



**KREMEN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT**

**MULTIPLE SUBJECT
EHD 174, 178, 110D, 160A, 160B, 170
SUPERVISOR MANUAL**

OFFICE OF PROFESSIONAL FIELD EXPERIENCES

July 7, 2009

Table of Contents

Theme: “Leadership for Diverse Communities”	3
Leadership for Diverse Communities	4
Before The Semester Begins:	5
University Supervisors Meet With the Teacher Candidates EHD 174, Field Study A	6-8
University Supervisors Meet With the Teacher Candidates EHD 178, Field Study B & EHD 170, Field Study C	9-11
University Supervisor and Teacher Candidates Orientation Meeting With the School Site Partners EHD 174, Field Study A	12-14
University Supervisor and Teacher Candidates Orientation Meeting Master Teachers EHD 178, Field Study B & EHD 170, Field Study C	15-16
Seminars/Group Meetings/Individual Discussions	17-18
Visitations/Observations	19
Formal Supervisor Observations EHD 178 and EHD 170	20
Required Documentation for University Supervisors	21
End of the Semester Check List of Forms Ehd160/170	22
End of the Semester Check List of Forms Ehd110/178	23
End of the Semester Check List of Forms Ehd174	24
Working With a Marginal Teacher Candidate	25-27
General Policies	2628-29
EHD 174 FIELD STUDY A PHASE I RESOURCES	30
Multiple Subject Credential Program	31
Teacher Dispositions Index	32-33
EHD 174, Field Study A Small Group Discussion	34-35

EHD 174, Field Study A Lesson Plan Cut and Paste Activity	36-37
Lesson: Temperature and Precipitation	38-40
Lesson: Road Rally	41-44
10 Things You Always Wanted To Know About EHD 174, Field Study A	45
Classroom Observations	46
TPE Introduction Activity	47-48
Teaching Performance Expectations TPES 1-13	49-57
EHD 178 FIELD STUDY A PHASE I RESOURCES	58
California Standards for the Teaching Profession Carousel Activity	59

Theme: “Leadership for Diverse Communities”

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission Goals

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. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Goals

- *To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.*
- *To be at the cutting edge of the application of best practice models and educational technology.*
- *To prepare education professionals who have a command of content knowledge and pedagogy, and who continuously strive to improve their practice.*
- *To be a national demonstration site for exemplary practices in education and counseling.*
- *To support the lifelong development of practicing professionals with services and programs including the doctorate.*
- *To prepare professionals who are committed to leadership and service in diverse community settings.*
- *To integrate performance assessment as a key evaluation technique in each of our programs.*
- *To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.*
- *To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.*
- *To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.*

Leadership for Diverse Communities

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

<i>Reflection</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity...
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

BEFORE THE SEMESTER BEGINS:

Attend the supervisors meeting at the beginning of the semester. At the meeting you should receive the Field Placement Handbook, semester schedule, school assignments, and a list of students. Pick up enough handbooks so that you have one for each master teacher and the principals you will be working with. Teacher candidates buy their own handbooks. A veteran supervisor may be assigned as a mentor to serve as a resource to a beginning supervisor. The Director of Professional Field Experiences is also available for on-going consultations.

1. Read through the Field Experiences Handbook so that you are familiar with all policies procedures and expectations for the course.
2. Sign up for rooms to meet with your teacher candidates for supervisor orientation meetings. Rooms are limited so call ahead of time. This can be done by calling Elisha Wilson at 278-0315. The first meeting is usually held on the first day of instruction with additional meetings held during the semester. Check the semester schedule for specific dates.
3. Before the teacher candidate orientation meeting call the principal or administrator at the school sites to confirm/make the teacher candidate placements. Discuss the School Site Partner and Master Teacher qualifications with the principal or administrator that are outlined in the handbook. This can be done in a meeting with the principal or over the phone. The principal/administrator will want to know the students hours, semester schedules, general requirements and when to expect you on campus.
4. Contact the principal/administrator again to confirm assignments (changes in staffing and student numbers occur frequently) and set a time and date for a group orientation meeting at the school site. The EHD 174, Field Placement A school site orientation meeting should include the university supervisor, school site partners, and teacher candidates. EHD 178, EHD 170, 160A, 160B school site orientation meetings should include the supervisor and master teacher (including the teacher candidate is up to the supervisor). An additional orientation meeting is held at the school site for the principal/administrator and teacher candidates. The principal administrator should explain school policies and orient teacher candidates to the school. It is optimal for the supervisor to attend this meeting but is sometimes impossible when you have several schools starting at the same time.
5. Give the Principal/ administrator a copy of the Master Teacher Handbook which is available on the shelf in 250. Make sure you review roles, responsibilities, candidate requirements and schedules. It is very helpful to hand the principal a copy of the Role Expectations of School Principals. This gives suggestions to the administrator for topics to cover in the school site orientation.
6. Type a list of students' names, phone numbers, room assignments, expected hours, as well as beginning and ending dates and give copies to the school site administrators and office staff before the students arrive at their placement.

UNIVERSITY SUPERVISORS MEET WITH THE TEACHER CANDIDATES EHD 174, FIELD STUDY A

The first meetings with the assigned teacher candidates are perhaps the most important. Taking the time to develop a relationship of trust and support can be beneficial. It is an opportunity to be a role model for organization, good feeling tone, and to establish rapport with them. Remember to be positive and upbeat. Students are usually very nervous about student teaching.

This is the time to go over the handbook with the teacher candidates. The handbook is color coded: white general information for all field placements, green for EHD 174, pink for EHD 178, 110D, and blue for EHD 170. Explain the responsibilities that are expected during this student teaching experience.

Supervisor Orientation Meeting/s with Teacher Candidates:

1. Overview of the Multiple Subject Credential program (see handout)
2. Handbook Section II and III. Review roles and expectations, legal responsibilities, confidentiality, dispositions, and teacher candidates code of ethics.
3. Review purpose and procedures for completion of Dispositional Survey
4. Course Binder. Discuss the need for the students to purchase a red binder with dividers: EHD 174, Field Study A Competencies, Competencies for Literacy Development, Mid-Semester and Final Self-Reflection Goal Setting forms, small group discussion materials, observations, and the Student Teaching Handbook etc.
5. Discuss attendance policy as stated in syllabus.
How will the teacher candidates inform you and the school site partner if there is an emergency or if they are ill and they must come in late or miss a day of their placement?
6. Discuss expected dress code as stated in the course syllabus and school site dress code.
7. Discuss time requirements for EHD 174, Field Study A including individual school schedules and time requirements for Phase I course work should be discussed.
8. Time Schedule for completing requirements
More than half of the competencies should be completed and signed off by the middle of the semester. It is expected that school site partners will sometimes need to adjust schedules in order to allow teacher candidates to fulfill their competency/proficiency requirements, however, teacher candidates will need to spend extra time to complete Phase I course assignments. With permission of the school site partner, teacher candidates may need to come early, leave later or come on an unscheduled day. Teacher candidates are expected to plan ahead and be aware of interruptions in the routine and in the schools schedule with regard to testing, special events, field trips, etc, that may prevent school site partners from allocating time, particularly late in the semester, for competency related activities.

9. Distribute calendar and review all important dates. Teacher candidates should be given a visitation schedule, as well as the time, day, and place for small group discussions. This calendar should also include campus seminars, holidays, beginning and ending placement dates, when evaluations and competencies are due, etc.
10. Discuss EHD 174, Field Study A Competencies
Discuss methods of documentation and the specific form/format, if they need to be typed, format of lesson plans, reflections on lesson plans, expected content and timelines for completion are essential.
11. Competencies for Literacy Development.
Inform teacher candidates they are going to learn how to implement reading strategies from their LEE 173 instructor. The LEE 173 reading instructor will provide a list of competencies that teacher candidates are expected to practice in EHD 174, Field Study A. Questions about these competencies should be directed to the LEE 173 instructor for clarification. The LEE 173 instructor will also collect and verify the competencies as part of credit in the LEE 173 course.
The supervisor monitors by checking the candidate's binders and through a mid-semester self-assessment to ensure that teacher candidates have finished 50% of both the Competencies for Literacy Development and EHD 174, Field Study A competencies. University supervisors verify that teacher candidates engaged in implementing language arts activities in the classroom by initialing the EHD 174, Field Study A Competency Check Off Sheet at the end of the semester.
12. Observations/Feedback.
EHD 174, Field Study A Teacher candidates are informally observed. The supervisor provides comments on the mid semester goal setting/self evaluation and final goal setting/self evaluation forms.
12. Discuss the Mid-Semester/Self Reflection Goal Setting Forms
These will document progress, identify strengths, and set individual goals. The university supervisor will require teacher candidates to attach a lesson plan to their mid-semester reflection goal setting form. The university supervisor will give feedback on this lesson plan and schedule small group discussions as necessary.
13. Teacher Candidate Information form (in their Field Experiences Handbook)
Ask the teacher candidate to fill out the information form completely in black ink or it is available on line at education.csufresno.edu. Have them give a copy to you and make one for their school site partner. Have the teacher candidates make extra copies for future placements.
14. Discuss Teacher Performance Expectations and Teacher Performance Assessment for this course.
This can be brief with a full explanation of the Comprehensive Lesson Plan Project scheduled for a small group discussion.

