UNITED STATES UNIVERSITY

Teacher Credential Handbook

UNITED STATES
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About United States University

Accreditation and Approvals

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) located at: 985 Atlantic Avenue, #100, Alameda, CA 94501.

The Teacher Credentialing Programs are accredited by the California Commission on Teacher Credentialing located at: 1900 Capitol Avenue, Sacramento, CA 95811 and the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007.

History

United States University was founded in 1997 to provide a unique learning environment based on academic rigor, personal attention, and fulfilling the educational needs of underserved populations including the Hispanic and Latino communities in Southern California. United States University (USU) is uniquely successful in serving its target population and attaining its academic and social missions. Academics are the heart of United States University. From direct classroom instruction to online learning interactions in the comfort of your own home, USU offers a learning community where students can pursue their educational goals. The University adheres to an environment of academic excellence, student support and professionalism. USU provides educational opportunities for its students on its Mission Valley campus.

The University, originally known as Inter American College, was founded by Dr. Reymundo Marin and Dr. Maria Viramontes de Marin. In 2009, Inter American College was accredited by the Western Association of Schools and Colleges (WASC) and changed its status from non-profit to a for-profit. In April 2010, the Board of Trustees voted to change the university's name to United States University.

Mission

United States University provides professional and personal educational opportunities, with a special outreach to underserved groups. Through campus and online courses, the

University offers affordable, relevant, accessible undergraduate and graduate degree programs, and certificates in a supportive, student-centered learning environment.

College of Education Mission

The mission at the College of Education at United States University (USU) is to prepare reflective and critical educators and human service professionals, to lead in education, to practice civic responsibility, to exemplify intellectual curiosity, to conduct scholarship that advances knowledge and refines practice, to collaborate with local and global partners to forge more caring, just, and sustainable societies.

Core Values

- Affordability
- Diversity
- Quality
- Inclusiveness
- Integrity
- Life-Long Learning

Statement of Non-Discrimination

In accordance with federal, state, and university policies, United States University does not discriminate on the basis of sex, race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, physical or mental disability, medical condition as defined by law, or any basis prohibited by law. The University is committed to non-discrimination in its delivery of educational services and employment. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups.

Institutional Learning Outcomes

1. Communicate clearly and effectively through writing, speaking, and using technology.
2. Apply quantitative reasoning to address complex changes.
3. Effectively gather, analyze, and integrate information on a variety of sources.
4. Apply critical thinking in the research and problem-solving processes.
5. Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.
6. Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.

7. Work collaboratively as members and leaders of diverse teams.
8. Exhibit mastery of knowledge and skills within a discipline.
9. Effectively analysis and evaluation issues in order to formulate judgements.

Introduction to the Student Teaching Handbook

Dear Teacher Credential Candidate,

Welcome to the Teacher Credentialing Program! You are about to start one of the most challenging, demanding, yet rewarding parts of your credential program. For 16 weeks, you will have the unique opportunity to observe Cooperating teachers implement many of the educational theories, teaching methods and instructional strategies you have learned about in your credential courses. Upon observation of your assigned Cooperating Teacher and performing a variety of single classroom activities, you will assume full teaching responsibilities. You will be in charge of classroom instruction. However, you will not be alone. Your entire field experience will be guided and supported by your Cooperating Teacher and your USU Supervisor, under guidance of the College of Education, Program Director, and the Dean of the College of Education. Under the guidance of this team of coaches, you will have an opportunity to practice and implement the important requirements by the California Commission on Teacher Credentialing.

They are:
● The Teacher Performance Expectations (TPE's)
● The California Department of Education K-12 Common Core State Standards

You are encouraged to make concerted efforts to prepare yourself physically, mentally, and emotionally, as you embark on the challenge of student teaching. While the teacher credentialing experience is a great responsibility, if prepared, you will be able to take the greatest advantage of every opportunity provided to you. Thus, you will be the best teacher you can be. During the semester of your field experience, you will have to rely, not only on the support and guidance of your master teacher and university supervisor, but also, on your own initiative, enthusiasm, patience, and hard work.

