to support Student Teachers with this high stakes exam in multiple ways. Literacy Foundations (LEE 158) is aligned to the RICA content expectations and the structure of the performance exam. All Student Teachers should take RICA as soon as possible after the completion of Literacy Foundations. While our coursework is aligned to the RICA, we recognize that tests are inherently biased and that many students struggle with testing formats. In order to ensure continued support for Student Teachers throughout the

credentialing process we have a RICA specific class for Student Teachers who require additional support. In addition, Student Teachers who have completed all coursework and are still working on RICA are eligible to become Interns for up to 1 year and work in their own classrooms as teacher of record while taking the RICA class.

Applying for your Credential

You are done with all your coursework and clinical experiences--now what?

After completing your program, you will need to submit an application for your teaching or services credential to the Credential Analyst in the Kremen School, ED 100. Do not send the Fresno State application directly to the Commission on Teacher Credentialing (CTC); you must apply through Fresno State. Please refer to the [website for more information and procedures](#).

Current Processing Fees:

- \$25 Fresno State processing fee. Money order or cashier's checks are acceptable. No personal checks or cash.
- \$102.50 CTC processing fee will be paid online by credit/debit card. This fee will be less if you hold a valid Certificate of Clearance.

Mentor Teachers

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as Student Teachers build competency in program standards. Mentor Teachers are expected to support Student Teachers in developing the skills and knowledge to meet these standards.

Expectations

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making practice visible, and 3) engaging as a teacher educator.

Providing a practice space	Making Practice Visible	Engaging as a Teacher Educator
<ul style="list-style-type: none"> ● Allow Student Teachers to take instructional risks ● Give opportunities for Student Teachers to try out new methods they are learning in program ● Support Student Teachers as they learn and apply ideas about child development & how to work in diverse, high-needs schools ● Support Student Teachers in successfully completing Gateways and FAST Teacher Performance Assessments 	<ul style="list-style-type: none"> ● Model unit and lesson planning and share rationale for sequence, strategies, etc. ● Model instruction and share rationale for teaching moves ● Model fostering a positive classroom climate ● Debrief lessons after teaching and describe how this informs subsequent lessons ● Utilize co-planning and co-teaching methods ● Model how to work with an instructional team (other teachers, SPED, EL, coaches, parents, etc.) ● Model how to create appropriate teacher-student relationships with students in order to enhance student learning 	<ul style="list-style-type: none"> ● Plan weekly structured meetings with Student Teachers ● Build in opportunities to talk with Student Teachers about planning and instruction ● Observe Student Teachers and provide formative feedback with CREATE ● Continuously provide feedback on planning and instruction once the Student Teacher takes the lead ● Participate actively in classroom (observing, modeling classroom management, and co-teaching) ● Participate in collaborative learning ● Ensure that Student Teacher demonstrates Professional Expectations ● Engage in at least three (3) joint meetings with the Student Teacher and university coach ● Provide midterm and final Student Teacher evaluations ● Provide recommendation letters as requested by Student Teachers

In addition to the mentor teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

Organizational Supports

How do we manage our time and stay organized? How do we share physical and mental space?

- Be flexible
- Provide a workspace or area for the Student Teacher
- Establish SACRED planning time – but keep scheduling FLEXIBLE - Planning time is essential so a formal consistent time each week is critical
- Have a pre-arranged time to communicate, plan, debrief, and assess
- Find creative or technological solutions for communicating
- Come prepared with ideas, questions, dilemmas
- Recognize the priorities that may pull you away from scheduled planning times and establish alternatives
- Use technology (email, phone, etc.) if needed to create/preserve planning time
- Prioritize obligations (meetings, etc.) at school to ensure success of co-teaching
- Communicate openly and honestly about what your needs are (e.g., alone time vs. collaborative time)
- Advocate for Student Teacher to assist with technological resources

Communication Supports

How do we establish clear communication in light of the dynamic evolving role of Student Teachers?

- Have and express clear expectations from the beginning and continue evolving them
- Assign roles
- Be open & kind to each other
- Discuss what you and your Student Teacher are learning together in your classroom
- Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
- Ask questions

Instructional Opportunities

How do we create opportunities for the Student Teacher to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?

- Be open to new ideas
- Use the university coach to help in planning
- Ask clarifying questions to push Student Teacher thinking and planning
- Ask for justifications and rationales for new ideas with data
- Focus efforts where strengths exist
- Refer to the Clinical Practice Agreement to anticipate when Student Teachers will need class time

Navigating Differing Approaches to Teaching

How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a mentor and Student Teacher disagree on approaches?