15. Inform teacher candidates of their classroom placements.

16. Discuss appropriate communication with school site partners

17. Orientation Meeting with School Site Partner.

The university supervisor maintains communication with the school site partner throughout the semester. See role expectations of school site partners for additional information.

The EHD 174, Field Study A university supervisor holds an orientation meeting that includes the teacher candidates and the school site partners at the beginning of the semester. The university supervisor will discuss the purpose for the meeting, a proposed agenda, and suggested questions. It will be necessary to have the teacher candidates break into groups, discuss roles, and decide on questions so that this meeting can be effective.

18. 10 THINGS YOU ALWAYS WANTED TO KNOW ABOUT EHD 174, FIELD STUDY A activity

UNIVERSITY SUPERVISORS MEET WITH THE TEACHER CANDIDATES EHD 178, 110D, FIELD STUDY B & EHD 170 160A, 160B, FIELD STUDY C

The first meetings with the assigned teacher candidates are perhaps the most important. Taking the time to develop a relationship of trust and support can be beneficial. It is an opportunity to be a role model for organization, good feeling tone, and to establish rapport with them. Remember to be positive and upbeat. Students are usually very nervous about student teaching.

This is the time to go over the handbook with the teacher candidates. The handbook is color coded: white general information for all field placements, green for EHD 174, pink for EHD 178, 110D, and blue for EHD 170. Explain the responsibilities that are expected of them during their student teaching experience.

Supervisor Orientation Meeting with Teacher Candidates:

1. Discuss registration time for Task Stream (EHD 178).
2. Handbook Section II and III. Review roles and expectations, legal responsibilities, confidentiality, dispositions, and teacher candidates code of ethics.
3. Course Binder. Discuss the need for the students to purchase a red binder with dividers: course competencies, Competencies for Literacy Development, Student Teaching Handbook, reflective journals, observations etc.
4. Discuss attendance policy as stated in syllabus. What should the teacher candidate do if there is an emergency and or are ill and they must come late or miss a day in their placement?
5. Discuss expected professional dress as stated in the course syllabus and school site dress code.
6. Discuss time requirements for EHD 178, 110D, Field Study B, and EHD 170, 160A, 160B, Field Study C including individual school schedules and time requirements for Phase II and Phase III course work.
7. Discuss time Schedule for completing requirements
More than half of the competencies should be completed and signed off by the middle of the semester. It is expected that master teachers will sometimes need to adjust schedules in order to allow teacher candidates to fulfill their competency/proficiency requirements, however, teacher candidates may need to spend extra time to complete Phase II course assignments. Teacher candidates are expected to plan ahead and be aware of interruptions in the routine and in the schools schedule with regard to testing, special events, field trips, etc, that may prevent master teachers from allocating time, particularly late in the semester, for competency related activities.

8. Distribute calendar and review all important dates. Teacher candidates should be given a visitation schedule, as well as the time, day and place for seminars and small group discussions. When at all possible, small group discussions should be scheduled so that they don't take a lot of time away from classroom instruction. Minimum days, before or after school or the last hour tend to be the least disruptive. This calendar should also include campus seminars, holidays, beginning and ending placement dates, when evaluations and competencies are due etc.
9. Discuss competencies thoroughly. Discuss methods of documentation and the specific form/format, if they need to be typed, format of lesson plans, reflections on lesson plans, expected content and timelines for completion are essential.
10. Competencies for Literacy Development.
EHD 178, 110D competencies are assigned by the EHD 177 instructor but the supervisor will confirm that lessons were taught by signing on the line next to each competency. If the supervisor does not see the lesson taught, they can verify with the master teacher before checking it off. Teacher candidates submit all records and reflections to their LEE 177 instructor for sign-off of successful completion.
EHD 170, 160A, 160B has Literacy Development Competencies in the handbook that are supervised, confirmed, and signed off by the EHD 170, 160A, 160B instructor (supervisor).
*Competencies for Literacy Development Reading supplement and video tapes available in ED Room 238 as extra resources.
11. Observations/Feedback.
EHD 178, 110D and EHD 170, 160A, 160B. Stress the importance for feedback on lessons. It is important that teacher candidates receive feedback from their master teacher as well as their supervisor. It is not enough to write a lesson plan. The plan must be effective with the students. Written feedback from supervisors and master teachers document this competence. EHD 178 requires university supervisors to complete a minimum of two formal observations and EHD 170 requires a minimum of five formal observations.
12. Discuss Visitation Schedule. Let the teacher candidates know how often you will be at their school to observe and how you want them to sign-up ahead for time for an observation. Supervisors might have them call and leave a message the night before, during office hours, e-mail, sign-up that morning before school, etc.
13. Discuss the Mid-Semester/Final Assessment Goal Setting Conferences
(EHD 178, 110D and EHD 170, 160A, 160B). The supervisor is responsible for making arrangements for the three way (teacher candidate, master teacher and supervisor) mid-semester evaluation meeting. These meetings will document progress, identify strengths, and set goals for the remainder of the semester. The master teacher meets with the teacher candidate for final evaluation. The university supervisor attends this meeting when necessary and will meet individually with the teacher candidate to discuss the Teacher Performance Assessments.

14. Communication with Master Teacher

EHD 178, 110D, EHD 170 Discuss the different ways that teacher candidates may be able to communicate with their master teacher. An interactive journal, formal lesson evaluations, and informal notes can all be helpful in facilitating communication. A scheduled weekly planning time is essential for good communication between the teacher candidates and master teacher.

15. Teacher Candidate Information form (in their Field Experience Handbook)

This can be assigned at the first orientation meeting when the supervisors first meet the teacher candidates assigned to them. Ask the student to fill out the information form completely in black ink or it is available on line at education.csufresno.edu. Have them make copies for future placements.

16. Discuss Teacher Performance Assessments appropriate to the course.

EHD 178, 110D Field Study B - School Site Visitation

EHD 170, 160A, 160B Field Study C - Holistic Proficiency Project
Teaching Sample Project.

You will probably just make teacher candidates aware at the first meetings and then follow-up with small group discussions.

17. Inform teacher candidates of their classroom placements.

UNIVERSITY SUPERVISOR AND TEACHER CANDIDATES ORIENTATION MEETING WITH THE SCHOOL SITE PARTNERS EHD 174, FIELD STUDY A

The orientation meeting with the supervisor, school site partner, and teacher candidates at the beginning of each semester discusses expectations, reviews the handbook, and answers questions. This is a good way to begin the students' assignments and hopefully allow all parties to feel comfortable with the process. Teacher candidates obviously feel uncomfortable as a guest in someone's classroom – not knowing what to expect themselves, School Site Partners often have similar feelings about sharing their classroom and supervising other adults. It is part of the University Supervisors role to assist both the school site partner and the teacher candidate so they are able to start off on a positive note.

A good orientation will alleviate many problems. It is unrealistic to expect the school site partner to read and understand their roles and responsibilities and course expectations if you don't review them.

Orientation to School Policies by the Principal (page in handbook)

This should be held before teacher candidates begin their placement

School Site Partner, Teacher Candidate Orientation and Group Discussion (30 minutes)

Materials Needed:

Supervisor:

School Site Partner Handbook EHD 174, Field Study A

Agenda for Orientation Meeting including questions

Welcome Letter to School Site Partner including University Supervisor contact information such as email, phone etc.

Overview of the Multiple Subject Program (page in handbook) Semester Calendar of schedule important dates

EHD 174, Field Study A School Site Partner qualifications and role expectations (page in handbook)

Teacher Candidates:

Questions for discussion between teacher Candidate and School Site Partners

Completed information sheet (in handbook)

Phase I course syllabi with due dates for assignments. Include competencies for LEE 173 and EHD 174, documentation forms, classroom observation form etc.

University Supervisor Orientation: (5-10 minutes)

1. Share agenda with school site partners.
2. Welcome and thank the school site partners for helping to train our future teachers
3. Give every school site partner an EHD 174, Field Study A Field Experiences School Site Partner Handbook. Briefly give overview of the program,
4. Review role expectations including legal responsibilities of University Supervisors, School Site Partners, Principals/Administrators, and Teacher Candidates. We ask that you provide opportunities for teacher candidates to work with students and help them

5. identify the resources available at your school site. Supervisors will check written documentation to make sure that competencies have been met.
6. Share phone numbers and or emails (university supervisors/school site partners). Request that school site partner call you if they have a problem with their teacher candidate/s. This could include issues of professionalism such as appearance, attendance or their competence in the classroom.
7. School Site Partners are eligible for the following:
 - Reimbursement for a 3-4 unit course (not to exceed \$450.) taken at CSUF within two years of being a master teacher.
 - A stipend of \$150.00 for attending the Master Teacher Training Workshop, held during the fall semester each year. You will be mailed information on this workshop during the fall semester.
 - Free library privileges.
 - Participation in workshops/seminars offered by KSOEHD faculty,

Discussion with School Site Partners (20 minutes)

(NOTE: all teacher candidates assigned to a School Site Partner will need to have an opportunity to share information and ask questions of their School Site Partner. Teacher candidates should decide who will be responsible for different parts of the discussion.)