District Employed Supervisors, known as "Cooperating Teachers", are extremely gracious by allowing you into their classrooms and allowing you to work with their students. To show your appreciation and collaborative spirit, we encourage you to support your Cooperating Teacher by offering to make copies, grade student work, gather supplies and

prepare materials and lessons. It is important to remember that the classroom belongs to the Cooperating Teacher, and you are a guest. Teachers work as members of a school team. Likewise, you will be a member of this team during the time of your student teaching assignment. Introduce yourself to the school principal, teachers, and support staff. Attend meetings and professional development sessions, as appropriate. Learn the roles and responsibilities of all of the staff involved in the education of your assigned students. These staff members include librarians, reading specialists, psychologists, instructional assistants, the school secretary, the custodian, etc. They will all play very important roles during your student teaching assignment.

However, the three key members of the school team who will work with you closely until you successfully complete your field experience assignment are your Cooperating Teacher, University Supervisor, and the Program Director. They will offer you guidance, advice, suggestions, and recommendations. Also, they will assess your teaching performance and give you positive and constructive feedback. Therefore, feel free to ask them questions regarding any aspect of your student teaching experience. Make sure that you collect and submit the evaluation at the end of each module. These must be included in your permanent file.

Have a wonderful and successful experience!

- *The United States University Faculty and Staff*

The College of Education

The College of Education:
- Promotes a quality Teacher Credentialing Preparation Program to meet present and future needs of student candidates.
- Supports innovative instruction to foster teaching and learning as a life-time endeavor.
- Provides an environment for the acquisition of bilingual and bicultural learning experiences.
- Responds to technological demands of the classroom and of society.
- Recruits highly qualified candidates who are responsive to a diverse student population.
- Instills the pursuit of life-long learning

Common Acronyms Used in Education

Most professions have their own jargon, and education is certainly no exception. In fact, teachers, the Department of Education, and school administrators often use acronyms, initials, and abbreviations in everyday communication. To see a more detailed list of acronyms used in education, utilize the California Department of Education's [List of Acronyms and Initials](#).

Letter from the Dean

Welcome to the next step to entering what I believe is the most rewarding, influential, and meaningful career possible, that of being a teacher. I am certain that many of you are entering this journey due to the positive influence of one or more teachers in your past. Take time to reflect on your experiences with this teacher. What made this teacher special? What are the memories that you have from your time together? What aspects of this teacher are you hoping to replicate in your own classroom? Teaching is certainly a profession where we learn best from others. As you enter your student teaching experience, I hope that you will be open to learning and utilize this opportunity to learn from not only your cooperating teacher but also others that you may encounter.

We are very proud of the accomplishments you have made to reach this point and excited to have you represent the very best of United States University and the School of Education. You will be serving as not only a learner and teacher candidate but also as an ambassador for our university and the teacher preparation program. We want to ensure that everyone engaged in this program has a positive experience and represents our mission to serve students well. Please know that you have many resources available to you at United States University. Each of us is invested in your success, please reach out if you have difficulty or need assistance.
Best wishes for continued success.

Rebecca Wardlow, EdD
Dean, College of Education

College of Education Administration

Dean, College of Education
Dr. Rebecca Wardlow
Rebecca.wardlow@usuniversity.edu

Program Director, College of Education
Dr. Joanna Simpson
Joanna.Simpson@usuniversity.edu

Office of Field Experience, College of Education
Dr. Kelly Bragg
Kelly.Bragg@usuniversity.edu

Field Placement & Credentialing Analyst, College of Education
Brian Eastwood
Brian.Eastwood@usuniversity.edu
COEOFE@usuniversity.edu

Commission on Teacher Credentialing (CTC) Information

Commission on Teacher Credentialing: https://www.ctc.ca.gov/

Contact the Certification Division: https://www.ctc.ca.gov/commission/contact-the-commission/CERT-contact

Teacher Performance Expectations (TPES) (Program Learning Outcomes)

There are six Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. All TPEs are considered equally important and valuable. For more information regarding the TPEs, visit the California Teacher Performance Expectations website.