- Be open to new ideas

- Compromise and negotiate
- Communicate: talk about approaches as early as possible
- Figure it out before/after class, NOT in class; avoid conflict during class
- Be metacognitive about your teaching approaches
- Listen to the Student Teacher's experiences and feelings
- Reflecting protocols on how the lesson went after
- Don't take things personally! Assume good intentions
- Bring in an outside individual if Student Teacher doesn't respond to feedback
- Allow plenty of time ahead to review materials and lesson plans
- Prevent conflicting messages to students by talking about differences ahead of time (e.g., regarding discipline)
 - It's like parents – talk about differences ahead of time (or discuss after the fact); communication between Mentor and Student Teacher is critical; differences can be ok!

Collaborative Practices

How do we manage different expectations for students' behavior and performance between Student Teachers and mentors? **

- Communicate the school's inflexible rules with course instructors/coaches
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students
- Never disagree in front of the students
- Figure out who has a lower or higher behavior threshold
- Have clarity on amount of Student Teacher ownership and mentor support; have open and flexible communication about roles in classroom
- Assist Student Teacher in establishing explicit expectations and consistency

Lesson Planning Supports

How do we ensure that the Student Teacher develops lesson planning skills and address issues such as when the Student Teacher submits a late and/or underdeveloped lesson to mentor?

- Plan ahead
- Refer back to submission date and have a conversation with the Student Teacher about what you expect for next time (ask why the lesson plan was late and under-developed)
- If it happens again, alert the university coach

**If the Mentor Teacher is experiencing a challenging situation with a Student Teacher, please contact the Student Teacher's university coach as soon as possible.

Co-teaching -A model for Mentor Teacher and Student Teacher success

Student Teachers and Mentors engage in a co-teaching model throughout the program. ***Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.***

Co-Teaching is an Attitude...

An attitude of sharing the classroom and students. Co Teachers must always be thinking **We're BOTH teach-ing!**

Why Co-Teach?

- Increased options for flexible groupings of students
- Enhanced collaboration skills for the Student Teacher and cooperating teacher
- Professional support for both the cooperating teacher and the Student Teacher
- Another set of eyes to watch and help problem solve
- Flexibility to try things you wouldn't be able to do alone
- Collaborating in classroom and lesson preparation
- Help with classroom management
- Diversity and size of today's classrooms
- Reduce student/teacher ratio
- Increase instructional options for all students
- Diversity of instructional styles
- Greater student engaged time
- Greater student participation levels
- Student Teachers and mentors build stronger relationships
- Student Teachers will have more opportunities to teach
- Mentors do not feel like they have to completely give up their classroom

What Co-Teaching is NOT:

- A way to hide weak Student Teachers
- A less rigorous student teaching experience
- Simply dividing the tasks and responsibilities between two people.

For example, Co-Teaching is NOT:

- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while Another person prepares instructional materials at the Xerox machine or corrects student papers
- One person teaching while the other sits and watches

Co-Teaching with your Student Teacher

Prior to the time when a Student Teacher assumes major responsibility for teaching a class, he/she should observe (One teach -One Observe) and participate (One Teach – One Assist) in the classroom. In order to be effective in this role, he/she must have specific items in mind to look for during observations of the regular teacher and the students.

The mentor assists in the observation phase by:

- discussing daily lesson plans
- discussing and explaining how broad objectives (such as attitudes, habits, and appreciation) are developed
- emphasizing the necessity for flexibility in planning
- making notes of motivational techniques employed
- having him/her observe various ways lessons are introduced
- helping him/her become familiar with teaching materials and their uses in the classroom
- helping him/her become aware of the various techniques possible for closing the lesson
- suggesting variations in teaching procedures used from day to day
- familiarizing him/her with routine classroom duties apart from the actual teaching
- discussing individual differences, special needs and ways of handling these within the class-room
- discussing discipline and classroom management and helping him/her understand specific problems
- helping analyze discipline cases to understand the cause and suggesting ways of handling management within the guidelines of established school policy

Co-Teaching Strategies

The strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

One Teach, One Observe

Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.

Benefit: Candidates have the ability to synthesize the actions of the cooperating teacher and discuss the actions as they happen. The initial structure of the observation builds background in addition to setting the foundation for relationship building and reflection.

One Teach, One Assist

Definition: One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.

Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.

Benefit: An additional educator circulates throughout the room to provide assistance as needed.

Station Teaching

Definition: The collaborative pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher-led stations.

Example: One teacher might lead a station where the students play a money math game, and then students rotate to the other teacher to purchase items and make change at a mock store.

Benefit: Students can strategically be placed into groups. With smaller groups sizes and two teachers, more content can be covered in the same amount of time. This allows more time for guided practice and direct instruction.

Parallel Teaching

Definition: Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.