Each candidate will introduce him/herself:

1. "I'm (name). I'm so excited about being in your classroom."
2. Prepare a sentence about your prior experience in the classroom.
3. Share one personal strength, interest, or interesting fact.
4. Give the School Site Partner the information sheet with the important information about you and your schedule.

Find out a little about the School Partner:

5. Name and grade level (if unknown)
6. Ask them a question about their classroom. Examples: What is unique about your classroom? What are you excited about in your classroom this year? What is your favorite subject to teach? What is the best thing about being a teacher?

Sharing Information:

7. "Here's a calendar for our semester and the scheduled hours for this course. The calendar/handout should include campus meetings, holidays, beginning and ending dates, when evaluations and competencies are due, etc.
8. EHD 174, Field Study A is scheduled from 11:30-2:30 on Tuesday and Thursdays. What are the students doing these hours?" When do the students come back from lunch? What subjects are being taught? What time do the students go home? Do some of the students get pulled out?
9. "Our _____ class requires: _____."

COURSE COMPETENCIES

EHD 174 *Field Study A* Competencies: For the EHD 174 competencies we are required to do the following activities: (see competency sheet—need to identify exact expectations they can describe, e.g. for series of Social Studies Lessons – “What social studies topics will you probably be covering later in the semester?)

LEE 173 *Teaching Reading and Social Studies in Grades 4-8* Competencies: Our reading course requires us to practice strategies that we are learning in the course. To do this I am expected to work with individual and small groups of students. These are some of the things I’ll be required to do in reading. (Show reading competencies.) Here’s a copy of the competencies that my reading instructor assigns. Our reading instructors are responsible for evaluating the assignments. Some of the Reading and Social Studies competencies can be combined with our Social Studies lessons.

CI 171 *Understanding the Learner, Instructional Design, and Assessment* requires some assignments to be completed with students. [Depending on instructor: Case Study or Individual Assessments related to child development, Pre-Assessment for a Unit]

LEE 172 *Cultural and Language Contexts of the Classroom* requires some assignments to be completed with students. [Depending on instructor: observation of ELD and SDAIE strategies, interview student?]

10. Communication with School Site Partner. It is important to ask the school site partner how and when is it acceptable to ask a question? “Our time is very limited and there are 3-5 of us in your classroom.” “What would you like us to do if we have a question or are having difficulty with a particular student?”
11. Absences “What should I do if there is an emergency and or are ill and must come late or miss a day in the classroom?”
12. Is there a sign-in policy you would like us to follow?

**UNIVERSITY SUPERVISOR AND TEACHER CANDIDATES ORIENTATION
MEETING MASTER TEACHERS
EHD 178, 110D, FIELD STUDY B & EHD 170, 160A, 160B, FIELD STUDY C**

The orientation meeting with the supervisor, master teacher, and teacher candidates at the beginning of each semester discusses expectations, reviews the handbook, and answer questions. This is a good way to begin the students' assignments and hopefully allow all parties to feel comfortable with the process. Teacher candidates obviously feel uncomfortable as a guest in someone's classroom – not knowing what to expect themselves, Master teachers often have similar feelings about sharing their classroom and supervising another adult. It is part of the University Supervisors role to assist both the school site partner and the teacher candidate so they are able to start off on a positive note.

Giving a good orientation will alleviate many problems. It is unrealistic to expect the master teacher to read and understand the handbook if you don't go over the highlights.

Orientation to School Policies by the Principal

Supervisor Orientation: (20 minutes)

Materials Needed:

Supervisor:

Agenda

- Welcome Letter to Master Teacher
- Overview of the Program handout
- Master Teacher Field Placement Handbook
- Contact information such as email, phone etc.
- Semester Calendar of schedule important dates
- Teacher Candidates:
 - Completed information sheet (in handbook)
 - Class syllabi with due dates for assignments

1. Make an agenda prior to the meeting with the master teachers.
2. Welcome and thank the master teachers for helping to train our future teachers
3. Give every master teacher a handbook. Briefly go over overview of the program,
4. Review role expectations including legal responsibilities of University Supervisors, School Site Partners, Principals/Administrators, and Teacher Candidates
5. Share phone numbers and or emails (supervisors/school site partners). Request that school site partner call you if they have a problem with their teacher candidate/s. This could include issues of professionalism such as appearance, attendance or their competence in the classroom.
6. School Site Partners are eligible for the following:
 - Reimbursement for a 3-4 unit course (with a maximum of \$450.) taken at CSUF within two years of being a master teacher.
 - A stipend of \$150.00 for attending the Master Teacher Training Workshop, held during the fall semester each year.
 - Free library privileges.
 - Participation in workshops/seminars offered by KSOEHD faculty,

7. Review the required competencies. Master teachers (EHD 178, 110D, EHD 170, 160A, 160B) provide modeling, guidance, resources and opportunities to work with students. Supervisors will require and check written documentation to make sure that competencies have been met. The supervisor may verify with master teacher that competencies have been implemented with students.
8. Stress the need for modeling lessons (EHD 178, 110D and EHD 170, 160A, 160B) before the teacher candidate teaches.
9. Weekly Meeting EHD 178, 110D and EHD 170, 160A, 160B. It is very helpful to plan a particular time to meet weekly with their teacher candidate to schedule and plan lessons and to discuss the teacher candidate's progress.
10. Schedule adjustments. It is expected that master teachers will sometimes need to adjust schedules in order to allow teacher candidates to fulfill their competency/proficiency requirements. However, students are expected to plan ahead and be aware of interruptions in the routine and in the school schedule with regard to testing, special events, field trips, etc., that may prevent master teachers from allocating time, particularly late in the semester, for competency related activities. More than half of the competencies should be completed and signed off by the university supervisor prior to the middle of the semester.
11. Teacher Candidates as Substitutes.
EHD 178, 110D Teacher Candidates are not permitted to serve as substitute teachers during any of the days/times they are on duty as teacher candidates. They are free to substitute for pay on Fridays.
EHD 170, 160A, 160B Teacher candidates are not permitted to serve as substitute teachers at anytime unless authorization has been previously obtained from the Director of Professional Field Experiences (278-0257). Authorization will only be granted upon documented only last 4-6 weeks in EHD 170 with permission from the Director of Professional Field Experiences and a signed agreement.
12. Mid-semester and Final Evaluation Meetings (EHD 178, 110D and EHD 170, 160A, 160B). Master teachers are expected to participate in the mid-semester evaluation and the final evaluation meetings. The supervisor is responsible for making arrangements for the three way (teacher candidate, master teacher and supervisor) mid-semester evaluation meeting. The master teacher meets with the teacher candidate for final evaluation. The university supervisor attends this meeting when necessary and will meet with the teacher candidate to discuss the course Teacher Performance Assessments. It is important that master teachers give feedback and evaluate teacher candidates as teacher candidates, not as experienced teachers.

SEMINARS/GROUP MEETINGS/INDIVIDUAL DISCUSSIONS

Small Group Discussions should allow the supervisor opportunities to present suggestions and to impart the experience that they have to their teacher candidates. These can be individual or group meetings.

EHD 174

Week 1

Tues. General Teacher Candidate Orientation-Introduction of Supervisor
Thurs. Classroom Management Seminar
Fri. Team Building Seminar

Week 2

Tues. **Small Group Discussion**
EHD 174 Competencies
Lesson Planning – cut and paste activity
Lesson Planning Video Observation -Tape 1
Dispositional Survey
Thurs. Geography/ Social Studies Seminar
Fri. Team Building Seminar

Week 3

Tues. **Small Group Discussion:**
Lesson Planning Video Observation- Tape 2
Teacher Performance Expectations Activity
Comprehensive Lesson Plan Project
Thurs. Geography/Social Studies Seminar

Week 4

Tues. Principal Orientation at School Site
School Site Partner Orientation at School Site
Small Group Discussion:
Instructions for Guided Observation
Thurs. Social Studies Seminar

Week 5

Tues. Guided Observation in the Classroom
Thurs. Begin Placement

Week 6

Small Group Discussion
Sharing and review of Guided Observation Activity

Week 7 or 8

Small Group Discussion
Mid Semester Self Reflection Goal Setting with lesson plan Attached
Give directions for Comprehensive Plan Project

Week 12 **Comprehensive Lesson Plan Project Due**

Small Group Discussions EHD 178

Week 1

Supervisor Orientation Meeting

School Site Orientation Meeting

Review lesson plans- Have each teacher candidate write a plan for review

California Standards for the Teaching Profession- Carousel Activity

Weeks 4-6

Task Stream

Site Visitation Project

Weeks 2-15

Video tapes of primary reading competencies are available for check out

Video tapes of science literature lessons are available for check out

Class Management- Harry Wong tapes are available in 239

Small Group Discussions EHD 170

Week 1

Supervisor Orientation Meeting

School Site Orientation Meeting

Students in Context

Week 2

Content Analysis and Learning Outcomes

Week 3

Assessment Plan

Week 4

Design for Instruction

Instructional Decision Making

Week 8

Analysis of Student Learning

Reflection & Self Evaluation

VISITATIONS/OBSERVATIONS

University supervisors are expected to observe EHD 170, 160A, 160B teacher candidates weekly and every other week for 178, 110D's. It is important to be available for conferences with master teachers, principals, and teacher candidates on a regular basis. More frequent visits are sometimes necessary. **Documentation of every visit is essential.** Informal School Site Visitation forms are available on NCR to use for documentation if a formal observation is not done on the school site visit. It is important for the teacher candidate to sign either an informal site visitation or the formal lesson observation form.