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

InTASC Model Core Teaching Standards for Beginning Teachers

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers a model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching. Please see the standards below and to learn more, visit: InTASC Model Core Teaching Standards.

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge
- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Professional Dispositions

Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The College of Education expects Student Teachers to nurture, uphold, and sustain professional dispositions at all times. Student Teachers are expected to demonstrate professional behavior and dispositions on school sites, in university classes, and in all other professional settings.

Of utmost importance to Student Teachers successful completion of the credential program toward becoming an employable new professional, is the ability to work with others. Essential elements of professional dispositions that Student Teachers must display and demonstrate include but are not limited to the following:
- Being open to new ideas
- Respecting the opinions of others
- Creating and sustaining positive rapport and respectful communication with all members of the university and school communities
- Respecting the experience and knowledge of all members of the university and school communities
- Solving problems instead of complaining
- Maintaining a positive attitude
- Acting with integrity and kindness
- Holding oneself personally and professionally accountable
- Applying feedback and seeking ways to improve, grow, and develop
- Using mature judgment

- Maintaining a strong work ethic and is well-prepared for all endeavors

Being an effective teacher is more than just having and imparting content knowledge and skillfully delivering lessons. Being an effective teacher is about being a professional. If Student Teachers fail to display and demonstrate professional dispositions, they can and will be held accountable for their actions, or lack of actions.

Teacher Credentialing Program – General Information

The Public-School Teaching Credentials in the State of California are regulated by legislative actions which are subsequently interpreted by appropriate regulatory agencies.

With the guidance provided by the California Commission on Teacher Credentialing (CCTC), US University has developed the 2042 Credential Program for candidates seeking to serve in a variety of positions in public schools in the state of California.

The Board of Trustees, the Administration and the College of Education are committed to the concept that continuous screening and evaluation are necessary to ensure the candidates who are recommended for a credential are well prepared to be effective members of the teaching profession.

Instructors and supervisors assess candidates on basic skills, personal qualifications, and on course and teaching performance according to the Teacher Performance Expectations (TPEs) mandated by the state of California.

Types of Credentials

CCTC has approved USU to prepare teacher candidates for the following Preliminary Credentials:
- 2042 Multiple Subject Credential
- 2042 Multiple Subject Credential with Bilingual (Spanish-English) Authorization
- 2042 Single Subject Credential
- 2042 Single Subject Credential with Bilingual (Spanish-English) Authorization

The 2042 Multiple Subject Credential authorizes the holder to teach grades: K-6 in any self-contained classroom, such as those commonly found in elementary school in California. The 2042 Single Subject Credential authorizes the holder to teach grades: 7-12 in a single subject area approved by CCTC.

Instruction is supported by a school site assignment that requires candidates to spend time in field experiences with emphasis on the application of theory into practice, through observation and participation in classrooms.

Admissions

The teacher credential programs have start dates of every eight weeks. The admissions process examines both the academic and personal qualifications of all applicants. US University aims to ensure that students accepted into its programs have the ability to benefit from and contribute to the integrated educational experience at the University. Admissions decisions are also based on the congruence of the applicant's educational interests with the philosophy and purpose of the program to which he or she is applying. US University values a diverse academic community and is committed by purpose and obligated by law to serve all people on an equal and nondiscriminatory basis. Admissions' decisions are made independent of need for financial aid. In addition to the University application and admissions requirements, many degree and certificate programs have additional specific requirements described in the college and program sections of this catalog. Failure to follow the required procedures, provide all requested documentation, or declare all prior enrollments in post-secondary institutions may result in a delay in the application process, denial of admission, or dismissal from the University. The University reserves the right to verify the authenticity of any document through contact with the issuing source and/or a request for further documentation.

Course Registration

The University utilizes the online registration functionality through the Student Portal. Once a student has been accepted the student will have the ability to self-register. All programs of study are structured with a prescribed course sequence. Students may add and/or drop courses through the add/drop period (see add/drop period).