Example: Both teachers are leading a discussion on specific current events and the impact they have on our economy.

Benefit: The greatest benefit to this approach is the reduction of student to teacher ratio. It gives both teachers active but separate instructional roles in the classroom and allows for intensive work with a smaller groups of students.

Supplemental Teaching

Definition: This strategy allows one teacher to work with a large group of students, while the other teacher works with the rest of the students who need the information and/or materials retaught, extended or remediated.

Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

Benefit: This strategy allows one teacher to work with students at grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

Alternative / Differentiated Teaching

Definition: This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however, the instructional methodology is different.

Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

Benefit: With smaller groups sizes and two teachers, teaching strategies can be specifically de-signed for learning styles and needs.

Team Teaching

Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Benefit: With this strategy, students benefit from the combined knowledge and strengths of both teachers. Due to the relationship developed and the collaboration, students no longer recognize the difference between the cooperating teacher and Student Teacher. Students receive the most effective instruction, allowing both to accept responsibility for the growth of student learning, and development.

Mentor Teacher and Student Teacher Share Responsibilities When Co-Teaching

PLANNING

The Student Teacher and Mentor Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

INSTRUCTION

While Co-Teaching, the Student Teacher and Mentor Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

ASSESSMENT

While Co-Assessing, the Student Teacher and Mentor Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

REFLECTION

While co-reflecting, the Student Teacher and Mentor Teacher will:

- Both approach reflective practice with open-mindedness and whole-heartedness
- Both consider sharing their reflective thinking from a strengths-based perspective; consider affirmations, what is working, what can be improved, and what can be done differently.
- Both are open to questioning of assumptions and biases that all teachers bring into their practice and have a responsibility to interrogate and address

Mentor Teacher Professional Development Requirement

The Commission on Teacher Credentialing requires that all Mentors participate in a minimum of ten (10) professional development hours in order to serve as a mentor.

“The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for Student Teacher supervision and program expectations.”

[From CTC Preliminary Multiple Subject and Single Subject Credential Program Standards](#)

Mentor Teacher Conference

As part of the 10 hours of mentor teacher professional development, the CTC also requires all mentor teachers participate in two (2) hours of program-specific professional development every year. This requirement will be met through attendance at the annual **Mentor Teacher UnConference at Fresno State**. Mentor Teachers will receive an invitation through email.

Mentor Teacher Feedback

Teacher Student Teachers, university coaches, and mentor teachers will provide feedback related to their clinical practice experience via Surveys and opportunities for interview over the course of the program. All stakeholders are asked to voluntarily participate in the following:

- External evaluation surveys for various grants - twice per year
- End of semester surveys administered by OCP and/or district partners

University Coaches

Coaches are responsible for holistically supporting Student Teacher development. Becoming a teacher requires identity shifts, personal sacrifices, and is often a transformational experience. Coaches are Student Teacher advocates, mentors, and allies. As such, coaches focus on developing their Student Teachers in a supportive and nurturing manner with a growth mindset. This is accomplished by visiting the Student Teacher weekly, providing a minimum of six formal coaching sessions with FORed aligned formative feedback, and ensuring regular availability to the Student Teacher. Coaches are prepared to provide comprehensive support beyond feedback. These may include advocating for the Student Teacher, providing resources for wellness and basic needs, and sometimes an ear or a shoulder. Coaches have experience as a teacher, site-based administrator, and/or a teacher educator. The coach is a direct link between clinical practice and coursework.

Coaches are assigned to Student Teachers by the Office of Clinical Practices in the previous semester. Coach assignments are determined by OCP zones, which are organized by district regions. When coaches are hired, they select the regions to which they can travel. In collaboration with our district partners, Student Teachers placed in school sites within each region are matched with coaches who have selected that OCP zone.