EHD 174

- Required school site visit every week
- Let the School Site Partners know when to expect you
- Scheduled seminars and small group discussions
- Supervisor will visit classrooms monitor groups, and is available to the School Site Partner and Teacher Candidate for questions and concerns.
- Checks the red binders for completion of competencies as appropriate
- Supervisor is not required to give written feedback to the teacher candidates when observing lessons or activities but will informally observe and monitor.

EHD 178, 110D

- Required school site visit every other week
- Let the master teacher know what day to expect you
- Informal Site Visits (half sheet forms available in Ed 250)
- Touch bases with the master teacher to get as much information on the student's progress as possible. Ask about teacher candidate's involvement and whether they are establishing a good rapport with the students.
- Check the teacher candidate's red binder every visit and initial or sign where appropriate. This should contain their lesson plans/ reflections, competencies, evaluations, and the handbook. It is important to write feedback on the paperwork to help guide and encourage.
- Leave a copy of your observation after each visit.
- Make a minimum of two formal lesson observations (including Site Visitation) on EHD 178 teacher candidates. 110D teacher candidates require an additional formal observation in Special Education.

EHD 170, 160A, 160B

- Required school site visit every week
- Let the master teacher know what day to expect you
- Informal Site Visits (half sheet NCR forms available in Ed 250)
- Touch bases with the master teacher to get as much information on the student's progress as possible. Ask about teacher candidate's involvement and whether they are establishing a good rapport with the students.
- Check the teacher candidate's red binder every visit and initial or sign where appropriate. This should contain their journal entry competencies, evaluations, and the handbook. It is important to write feedback on the paperwork to help guide and encourage.
- Leave a copy of your observation after each visit.
- Make a minimum of five formal lesson observations on EHD 170, 160A, 160B teacher candidates. NCR forms available in Ed 250.

Formal Supervisor Observations EHD 178, 110D and EHD 170, 160A, 160B

Schedule an observation time

Arrange for post conference/feedback time.

Will you meet with the teacher candidates during break or will you have the student arrange for the master teacher to take over the class at the end of your observation so that you have time to conference with the teacher candidates to provide verbal and written feedback?

Make sure you use one of the NCR forms. You give the yellow to the teacher candidate, keep the original, and give the pink to the master teacher. The teacher candidate then files his/her copy in the red binder. Make sure the observation forms are signed.

The goal of an observation is to give the student a picture of the effectiveness of their teaching. Ultimately we want them to leave student teaching as a self-reflective professional who continuously strives to find more effective strategies to meet the student needs.

Let the teacher candidates read your observations and then ask the teacher candidates questions such as: “What do you think went well?” “Tell me about this part of the lesson?” “What would you like to choose for a goal for your next lesson?”

It can be helpful to focus on one small goal. For example, if they say, “Classroom management is my goal”. You could help them narrow this down. “Could you be more specific?” “What specific part of classroom management would you like to focus on?” If they can’t come up with anything you might want to ask questions such as “How does your master teacher transition the students from their desks to the carpet?” “Is that an area you might want to focus on?” “What would be comfortable for you”, etc.

For Site Visitation instructions refer to FAST Manual.

REQUIRED DOCUMENTATION FOR UNIVERSITY SUPERVISORS

All forms are to be turned in to ED 238 unless otherwise specified.

Student Teacher Assignment Sheet

This form is available on the education.csufresno.edu website under forms. It is very important that this form be completed online and submitted to Elisha Wilson elwilsono@csufresno.edu the second week of the semester. If you have a student who changes placements, please submit another form with the new school site and master teacher. Spelling and accuracy is important as we use this data to send invitations and thank you letters.

Travel Mileage Claim Form. Record the mileage to school sites. It is to be turned in at the end of every month or at the end of the semester. The mileage forms should be e-mailed to elwilson@csufresno.edu

End of the Semester Checklists. All paperwork is organized by individual student in the order listed on the attached checklists. Supervisors name should be identified. Paperwork is due on the last day of instruction.

OPTIONAL FORMS:

EHD 170, 160B Teacher Candidate's Completion Letter. The purpose of this letter is to verify completion of EHD 170, 160B for credentialing purposes before grade is posted. It is done at the end of the semester to speed up the credentialing process. This is an optional form and is only completed when necessary. You can list all students on one form and bring in a hard copy to Sherri Nakashima in ED 239 or e-mail the list to sherrin@csufresno.edu

Letter of Reference. This is an optional letter that is completed upon teacher candidate's request. CSUF letterhead is available in ED 239. These letters are given directly to the teacher candidates.

WORKING WITH A MARGINAL TEACHER CANDIDATE

Policy for Teacher Candidate Reassignment/Dismissal

Many times meeting with a teacher candidate, master teacher, and university supervisor and putting concerns in writing as well as discussing them resolves the issues. In certain situations, a Teacher Candidate may need to be moved to a second teaching assignment or removed totally from student teaching. Difficulties which the Teacher Candidate does not overcome, such as: personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics and insurmountable discipline problems are some of the typical problems. If the University Supervisor identifies any of the above difficulties the following procedures will be followed:

1. **Monitor your teacher candidate's progress** carefully and check with the master teacher frequently so that you are aware of any problems. Make suggestions in writing (NCR) so that you have written documentation.
2. **Mid-semester conference forms are mandatory.** If a conference has been scheduled and the master teacher has not completed the form, fill it out together. The master teacher can talk and the supervisor writes. Signatures are essential.
3. **Joint Conference.** If a student is not improving and shows little expertise nor aptitude for teaching, you need to document the master teacher's and your observations, and set up a three-way conference with the teacher candidate, master teacher, and you, the university supervisor. This can be done at any time in the semester. If you have any concerns it is a good idea to have the meeting as soon as possible. The problem may resolve itself but it's better to have documentation in case the problem escalates.
4. After consulting with the master teacher, fill out the **"Joint Conference" Form** on NCR. List the teacher candidate's strengths and specific concerns that you and the master teacher have and outline the specific suggested remedial action. After talking to the teacher candidate allow him/her to respond verbally first, then have him/her write down the remarks. All three must sign the form. The supervisor keeps the original; the yellow copy goes to the teacher candidate, and the pink to the master teacher. Be sure to distribute forms accordingly and as soon as possible.
5. A written summary of the conference will be prepared by the University Supervisor. Copies of all evaluations, weekly block plans, competency logs, emails or any pertinent paperwork are attached to the report. Copies will be given to all concerned parties.
6. The Master Teacher will document the Teacher Candidate's progress, conferring daily. The University Supervisor will conduct a weekly formal observation and evaluation. A conference to review progress will be conducted at least once weekly, which may necessitate the Teacher Candidate coming back to school for meetings outside of student teaching hours.
7. **Inform the Director of Professional Field Experiences and the principal** of the school that the conference was held. You may request an observation from another supervisor or the Director of Field Experiences.

8. **Second Joint Conference**

- If after a period time (two weeks if possible) the teacher candidate has not improved, a second joint conference will be conducted between the Teacher Candidate, Master teacher, University Supervisor, the Director of Professional Field Experiences and or School Site Administrator. Use the “Final Conference” Form on NCR. The letter of documentation will explain that in the opinion of both the master teacher and the supervisor little or no improvement has been observed. It should specifically state that if the teacher candidate does not show immediate improvement in the next week that he/she will be immediately removed and no credit will be recorded. Make copies of all the documentation to turn into the Director Professional Field Experiences.
9. A written summary of this conference will be prepared by the University Supervisor. This summary, with observations, evaluations, lesson plans, weekly block plans and competency logs attached, will include a notation that the Teacher Candidate has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the Teacher Candidate must adhere to this timeline or be removed from the classroom. Removal from the classroom will result in a grade of no-credit (NC). The Teacher Candidate and University Supervisor must sign and date this report and copies will be given to all concerned parties.
10. A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved.
11. If a teacher candidate is asked by school site personal to be removed from their placement and or school site at any time in the semester the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with the Director of Professional Field Experiences, University Supervisor, and Teacher Candidate at the University.
12. Be sensitive in the treatment of teacher candidates. Try to separate his/her failure to do a satisfactory job from the student as a person. Suggest to the teacher candidates that if he/she still desires to be a teacher, that he/she must better prepare and take the course again. If a No Credit is given the teacher candidate can be referred to Diana Dille, Career Development and Employment Services at 278-5054 or dianad@csufresno.edu. She can work with the student and discuss alternative employment opportunities.
13. The final responsibility for the assignment of a course grade lies with the University Supervisor.
14. This process will not be extended beyond the term of the California State University Fresno semester.
15. If the Teacher Candidate believes the NC grade has been assigned unfairly, information may be obtained pertaining to the University’s policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 224.