A student may not self-register in the prescribed sequence until all prerequisites have been satisfied. Prevention may be, but not limited to, pending award of transfer credit, satisfactorily pass coursework at USU, and/or meet any program specific requirements. A student may not register for a class and a course prerequisite in the same semester. Information on course prerequisites or corequisites can be found in the course descriptions in this Catalog.

For further registration assistance a guide is available in the Student Portal. Students may also consult with their designated Academic Advisor or the COE Program Director.

Program Specific Admissions Requirements

Must be provided <u>prior to admission into a teacher credential program:</u>
- Conferred Bachelor's degree (for TCPP or MAT programs only)
- Passing CBEST scores or BSR41
- Negative Tuberculin Skin test or Chest X-Ray
- Certificate of Clearance
- Covid Vaccination Card

Program Completion Requirements

Must be provided <u>in order to complete the program:</u>
- All Admissions Requirements Met
- All Student Teaching Requirements Met
- Successfully completed student teaching
- Successfully completed Student Teaching Seminars
- Cumulative Grade Point Average of 3.0 or above
- Passed all edTPA Tasks
- Completed Professional Teaching Portfolio
- Completed Exit Survey/Exit Interview

Program Design

The USU 2042 Multiple and Single Subject Credentials have been designed on the basis of the California Standards for the Teaching Profession (CSTP) and the California Teacher Performance Expectations (TPEs). These are implemented through:

- Prompt reflection about student learning and teaching practice
- Formulating professional goals to improve teaching practice
- Guiding, monitoring, and assessing the progress of a teacher's practice toward professional goals and professionally accepted benchmarks

The USU 2042 Credential has been devised for the Educator of the 21st Century who must:

- Be well informed
- Master skills in writing
- Understand the core curriculum
- Understand the importance of reading
- Think critically
- Value honesty
- Respect diversity
- Be committed to social justice

- Be open to change

Multiple Subject Student Teaching Courses

Clinical Practice (12 credits)
EDU 561: Student Teaching 1 (3 credits)
EDU 562: Seminar 1 (3 credits)
EDU 563: Student Teaching 2 (3 credits)
EDU 564: Seminar 2 (3 credits)

Single Subject Teacher Student Teaching Courses

Clinical Practice (12 credits)
EDU 565: Student Teaching 1 (3 credits)
EDU 562: Seminar 1 (3 credits)
EDU 567: Student Teaching 2 (3 credits)
EDU 563: Seminar 2 (3 credits)

Grades

Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. Student Teachers must meet these standards in order to advance in the program. Students- who do not meet these standards will not be allowed to progress in the program until deficiencies have been improved and may need to petition the Dean or program director, to be readmitted to the credential program.

In some rare cases, students may receive an "Incomplete" grade in a course. Incompletes must be completed prior to continuing in the program. Please see "Academic Policies and Procedures" for complete details.

Satisfactory completion of a credential program requires completion of all coursework with an average grade of B or better and credit for all student teaching experiences including completion of 600 hours of student teaching placements. All grades (including CR/NC for student teaching) are assigned by Instructors/University Supervisors in accordance with University policy. Any appeal of a grade must follow student grade appeal procedures established by the University.

Difficulty in Courses

Students may experience difficulties which present themselves during the semester(s). These difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings or other circumstances. When these difficulties are identified, faculty members meet to consider the nature of the problem, possible avenues of improvement, and procedures for notifying persons concerned. The Program Director will inform these Student Teacher's about the decisions and recommendations of the faculty team. This process will provide Students with timely information so that they may respond positively and successfully complete the credential program. If progress is not satisfactory, students may be removed from the program.

Academic Dishonesty

USU adheres to a strict policy regarding cheating and plagiarism. These acts of academic dishonesty will not be tolerated in this program. Review the [Student Code of Conduct Handbook](#) and become familiar with the policy and what constitutes cheating and plagiarism.

- Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Examples of plagiarism include but are not limited to:
- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work).
- Copying and pasting work from an online or offline source directly and calling it your own.
- Using information, you find from an online or offline source without giving the author credit.
- Replacing words or phrases from another source and inserting your own words or phrases.
- Submitting a piece of work, you did for one class to another class.