Expectations

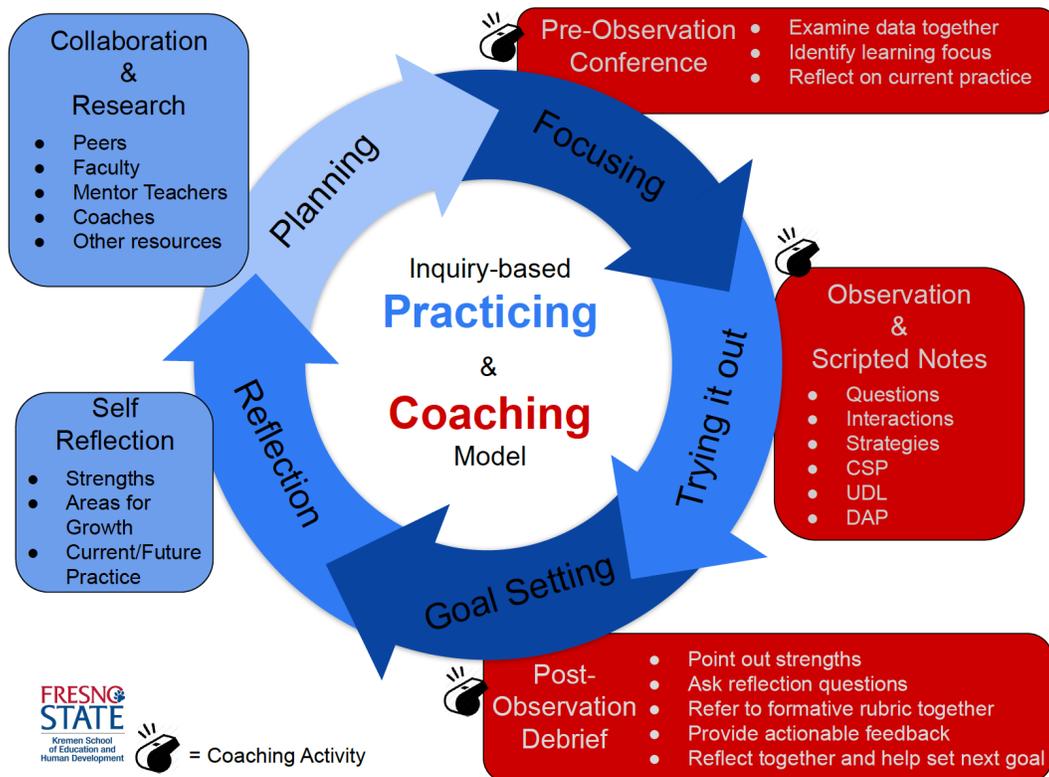
Coaches ARE NOT gatekeepers or summative evaluators. The role involves providing differentiated holistic support to ensure each Student Teacher's success. Expectations for university coaches include the following:

- Engage in a minimum of six formal observations using the FORed Rubric to provide formative, action-oriented, feedback that is aligned with prioritized skills and 2 informal observations.
- Document observations of Student Teacher teaching through scripted field notes and FORE feedback submitted through Tk20
- Schedule beginning, mid-semester, and final triad meetings with the Student Teacher and mentor to ensure that the Student Teacher is progressing and provide feedback on growth areas
- Have a debriefing meeting with the Student Teacher after each observation
- Begin an "Areas for Improvement" plan for Student Teachers at the first sign of need
- Monitor progress and call a Plan of Assistance meeting with the Coordinator if the "Areas for Improvement" plan does not yield expected growth
- Provide individualized scaffolding and support for each Student Teacher
- Provide continuity across the program expectations
- Share resources such as timelines, classroom management strategies, and assignment criteria, as well as serving as a communication link between Fresno State and partner schools.
- Build and maintain a collaborative relationship with the partner school, particularly the administration and mentor teachers
- Serve as a direct link between the field and coursework and helping to negotiate course-based ideas with district curriculum
- Support Student Teachers in content (e.g., Math, Literacy)
- Support Student Teachers in basic needs, emotional, and mental health areas (if you are concerned about a Student Teacher's well-being, please notify the program coordinator)
- Schedule additional visits and observations as needed or requested by the Student Teacher
- Engage in continuous cycles of inquiry to improve practice
- Attend all mandatory program events (e.g., orientations, meetings, professional development workshops)

- Participate in FORE training and obtain reliability as a rater
- Participate in Panopto Training
- Participate in FAST training, calibration, and scoring
- Interact with Student Teachers and mentor teachers with respect at all times

Coaching Cycle

Coaching cycles consist of a pre-observation conference where data is examined and goals are set, a formal observation using scripted notes, and a post-observation debrief where strengths and reflections of areas of improvement are discussed and documented in Tk20 (see Figure below). In total, the university coach facilitates a minimum of six (6) coaching cycles during initial and final student teaching. Each coaching cycle should take no more than 60-minutes to complete per Student Teacher.



Observation Frequency

Coaches are responsible for helping Student Teachers complete six (6) formal observations per semester. It is expected that the observations are spread out over the course of the semester in order to give Student Teachers the opportunity to apply the theory and skills introduced to them in their coursework to that of their clinical practice. Spreading out the observations throughout the whole semester also gives them more opportunity to apply what they learn from their Mentor Teacher. For example, Student Teachers may complete a formal observation every other week so that they can learn, try, reflect, and grow over time.

Coach Evaluation

All university coaches will be evaluated by their Student Teachers at the end of the semester. This evaluation will be submitted by each Student Teacher through Fresno State's SSRI system.