16. **Note:** Students who receive a “No Credit” grade in any student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of “No credit” a second time will be dismissed from the Multiple Subject Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Joint Assessment Process by Master Teachers/University Supervisors

Master Teachers and University Supervisors have an important collaborative role in the teacher education program. Roles and responsibilities, which are included in the Multiple Subject Field Experiences Handbook, will be discussed by both parties early in the semester at the school site orientation meetings. At the end of the semester (or while in progress if deemed necessary) the University Supervisor and Master Teacher will review the roles and responsibilities of each together and discuss those that may have been done differently; talk about any concerns; and provide suggestions for each other. If there are serious discrepancies between the two parties in terms of how they view each other’s performance and support, it is encouraged that the school principal/school-site management team and/or the Kremen School of Education and Human Development Director of Professional Field Experiences be notified (559-278-0257). It is always the intention that concerns be resolved as soon as possible. **The final grade is the responsibility of the University Supervisor.**

GENERAL POLICIES

Attendance

Regular attendance is imperative. Teacher candidates are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences are dealt with on an individual basis. Teacher candidates may be required to make-up time absent by adding days to the student teaching experience. Teacher candidates will be required to make up most absences and in **all** cases of absences of more than three days. If a teacher candidate is going to be absent, he or she must notify the supervisor, the school and the School Site Partner/Master Teacher by 7:30 AM on the day of the absence. Teacher candidates are expected to arrive at the school on time and to remain at the school for the full designated period. It may be necessary to have someone bring in materials and/or lesson plans to the classroom to be used in the teacher candidate's absence. The master teacher should promptly notify the university supervisor of problems related to attendance or punctuality. Excess absences may result in a No Credit for the course.

Required Hours

EHD 174

Requires a minimum of 6 hours a week Tuesday and Thursday afternoons from 11:30-2:30, plus seminar/lab times to be announced. Case studies and other Phase I course related assignments may be drawn from students in their field placement, however, additional time with students will be necessary for completing these assignments. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty.

EHD 178, 110D

Required hours are Monday through Thursday from 8:00-11:00 AM, plus seminar/lab times to be announced. Teacher candidates should plan to be in their classrooms a minimum of 15-20 minutes before school begins. Case studies and other Phase II course related assignments may be drawn from students in their field placement, however, additional time with students will be necessary for completing these assignments and for planning with the master teacher. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty.

EHD 170, 160A, 160B

Required hours are ½ hour before school starts until at least ½ after the school day ends (includes seminars). The approximate hours are from 8:00-4:00 but because school starting times vary, duty hours may be adjusted based the school's schedule. Schedules are discussed and approved with supervisors and master teachers. Teacher candidates may be asked to be at the school for additional time as required for planning, seminars, Back-to-School-Night, parent conferences and other activities. Seminars will be called both during and beyond the school day for specialized training from district trainers and/or university faculty.

Substitute Teaching While Student Teaching

EHD 174/178 Teacher Candidates are not permitted to serve as substitute teachers during any of the days/times they are on duty as teacher candidates. They are free to substitute for pay at any other time.

EHD 170 Teacher candidates are not permitted to serve as substitute teachers at anytime unless authorization has been previously obtained from the Director of Professional Field Experiences (278-0257). Authorization will only be granted upon documented need from the school district during the last 4-6 weeks of the teacher candidate's placement. An agreement form must be completed, turned in to the Director of Professional Field Experiences, and then forwarded to the Credential Analyst.

School Assignments

Field Study assignments are made by the Director Professional Field Experiences and/or supervisors with the assistance of school district personnel. School district personal may include school site principals, superintendents, or designated district personnel.

All credential candidates have the opportunity to work with students with diverse socioeconomic levels, ethnicities, first languages, disabilities, genders, and academic levels. Teacher candidates must experience student teaching in at least two grade levels. A primary and intermediate placement is recommended.

Unless there are special circumstances EHD 174, EHD 178, 110D and EHD 170, 160A, 160B teacher candidates remain in one assignment for the entire semester. Small groups of EHD 174 teacher candidates are assigned to one classroom. EHD 178 and EHD 170 teacher candidates have individual placements.

Teacher candidates will not be assigned to schools attended by their children or those in which their family members are employed.

EHD 174
FIELD STUDY A
PHASE I

RESOURCES

Multiple Subject Credential Program
Kremen School of Education and Human Development
California State University, Fresno

	Phase 1	Phase 2	Phase 3
University classes	3 classes: CI 171: <i>Understanding the Learner, Instructional Design, and Assessment</i> LEE 172: <i>Cultural & Language Contexts of the Classroom</i> LEE 173: <i>Teaching Reading and Social Studies in Grades 4-8</i>	3 classes: CI 175: <i>Science Instruction and Applied Technology</i> CI 176: <i>Mathematics Instruction and Applied Assessment</i> LEE 177: <i>Teaching Reading and the Arts in Grades K-3</i>	1 late afternoon/evening class: SPED 179: <i>Differentiated Instruction & Classroom Management</i>
Field work expectations	Phase 1 Field work EHD 174: <i>Field Study A</i>	Phase 2 Field work EHD 178: <i>Field Study B</i>	Phase 3 Field work EHD 170: <i>Field Study C</i>
Grade Levels	upper elementary: grades 4-6	primary grades: K-3	all grades
Schedule	2 afternoons a week (Tuesday & Thursday)	4 mornings a week (Monday-Thursday)	all day (Monday-Friday)
Teacher candidates per Class	2-4 teacher candidates	1 teacher candidates	1 teacher candidate
Expectations	working one-on-one and with small groups	working with small groups and whole class	full responsibility for the classroom for at least 2 weeks
Focus	reading and social studies; educational development; language & culture	reading and the arts; mathematics; science; assessment; technology	teaching all subjects; planning, teaching, assessing student learning related to a unit of study

CSUF Contact:

TEACHER DISPOSITIONS INDEX

(Schulte, Edick, Edwards and Mackiel, 2004)

Please mark your level of agreement with each of the statements listed below using the following response scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I believe a teacher must use a variety of instructional strategies to optimize student learning. | 1 | 2 | 3 | 4 | 5 |
| 2. I understand that students learn in many different ways. | 1 | 2 | 3 | 4 | 5 |
| 3. I demonstrate qualities of humor, empathy, and warmth with others. | 1 | 2 | 3 | 4 | 5 |
| 4. I am a thoughtful and responsive listener. | 1 | 2 | 3 | 4 | 5 |
| 5. I assume responsibility when working with others. | 1 | 2 | 3 | 4 | 5 |
| 6. I am committed to critical reflection for my professional growth. | 1 | 2 | 3 | 4 | 5 |
| 7. I believe that all students can learn. | 1 | 2 | 3 | 4 | 5 |
| 8. I cooperate with colleagues in planning instruction. | 1 | 2 | 3 | 4 | 5 |
| 9. I actively seek out professional growth opportunities. | 1 | 2 | 3 | 4 | 5 |
| 10. I uphold the laws and ethical codes governing the teaching profession. | 1 | 2 | 3 | 4 | 5 |
| 11. I stimulate students' interests. | 1 | 2 | 3 | 4 | 5 |
| 12. I believe it is important to involve all students in learning. | 1 | 2 | 3 | 4 | 5 |
| 13. I value both long term and short term planning. | 1 | 2 | 3 | 4 | 5 |
| 14. I stay current with the evolving nature of the teaching profession. | 1 | 2 | 3 | 4 | 5 |
| 15. I select material that is relevant for students. | 1 | 2 | 3 | 4 | 5 |
| 16. I believe the classroom environment a teacher creates greatly affects students' learning and development. | 1 | 2 | 3 | 4 | 5 |
| 17. I am successful in facilitating learning for all students. | 1 | 2 | 3 | 4 | 5 |
| 18. I demonstrate and encourage democratic interaction in the classroom and school. | 1 | 2 | 3 | 4 | 5 |
| 19. I accurately read the non-verbal communication of students. | 1 | 2 | 3 | 4 | 5 |
| 20. I engage in discussions about new ideas in the teaching profession. | 1 | 2 | 3 | 4 | 5 |
| 21. I view teaching as an important profession. | 1 | 2 | 3 | 4 | 5 |
| 22. I select material that is interesting for students. | 1 | 2 | 3 | 4 | 5 |
| 23. I provide appropriate feedback to encourage students in their development. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 24. I understand that teachers' expectations impact student learning. | 1 | 2 | 3 | 4 | 5 |
| 25. I view teaching as a collaborative effort among educators. | 1 | 2 | 3 | 4 | 5 |
| 26. I engage in research-based teaching practices. | 1 | 2 | 3 | 4 | 5 |
| 27. I create connections to subject matter that are meaningful to students. | 1 | 2 | 3 | 4 | 5 |
| 28. I understand students have certain needs that must be met before learning can take place. | 1 | 2 | 3 | 4 | 5 |
| 29. I am sensitive to student differences. | 1 | 2 | 3 | 4 | 5 |
| 30. I communicate caring, concern, and a willingness to become involved with others. | 1 | 2 | 3 | 4 | 5 |
| 31. I listen to colleagues' ideas and suggestions to improve instruction. | 1 | 2 | 3 | 4 | 5 |
| 32. I take initiative to promote ethical and responsible professional practice. | 1 | 2 | 3 | 4 | 5 |
| 33. I am punctual and reliable in my attendance. | 1 | 2 | 3 | 4 | 5 |
| 34. I maintain a professional appearance. | 1 | 2 | 3 | 4 | 5 |
| 35. I believe it is my job to create a learning environment that is conducive to the development of students' self-confidence and competence. | 1 | 2 | 3 | 4 | 5 |
| 36. I respect the cultures of all students. | 1 | 2 | 3 | 4 | 5 |
| 37. I communicate effectively with students, parents, and colleagues. | 1 | 2 | 3 | 4 | 5 |
| 38. I honor my commitments. | 1 | 2 | 3 | 4 | 5 |
| 39. I treat students with dignity and respect at all times. | 1 | 2 | 3 | 4 | 5 |
| 40. I work well with others in implementing a common curriculum. | 1 | 2 | 3 | 4 | 5 |
| 41. I am willing to receive feedback and assessment of my teaching | 1 | 2 | 3 | 4 | 5 |
| 42. I am patient when working with students | 1 | 2 | 3 | 4 | 5 |
| 43. I am open to adjusting and revising my plans to meet student needs. | 1 | 2 | 3 | 4 | 5 |
| 44. I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others. | 1 | 2 | 3 | 4 | 5 |
| 45. I believe it is important to learn about students and their community. | 1 | 2 | 3 | 4 | 5 |

THANK YOU FOR COMPLETING THE TEACHER DISPOSITIONS INDEX

EHD 174, Field Study A Small Group Discussion

Lesson Plan Cut and Paste Activity Instructions

Materials:

Lesson plan cut into sections without titles.