By enrolling in the credential program, students consent to having their assignments be subject to submission for textual similarity review to www.turnitin.com or other designated sites for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Students may submit their papers in such a way that no identifying information about them is included.

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Leave of Absence

Students are expected to maintain continuous enrollment in their program of study. A leave of absence (LOA) is granted for jury duty, military reasons, medical reasons, significant non-academic issues, or other extenuating circumstances as approved by the Office of the Registrar.

A student must be in attendance for at least one session (8 weeks) to be eligible to request a LOA. An approved LOA cannot exceed more than 180 calendar days in a twelve-month period. The 12-month period begins on the first day of the student's LOA. Students should speak with their Academic Advisor prior to any request for a LOA.

Students are responsible for obtaining approval for the leave of absence. All requests for a LOA must be submitted in writing to the Office of the Registrar explaining the reason for leave, dates for which leave is needed, and include appropriate supporting documentation. Students may not be granted a LOA if they are not in good academic standing (not on disciplinary action, academic probation or academically dismissed from the University).

Students are expected to return within the specified timeframe and attend by the end of the add period of the scheduled session. Students not in attendance by the end of the add period will automatically be considered a withdrawal. Any Title IV recipient that fails to return from a LOA may affect their loan repayment times and exhaustion of some or all of a student's financial aid grace period.

Non-Degree Seeking students are not eligible to take a Leave of Absence.

Insurance (NEA)

United States University provides worker's compensation and liability insurance for Student Teachers while they are engaged in student teaching or other field-based credential classes. This means Student Teachers are only covered while they are actively enrolled in credential program courses. Student Teachers must purchase additional liability insurance from one of a variety of insurance sources. For example, membership in the Student California Teachers Association (SCTA) provides up to one million dollars of liability insurance and free legal referrals. (See this website for more information: http://www.cta.org/membership/scta.) Additionally, as a NEA Student Program member you qualify for one million dollars of insurance through the NEA Educators Employment Liability Program. (See this website for more information: http://www.nea.org/home/30844.htm.)

You will need to purchase additional insurance in addition to your USU supplied insurance. To do this, view the information below from the CTA.

Any person regularly enrolled in an institution of higher education in the State of California preparing to become a teacher and eligible to become a member of the Student California Teachers Association under the provisions of the governance documents of that association may become a Student member. Any teacher joining CTA/NEA as an Active member during his/her first year of eligibility can request a rebate of Student dues paid; $10 per year up to five years for CTA and $20 per year, up to four years for NEA. Please contact the CTA Human Rights Department for rebate application forms.

Cost: Student - CTA $15.00 (includes $5 Local Student CTA dues); NEA $15.00

You may enroll in one of two ways:
1. Online with a major credit/debit card here.
2. Complete a Student CTA enrollment form and send with check or money order for full annual Student CTA/NEA/Local dues to the SCTA office, P.O. Box 921, Burlingame, CA, 94011-0921.

The Cooperating Teacher

Cooperating Teachers are teaching professionals who mentor, guide, and support teacher credential candidates on their path to becoming credentialed teachers. The goal of the school and Cooperating Teacher placement is to provide the credential candidate in-depth field experiences designed to practice and hone their skills in instructional planning and development, instructional strategies, student assessment, and classroom management.

Cooperating Teachers are extremely important for the development of an effective practicum environment. Cooperating Teachers serve as models for dynamic teaching and effective classroom management. It is important for Cooperating Teachers to allocate time accordingly to provide guidance and support to teacher credential candidates. Conferring regularly with the candidate is especially important in order to provide immediate feedback and the necessary coaching that leads to mastery of effective classroom practices. Conferring can take place before and/or after school or during a preparation period if appropriate.

The credential candidate's student teaching experience is a time of trial and error, success and failures, triumphs and sometimes, frustration. The role of the Cooperating Teachers is to model, support, recommend, correct, counsel, and sometimes prod the candidate into

"treading in unfamiliar waters". The Cooperating Teacher's encouragement and support will provide the candidate with the special assistance needed for them to achieve success.