Lesson plan template in handbook.

Large Tablets of paper

Purpose:

Teacher candidates will be able to identify a sequence for effective instruction by individually sequencing untitled sections of a lesson plan using the titles in their handbooks.

1. Possible scenario-

I received an urgent call from my family that I need to drive to Arizona and must arrive by tomorrow. I have never been to Arizona. I have three days before I must be back at work. I have a full tank of gas so I jump in my car and take off. I head south on 99 because I think Arizona is south but I'm not sure??? What am I forgetting???? What is it I want to do? What is my goal? What would I have to do to make this a successful trip? Brainstorm a list of ideas prompting what would come first? Etc.

Another scenario-

What is your current academic goal? What did you have to do first? Next? What do you do if requirements such as passing CSET are added? How will you know when you have met your goal? Etc...

2. Discussion of importance of having a plan-

A map and/or a plan or would help me get to Arizona is the most direct route and accomplish what I need to get done in the amount of time that I have available. The goal of obtaining a teaching credential also needed a plan.

3. **Your EHD 171 instructors will be teaching you how to write a plan for instruction.** What we want to do today is simply to get you to start thinking about an effective sequence for teaching students in the classroom.

4. Pass out untitled sections to teacher candidates. They work with a partner for 5-10 minutes to sequence the sections of the lesson plan in an order that they feel would make sense. Have the partners make up a title for each section.

5. Share out and discuss answers and the rationale for putting the plan in a particular order. Discuss the variety of names (Set, Attention Grabber, Focus etc) that could apply to the same section.

6. Discuss the concept that no matter what we title each section the goal, content, or sequence does not change. A plan helps to meet a specific goal in an effective efficient way. Point out that you may hear different titles and labels but that is not what's important. It is a clear goal, logical sequence and clarity of the path to meet the goal.

7. Why is it important to have a plan? What is most important in a plan?
Write on the board:

Have I identified a goal for the time I will spend with the students?

Do I have a sequenced plan for how to get there?

How do I know that the students have met my identified goal?

8. Give the each teacher candidate another set of lesson plan sections. Have them individually sequence the sections under lesson plan titles in their handbooks. Check answers. Discuss.

EHD 174, Field Study A

Lesson Plan Cut and Paste Activity

Cut the following into sections:

Temperature and Precipitation

The teacher needs the handout “Temperature and Precipitation Across California” found in the teacher’s manual for the social studies text titled: Harcourt Brace Social Studies California. Large classroom weather map and graph, individual laminated maps, writing paper. The students need their Social Studies book, a pencil, and a red and blue crayon.

Social Studies Standard:

4.1.5- Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services and transportation.

***English-language Arts Content Standards:**

Reading:

4.2.3- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshowing clues.

Writing:

4.1.6- Locate information in reference text by using organizational features.

Listening and Speaking:

4.1.1- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral setting.

Using individual laminated California maps and graphs from their text books students will be able to compare the temperature and precipitation in different cities throughout California as measured by a weather worksheet (80% or better) and apply this knowledge when planning a Vacation. (Understanding determined by teacher).

How many of you have ever watched the local news on TV? Who is your favorite weather forecaster? What does a weather forecaster do? Have you ever heard a weather forecaster use the word temperature? What does that mean? Have a student volunteer write the student’s definition on board and draw a visual next to it. How about the word precipitation? What does that mean? Have a student volunteer write the student’s definition on the board and draw a visual next to it. Today we are going to use maps and graphs to find out something about the weather including temperatures and precipitation in different cities in California.

Students will be paired for the teacher reading of pages 76-83 in the Social Studies text. Teacher will pass out maps 1 for each pair of students, ask the students to take out their Social Studies books, a pencil, and a red and blue crayon. The teacher begins by reading the “Natural Resources” section on pages 76-83 of the Social Studies book labeled: Harcourt Brace Social Studies California. During the reading the teacher should check for student understanding by asking questions such as, Point to Eureka on your desk map what is the average temperature? What is the average precipitation? “Which month has the least amount of precipitation in Eureka?” Which month has lowest temperature in Eureka? Teacher models the procedure by using the large map and graph in front of the room.

The teacher continues reading out of the asking for predictions, and repeating the above questions for the different cities in California. The students work in pairs to find answers. Student volunteers come to the front of the room to share answers.

Distribute the handout “temperature and Precipitation in California.” On page one the students will be asked to determine which month has the coldest temperature according to a chart of daily temperatures in San Luis Obispo. After the students find the coldest month in San Luis Obispo I will ask them to color it with a blue crayon. Afterwards I will have the students do the same for the hottest month and color that red. The first page of this handout will be presented to the students on an overhead and I will also color in the hottest and coldest months. Following this the students and I will answer questions 1-3 together, students will answer questions 4-6 on their own and the teacher will check. If answers are correct the students will be instructed to continue the rest individually. Teacher will monitor the classroom, and be available for questions and aid. When all or most of the students are done with the worksheet I will go over the answers on the overhead with the students. This will give the students an opportunity to see how they did.

Students will answer questions 7-12 on their own.

Talk about the TV weather forecasters such as Angelo Stalis etc. and how they now could be a weather forecaster because they can read maps and graphs to determine temperatures and precipitations levels in the different cities in California.

For the final assessment students use their maps and graphs to pick a city in California where they would like to vacation. Check the temperature and precipitation for that city. Tell me what activity you want to do when vacationing in this city. Which month would be the best month to visit and why?

Students will be assessed informally by the teacher monitoring as they work in pairs and then come to the front of the room to share answers. To assess that the students met the objective of the lesson, the teacher will correct the answers from page two of the worksheet that was completed individually. The final assessment will be to use their maps and graphs to pick a city in California where they would like to vacation. Check the temperature and precipitation for that city. Tell me what kinds of activities you would want to do when vacationing in this city. Which month would be the best month to visit and why?

If the students didn't seem to grasp the content, then a follow up lesson is necessary to re-teach the major concepts of the lesson.

Maria is an English Language learner. I will build background knowledge before beginning the lesson by having her look outside and at pictures and talking about the weather. We will talk about where her family likes to go on vacation and why? We would discuss what the weather is like there and what their family does while on vacation. I will translate in Spanish and discuss her favorite TV newscaster. She will draw pictures next to vocabulary words. Visuals such as maps and charts will be used. Maria will be paired with Jose during the think pair share so that he can help with explanations in Spanish and English if necessary. The teacher will read text to the all students. The teacher will stand next to Maria's desk and point to pictures, stop, and question to enhance understanding. Individual explanations will be given as needed.

This lesson went really well. The students enjoyed when I read with them, rather than having them just read it alone and the students that were poor readers were still able to understand the information. Overall the students performed the tasks with minimal difficulty and showed that they comprehended the content when asked to complete the worksheet on their own. If I were to re-teach this lesson, I would spend more time frontloading some of the vocabulary in the text for my EL students. The visuals and group work were helpful and they were able to complete the vacation assessment accurately but had some difficulty with reading the individual worksheet.

Title:

Temperature and Precipitation

Materials:

The teacher needs the handout “Temperature and Precipitation Across California” found in the teacher’s manual for the social studies text titled: Harcourt Brace Social Studies California.

Large classroom weather map and graph, individual laminated maps, writing paper.

The students need their Social Studies book, a pencil, and a red and blue crayon.

Content Standards:**Social Studies Standard:**

4.1.5- Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services and transportation.

English-language Arts Content Standards:*Reading:**

4.2.3- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshowing clues.

Writing:

4.1.6- Locate information in reference text by using organizational features.

Listening and Speaking:

4.1.1- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral setting.

Objective:

Using individual laminated California maps and graphs from their text books students will be able to compare the temperature and precipitation in different cities throughout California as measured by a weather worksheet (80% or better) and apply this knowledge when planning a Vacation. (Understanding determined by teacher).