Cooperating Teachers Roles and Responsibilities

- Provides a model of teaching for the teacher credential candidate to observe and adapt to their teaching style.
- Supports, models, and encourages the implementation of the Teacher Performance Expectations.
- Provides the teacher credential candidate an opportunity to observe, ask questions, and become familiar with the classroom management plan, to include routines, procedures, and overall organization.
- Assists the teacher credential candidate as they write and develop lesson plans, as well as a variety of class activities related to the course/grade level curriculum.
- Ensures that the teacher credential candidate writes measurable objectives to effectively assess their lessons.
- Empowers the teacher credential candidate by delegating and *sharing authority* as the teacher and classroom manager.
- Assists the teacher credential candidate in establishing methods of classroom control appropriate to the age and grade level of the students. Thereby, ensuring that the candidate inspires the respect of students through effective classroom management techniques.
- Provides the teacher credential candidate the opportunity to assess student work.
- Provides the teacher credential candidate constructive criticism, suggestions, and ideas.
- Models and provides the teacher credential candidate a variety of methods and styles of teaching.
- Assists the teacher credential candidate in identifying available instructional materials.
- Participates in three-way conferences with the teacher credential candidate and the University Supervisor to calibrate observations and ongoing progress.
- Completes and submits the Student Teacher Formal Evaluation Forms.
- Completes and submits an evaluation of the University Supervisor and Program.

The University Supervisor

University Supervisors assist teacher credential candidates toward becoming professional educators. University Supervisors also promote a mutual understanding between cooperating schools and the university to work together to train and prepare new teachers

to the field of education. For all concerned, University Supervisors are a key representative of United States University.

University Supervisors' Roles and Responsibilities

- Establishes a positive working relationship with the assigned teacher credential candidate.
- Introduces him/herself to the school Principal and/or Principal's designee.
- Serves as liaison between the teacher credential candidate and the Cooperating Teacher.
- Maintains open communication between school personnel, Cooperating Teacher, and the teacher credential candidate.
- Monitors the quality of the match between the teacher credential candidate and the Cooperating Teacher.
- Is responsive to the needs of the teacher credential candidate and Cooperating Teacher.
- Ensures that the teacher credential candidate has a full range of experiences within their classroom assignment.
- Assists teacher credential candidates in the development of teaching skills.
- Supports teacher credential candidates personally and professionally.
- Provides regular constructive feedback, both oral and written.
- Secures teacher credential candidate evaluations from the Cooperating Teacher.
- Meets and instructs teacher credential candidates at the seminar sessions.
- Records attendance and grades within the timelines required by the USU.
- Evaluates the teacher credential candidate's work and conducts formal evaluation observations.
- Reviews evaluation observations with the teacher credential candidate and the Cooperating Teacher.

The Teacher Credential Candidate

The Teacher Credential Candidate's Responsibilities

- Make personal contact with the Cooperating Teacher to discuss lesson plans, schedules, observations, conferencing, and evaluation
- Make an appointment with the person in charge of the USU teacher credential candidates at the school site. This may be the Principal, Vice-Principal, or a Resource Teacher. Candidates introduce themselves, discuss their program and ask what is expected of a teacher at the school site.

- Gather information about the school. Candidates ask for copies of Student, Teacher, Parent Handbooks, maps, schedules, school calendar.
- Review important crisis information such as fire drills.
- Learn about duties the school requires of USU teacher credential candidates, such as:
  - Be present at the school site during regular teacher hours
  - Collaborate with Cooperating Teacher for planning and teaching lessons
  - Be responsible for all teacher duty. These may include supervising, yard duty, cafeteria duty, before school yard supervision, bus duty, staff meetings, in-service, etc.
- Discuss student progress regularly with the Cooperating Teacher and University Supervisor.
- Assist in routine tasks and responsibilities in the classroom and in general school tasks.
- Attend mandatory weekly synchronous seminars via video conferences at the University.
- Review the State Framework and the State and District Standards.
- Design lesson plans carefully and submit them to the Cooperating Teacher and University Supervisor, as appropriate.
- Confer with Cooperating Teacher and University Supervisor after the mid-term and end of term evaluations.
- Review evaluations