Set:

How many of you have ever watched the local news on TV? Who is your favorite weather forecaster? What does a weather forecaster do? Have you ever heard a weather forecaster use the word temperature? What does that mean? Have a student volunteer write the student’s definition on board and draw a visual next to it. How about the word precipitation? What does that mean? Have a student volunteer write the student’s definition on the board and draw a visual next to it. Today we are going to use maps and graphs to find out something about the weather including temperatures and precipitation in different cities in California.

Input:

Students will be paired for the teacher reading of pages 76-83 in the Social Studies text. Teacher will pass out maps 1 for each pair of students, ask the students to take out their Social Studies books, a pencil, and a red and blue crayon. The teacher begins by reading the “Natural Resources” section on pages 76-83 of the Social Studies book labeled: Harcourt Brace Social Studies California. During the reading the teacher should check for student understanding by asking questions such as, Point to Eureka on your desk map what is the average temperature? What is the average precipitation? “Which month has the least amount of precipitation in Eureka?” Which month has lowest temperature in Eureka? Teacher models the procedure by using the large map and graph in front of the room.

Guided Practice:

The teacher continues reading out of the asking for predictions, and repeating the above questions for the different cities in California. The students work in pairs to find answers. Student volunteers come to the front of the room to share answers.

Distribute the handout “temperature and Precipitation in California.” On page one the students will be asked to determine which month has the coldest temperature according to a chart of daily temperatures in San Luis Obispo. After the students find the coldest month in San Luis Obispo I will ask them to color it with a blue crayon. Afterwards I will have the students do the same for the hottest month and color that red. The first page of this handout will be presented to the students on an overhead and I will also color in the hottest and coldest months. Following this the students and I will answer questions 1-3 together students will answer questions 4-6 on their own and the teacher will check. If answers are correct the students will be instructed to continue the rest individually. Teacher will monitor the classroom, and be available for questions and aid. When all or most of the students are done with the worksheet I will go over the answers on the overhead with the students. This will give the students an opportunity to see how they did.

Closure/Independent Practice:

Students will answer questions 7-12 on their own.

Talk about the TV weather forecasters such as Angelo Stalis etc. and how they now could be a weather forecaster because they can read maps and graphs to determine temperatures and precipitations levels in the different cities in California.

Assessment:

For the final assessment students use their maps and graphs to pick a city in California where they would like to vacation. Check the temperature and precipitation for that city. Tell me what activity you want to do when vacationing in this city. Which month would be the best month to visit and why?

Students will be assessed informally by the teacher monitoring as they work in pairs and then come to the front of the room to share answers. To assess that the students met the objective of the lesson, the teacher will correct the answers from page two of the worksheet that was completed individually. The final assessment will be to use their maps and graphs to pick a city in California where they would like to vacation. Check the temperature and precipitation for that city. Tell me what kinds of activities you would want to do when vacationing in this city. Which month would be the best month to visit and why?

If the students didn't seem to grasp the content, then a follow up lesson is necessary to re-teach the major concepts of the lesson.

Adaptations/Modifications for focus Student:

Maria is an English Language learner. I will build background knowledge before beginning the lesson by having her look outside and at pictures and talking about the weather. We will talk about where her family likes to go on vacation and why? We would discuss what the weather is like there and what their family does while on vacation. I will translate in Spanish and discuss her favorite TV newscaster. She will draw pictures next to vocabulary words. Visuals such as maps and charts will be used. Maria will be paired with Jose during the think pair share so that he can help with explanations in Spanish and English if necessary. The teacher will read text to the all students. The teacher will stand next to Maria's desk and point to pictures, stop, and question to enhance understanding. Individual explanations will be given as needed.

Reflection:

This lesson went really well. The students enjoyed when I read with them, rather than having them just read it alone and the students that were poor readers were still able to understand the information. Overall the students performed the tasks with minimal difficulty and showed that they comprehended the content when asked to complete the worksheet on their own. If I were to re-teach this lesson, I would spend more time frontloading some of the vocabulary in the text for my EL students. The visuals and group work were helpful and they were able to complete the vacation assessment accurately but had some difficulty with reading the individual worksheet.

Road Rally

32 Laminated maps of California

Road Rally worksheet with the clues for all the students,

Dry erase marker and erasers.

The students will only need to have a pencil to complete this lesson.

***Social Studies Standard:**

4.1.4- Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

***English-language Arts Content Standards:**

Reading: 4.2.3- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

Listening and Speaking: 4.1.4- Give precise directions and instructions.

The student will be able to use the skills gained in the previous class session from the elevation, latitude/longitude, and rivers, bays, and lakes lesson, to work as a group and individually to successfully navigate through California using clues given to them in the Road Rally worksheet.

I will begin the lesson by telling the students, “I am going on a trip someplace and I don’t know how to get there. What do you think I need to help me?” They will respond by saying, “a map.” Next I will tell them that today we are going to use a map, and by solving clues travel all around California.

Students are divided into groups of 4

Teacher uses the overhead as the students look at their maps and quickly reviews legends (keys) and how important it is to refer to them to know the difference between a highway and a freeway etc.

The teacher begins by reading the first clue. Using the large class map and the prompts the teacher demonstrates how to find the location. A student is asked to read the next clue to the class and then help the teacher locate the location on the map by following the prompts in the worksheet. A student goes to the front of the room and demonstrates how to get to this location to the rest of the class.

The students work in their groups and continue using the clues on the worksheet to find the itinerary of the Road Rally. While the students are working on the Road Rally in their groups the teacher walks around and helps group who may be struggling or in need of clarification.

The teacher will check to be sure that all the groups have completed their maps. Once the students have gone back to their seats the teacher will take a quick trip around the large class map using the answers provided by the students. The teacher will review the importance of knowing how to read a map.

To assess that the student met the objective of the lesson, the teacher checks to make sure that everyone is participating in the activity. The teacher will collect the worksheet and make sure that each student has filled in all the locations of the stops that they made along the Road Rally. The teacher will give three additional clues and have the students individually find the locations.

This will be collected and used to check individual understanding.

Jared is very active and has difficulty maintaining focus, interrupts the teacher throughout lessons, and bothers those around him with his constant chatter. I will seat Jared directly in front of me during the explanation/modeling portion of the lesson to minimize distractions. I will give him 5 sticks at the beginning of the day. Every time he interrupts or asks a question without raising his hand he has to give the teacher a stick. Left over sticks earns Jared the right to be a teacher helper doing errands etc. His group will be carefully selected so that he will be with calm patient peers. The teacher make sure to do extra checks to make sure Jared stays on task and contributes to the group activity.

When we taught this lesson there were four teachers in the room including myself, so the students were able to do this lesson whole class, rather than it being a station that is part of a social studies rotation. The students were engaged and stayed on task during their group work. If I were to redo this lesson I would plan out what student would work in each group ahead of time to ensure that there is a well balanced mix of students that work well together. The results of the assessment indicated it would have been beneficial to pre-teach some of the vocabulary to all the students.

Lesson: Road Rally

Materials:

32 Laminated maps of California

Road Rally worksheet with the clues for all the students,

Dry erase marker and erasers.

The students will only need to have a pencil to complete this lesson.

K-12 Academic Content Standards:

***Social Studies Standard:**

4.1.4- Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

***English-language Arts Content Standards:**

Reading: 4.2.3- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

Listening and Speaking: 4.1.4- Give precise directions and instructions.

Objective:

The student will be able to use the skills gained in the previous class session from the elevation, latitude/longitude, and rivers, bays, and lakes lesson, to work as a group and individually to successfully navigate through California using clues given to them in the Road Rally worksheet.

Set:

I will begin the lesson by telling the students, “I am going on a trip someplace and I don’t know how to get there. What do you think I need to help me?” They will respond by saying, “a map.” Next I will tell them that today we are going to use a map, and by solving clues travel all around California.

Input/Procedures:

Students are divided into groups of 4

Teacher uses the overhead as the students look at their maps and quickly reviews legends (keys) and how important it is to refer to them to know the difference between a highway and a freeway etc.

The teacher begins by reading the first clue. Using the large class map and the prompts the teacher demonstrates how to find the location. A student is asked to read the next clue to the class and then help the teacher locate the location on the map by following the prompts in the worksheet. A student goes to the front of the room and demonstrates how to get to this location to the rest of the class.

Guided Practice:

The students work in their groups and continue using the clues on the worksheet to find the itinerary of the Road Rally. While the students are working on the Road Rally in their groups the teacher walks around and helps group who may be struggling or in need of clarification.

Closure/Independent Practice:

The teacher will check to be sure that all the groups have completed their maps. Once the students have gone back to their seats the teacher will take a quick trip around the large class map using the answers provided by the students. The teacher will review the importance of knowing how to read a map.

Assessment:

To assess that the student met the objective of the lesson, the teacher checks to make sure that everyone is participating in the activity. The teacher will collect the worksheet and make sure that each student has filled in all the locations of the stops that they made along the Road Rally. The teacher will give three additional clues and have the students individually find the locations. This will be collected and used to check individual understanding.

Adaptations/Modifications for focus Student:

Jared is very active and has difficulty maintaining focus, interrupts the teacher throughout lessons, and bothers those around him with his constant chatter. I will seat Jared directly in front of me during the explanation/modeling portion of the lesson to minimize distractions. I will give him 5 sticks at the beginning of the day. Every time he interrupts or asks a question he has to give the teacher a stick. Left over sticks earns Jared the right to be a teacher helper doing errands etc. His group will be carefully selected so that he will be with calm patient peers. The teacher make sure to do extra checks to make sure Jared stays on task and contributes to the group activity.