Student Teaching Requirements

- Four formal lesson presentations for USU Supervisor and Cooperating Teacher
- Four post-evaluation conferences with Cooperating Teacher and USU Supervisor
- Evaluation of USU Supervisor and Cooperating Teacher
- Attendance at weekly synchronous seminars
- Presentation of all documents to University Supervisor
- Program exit process
- Weekly DQ posting in both the Student Teaching Course AND Seminar for attendance purposes

Typical Responsibilities while Participating in Student Teaching Activities

- Planning a written lesson
- Establishing discipline
- Participating in parent conference
- Assessing students' performance

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- Maintaining an orderly classroom
- Examining student cumulative records
- Writing behavior management plans
- Attending site and district in-service
- Identifying student needs
- Maintaining records and portfolios
- Attending I.E.P. meetings
- Designing bulletin boards
- Arranging field trips
- Ordering supplies/films
- Correctin papers
- Conferencing with Parents
- Attending faculty meeting

Assistance, Retention and Dismissal

As an institution of higher education and one commissioned to prepare future teachers, United States University is committed to maintain quality standards throughout the Teacher Credentialing Program. To maintain these standards, USU has established methods to identify and assist candidates who are not meeting the standards.

Identification while Enrolled in Credential Coursework

Instructors identify teacher credential candidates who need supplemental academic, professional, and/or personal assistance to meet with success in coursework. Instructor, Academic Advising, and candidate meet to discuss areas of need and develop a plan. Successful completion of the plan, monitored by the instructor, must be achieved prior to entrance into student teaching.

Identification while Enrolled in Clinical Practice

When the USU Supervisors identify teacher credential candidates who are not meeting the clinical practice standards, they meet with these candidates to develop a remediation plan

- If candidates fulfill the goals of the plan, they advance to the next student teaching portion.
- If candidates do not fulfill the goals, they may be dismissed from student teaching and required to participate in activities and observations outlined in the plan.
- If candidates do not meet standards, the Dean of the College of Education will begin the dismissal process.
- Counseling out and/or dismissal are subject to USU's students' right to appeal.

Appeals and Reviews

The Complaint, Appeal and Grievance Policies and Procedures are designed to support and foster a fair, objective, respectful and ethical set of policies and procedures for resolution of disputes. The policies and procedures provide students with a process that protects the University community, including students, faculty, and staff. For further details surrounding the appeals and review process, utilize the USU General Catalog.

Conflict Resolution

Interpersonal problems sometimes occur as Student Teachers progress through the credential program. In resolving interpersonal problems, the first step is to always speak to the person with whom one is experiencing difficulty. If that does not resolve the issue, Student Teachers should go to the next level of protocol. For example, if a Student Teacher has difficulty with a University Professor or Cooperating Teacher (and has tried to resolve the issue with that person unsuccessfully), he/she should next go to the Program Director. If that is unsuccessful, the Student Teacher should then go to the Dean. If the problem is not resolved at that level, and the Teacher-Candidate wishes to take the matter further, he/she should continue through the University's grievance process. Please see the following for more information: https://www.usuniversity.edu/current-students/academic-policies-and-procedures/

Policies for Teacher Credential Candidates

Student Teaching Documentation Policy

Please see the checklist, here: https://forms.gle/mVsvAepSVaPKdi4x7

Documents that are required NO LESS THAN four weeks prior to the start of student teaching include:

- Certification in Cardiopulmonary Resuscitation (CPR card)
- All courses completed with a cumulative 3.0 GPA (pending grades for the final course prior to student teaching)
- Passing RICA Scores (Multiple Subject Candidates Only)
- Passing CSET Scores (or Waiver)
- Passing CBEST Scores (or Waiver)
- Covid Vaccination Card or Declination
- CPR Certification
- US History/Constitution Course or exam

- Certificate of Clearance
- TB Test

<u>Students who have not met this requirement to submit all documents will be postponed for student teaching until the following term and only placed if all documents are submitted.</u>

Field Experience Placement Policy

Students will receive placement information two weeks prior to student teaching. If a student chooses not to accept the placement or does not have the proper documentation, student teaching may be canceled or postponed. Unless there are extenuating circumstances preventing an acceptable placement, no changes will be made.