Written Reflection:

When we taught this lesson there were four teachers in the room including myself, so the students were able to do this lesson whole class, rather than it being a station that is part of a social studies rotation. The students were engaged and stayed on task during their group work. If I were to redo this lesson I would plan out what student would work in each group ahead of time to ensure that there is a well balanced mix of students that work well together. The results of the assessment indicated it would have been beneficial to pre-teach some of the vocabulary to all the students.

10 THINGS YOU ALWAYS WANTED TO KNOW ABOUT EHD 174, FIELD STUDY A

1. How many EHD 174, Field Study A Competencies are there?

What page are they found on?

2. How do you verify attendance at the seminars?

What happens when you forget your competency check off sheet for EHD 174, Field Study A?

3. Do you have to write lesson plans for any of the EHD 174, Field Study A competencies?
Which one(s)?

4. Who signs off your EHD 174, Field Study A competencies?

5. Who collects and signs off your LEE 173 competencies?

6. What days do you attend EHD 174?

What times?

When has your EHD 174, Field Study A supervisor scheduled small group discussions?

7. What are the attendance requirements of EHD 174, Field Study A?

What do you do if you have an emergency and or are ill, tardy, and cannot attend your field placement?

8. How are you evaluated at mid-semester and at the end of the semester?

9. Who will collect the documentation to indicate that you complete EHD 174, Field Study A?

When will this be done?

10. As a guest at your assigned school site, what are the professional expectations?

CLASSROOM OBSERVATIONS

- 1. Look for the following procedures and make notes on as many as you see. Be prepared to share with your classmates.**
- 2. Choose 5 of these procedures you have observed and discussed. Explain why you think you would each one of these would be appropriate in the classroom.**
- 3. Documentation: Notes and written explanations. Maximum 2 pages**

- Students entering the classroom
- Dismissing the class
- Teacher responding to student questions
- Students responding to teacher questions and participating in class discussions
- Obtaining or distributing paper, pencils, or other materials
- Gaining attention/ beginning instruction
- Recording absences and or handling tardiness
- Working in cooperative groups
- Transitioning from one activity to the next
- Daily schedule
- Collecting and returning work
- Heading of papers
- Responding to drills/lock downs
- Using positive reinforcement, behavior modification techniques, discipline procedures
- Creating and or reinforcing classroom rules and procedures
- Establishing and reinforcing appropriate classroom volume.
- Sharpening pencils
- Going to the restroom
- Getting a drink of water

TPE Introduction Activity

Introduce the Teaching Performance Expectations (5 minutes)

- Hand out TPE overview (one page with titles of each TPE grouped by CSTP headings)
- Share the connection to the California Standards for the Teaching Profession (be brief)

Divide into groups. (See potential TPE groupings below for different ways to combine the TPEs for different number of groups.) (15-30 minutes)

- Assign each group one or more TPEs to process.
- **TASK:** Read the TPE. Pick out key ideas. On chart paper develop a visual to present these key ideas to the rest of the class. Discuss any educational jargon that may be interpreted in different ways. Write any “problematic” jargon on a 3x5 card for discussion.

Each group presents TPEs using the chart that was created. (Limit the time: 2 to 4 minutes.) (30 minutes) [If time, share educational jargon—or have them turn in the vocabulary cards for a later discussion.]

Materials: TPEs (minimum: 1 copy per TPE per group), chart paper, markers 3x5 cards

Potential TPE Groupings

12 groups

Group 1	TPE 1 and TPE 1A – Reading/Language Arts
Group 2	TPE 1 and TPE 1A – Mathematics, Science, Social Science
Group 3	TPE 2 and 5
Group 4	TPE 3
Group 5	TPE 4
Group 6	TPE 6 and TPE 6A
Group 7	TPE 6 and TPE 6B
Group 8	TPE 7
Group 9	TPE 8 & TPE 13
Group 10	TPE 9
Group 11	TPE 10 and TPE 11
Group 12	TPE 12

8 groups

Group 1	TPE 1 and TPE 1A – Reading/Language Arts
Group 2	TPE 1 and TPE 1A – Mathematics, Science, Social Science
Group 3	TPE 2 and 3
Group 4	TPE 4, 5, 13
Group 5	TPE 6, 6A and 6B
Group 6	TPE 7
Group 7	TPE 8 and 9
Group 8	TPE 10, 11, 12

Limited Coverage of TPES (with focus on Phase 1 TPEs):

6 groups

Group 1	TPE 1 and TPE 1A – Reading/Language Arts & History-Social Science
Group 2	TPE 3 and 12
Group 3	TPE 4 and 11
Group 4	TPE 6 and 6B
Group 5	TPE 7
Group 6	TPE 8 and 9

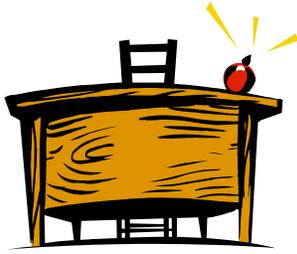
Follow Up or Extension Activities: TPEs, Dispositions, Educational Vocabulary

NOTE: The VOCABULARY activity can be used to follow up on the above TPE activity, encouraging your teacher candidates to process through the educational jargon—or you can develop your own activities related to the vocabulary cards generated above. The DISPOSITIONS activity can be used as a stand-alone activity or in combination with the TPE and/or VOCABULARY activity. The TPE activity listed here allows you to break up the TPEs into two sessions (for example if you use the 12 groups grouping above) and have some groups working on the remaining TPEs while some groups work on the other tasks.

Group Work- 3 tasks

- introduce tasks (below)
- divide students into groups to work on tasks

VOCABULARY	TPEs	DISPOSITIONS
<p>MATERIALS: 3x5 vocabulary cards from previous TPE activity</p> <p>TASK: organize the vocabulary cards in such a way that they can be used as a point of discussion or language development throughout the semester</p> <p>Present ideas to whole group for feedback</p>	<p>MATERIALS: TPE sheets, large paper, markers</p> <p>TASK: read and interpret the assigned TPE(s); identify key vocabulary; create a visual to present the key ideas to the whole group</p> <p>Present visual to group in 5 minutes or less</p>	<p>MATERIALS: Disposition sheet, large paper, markers</p> <p>TASK: read and interpret the assigned dispositions (1 to 3 per group); create a visual to present the key ideas to the whole group; develop at least one specific example of what an elementary teacher might do that demonstrates this disposition</p> <p>Present visuals & examples</p>



TEACHING PERFORMANCE EXPECTATIONS TPEs

Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

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

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for

Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

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

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

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

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

ASSESSING STUDENT LEARNING

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

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

provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to reengage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, K-3, 4-8, 9-12. 1

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

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

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6: Developmentally Appropriate Teaching Practices

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

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

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

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 7: Teaching English Learners

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

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

Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they

select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13: Professional Growth

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

EHD 178
FIELD STUDY A
PHASE II

RESOURCES

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Carousel Activity

Preparation

Number six easel pad pages with the key elements of the effective Environment standard and post around the room prior to the activity.

Provide a different color marker for each group

Introduction

The California Standards for the Teaching Profession are standards that were developed and adopted at the state level to serve as a guide for all K-12 teachers in the state of California. We will introduce them to you today in the teaching program and want you to use them as a guide when planning lessons in your field placements. You are required to identify and analyze your effectiveness in implementing these in your first two years of teaching (induction) as well. Many school site principals use the California Standards for the teaching Profession as a basis for their observation and evaluations of their teaching staff.

Directions

Have the teacher candidates briefly read the standards (or assign as homework to be read before small group discussion). Explain that the activity is a carousel brainstorm and that we will do the activity in 6 teams. Ask participants to number off from 1-6. Explain that in a few moments they will be asked to cluster at the chart corresponding to their number. Once they are assembled at their chart, they will do what is called a carousel brainstorm.

The team brainstorms what one might see happening in a classroom (or outside the classroom, as appropriate) if this standard is being achieved. What would students be doing? What would the teacher be doing? What would be evidence of this standard in practice?

A recorder jots down the ideas on the chart.

After 2-3 minutes, participants move clockwise to the next chart.

(The timer may want to use a chime or other signal that can be easily heard to signal when groups are to move to the next chart. The time increases slightly as the team's progress from one chart to the next since they will need additional time to read what has already been written. It may also be necessary to put up additional chart paper as the charts fill up.)

Once the next chart, the recorder passes the felt marker to a new recorder.

Point out that passing the marker to a new recorder as the group moves from chart to chart helps ensure equitable participation by all members. Having to record often makes it difficult to be a full participant in the brainstorming.

The team should read over what has already been recorded by the previous groups(s).

Groups add new ideas to the chart.

After 3-4 minutes, the group will again move on.

Ask participants to encourage full participation of all the members of their group.

After teams have visited all six key standards, ask participants to return to their home tables. Once there, ask participants for any comments or insights.

Close by reminding the importance of becoming familiar with the California Standards for the Teaching Profession. They are a guide given by the state of California that can be used to increase the effectiveness of instruction.