Copyright Policy

USU respects the intellectual property of others and expects faculty and students/Student Teachers to do the same. It is best to assume that any material (e.g., graphic, html coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under the Creative Commons License (http://creativecommons.org).

Social Media Policy

Student Teachers need to be mindful of their reputations at all times, especially online. They need to make sure their social media presence is professional and appropriate for all audiences including young children and their parents.

Attendance Policy

United States University expects candidates to attend school each day that their assigned class(s) is/are in session, for the entire placement period. As such, candidates will participate in the same schedule as the Cooperating Teacher. Students must also attend the student teaching Seminars via synchronous video conferencing. The California Teaching Commission requires that all candidates complete 600 hours of student teaching regardless of school schedules, holidays, illness, etc.

Conduct

Teacher Credential Candidates are expected to conduct themselves in a responsible manner in terms of morality, honor, and good citizenship, and to abide by the regulations of the University and the policies of the School District in which they are placed

Religious Observations

The College of Education's policy is in accordance with University Policy on Absences for Religious Observances. By the end of the second week of classes, Student Teacher-candidates must notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate Student Teachers who notify them in advance of planned absences for religious observations.

Credit/No-Credit

Student Teaching will be taken for Credit/No-Credit.   If Student Teachers receive an Incomplete, they can repeat the course.

GPA Required in the Teacher Credentialing Program

Candidates must have a cumulative GPA of 3.0 in order to complete the program successfully. If a candidate received a 'D' she/he will be prevented from continuing the program until the course is retaken.

Teacher Strikes

Teacher Credential Candidates are not to participate in teacher strikes. In a strike situation, candidates should report to the Program Director of the College of Education. If a strike lasts longer than five (5) consecutive school (teaching) days, then an alternate solution will be found.

Emergency Modification to Student Teaching

Student teaching may be interrupted for a variety of reasons. Reasons could include medical/health, death, pregnancy/birth, etc. If and when this happens Student Teachers must contact their University Supervisor and Cooperating Teacher as soon as possible. The College of Education team will work together to determine an appropriate solution. If necessary, Student Teachers may need to request a Leave of Absence. Please see the catalog for specifics: https://www.usuniversity.edu/university-catalogs/2019.2020-usu-catalog.pdf

In case of a National/State emergency or situation beyond the school district's control USU will follow CTC guidance.

Exit Interview

After completing all course work and receiving a passing grade in student teaching, teacher credential candidates complete the Exit Survey and participate in the Exit interview. The Program Director/Dean recommends the candidates for the Preliminary Teacher Credential having successfully completed theory and methodology courses, student teaching and all state mandated exams.

Violations

Violations of any University or COE policy during student teaching may result in a Student Teaching Improvement Plan, a referral to Code of Conduct, or dismissal from Student Teaching and/or the Teaching Program.

The Supervised Field Experience – Student Teaching

Overview

This section describes the supervised field experience assignment and lists the responsibilities of teacher credential candidates, Cooperating Teachers, University Supervisors, School Administrators, and the College of Education at USU. The supervised field experience practicum offers candidates an opportunity to practice and implement:

- Educational theories learned in previous coursework and
- The Teacher Performance Expectations (TPEs) required by the California Commission on Teacher Credentialing

During the supervised field experience training, Cooperating Teachers and University Supervisors offer the candidates advice, suggestions, and counsel. Both Cooperating Teachers and University Supervisors evaluate candidates on their performance throughout the field experience assignment.

Office of Field Experience Contact Information

General Email: COEOFE@usuniversity.edu

Organization of Clinical Practice

Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum or 600 hours across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field work experiences, initial co-planning, or (guided teaching) and final student teaching. Virtual Field Experiences that were earned in the approved program can be added to the 600 hour total during the first week of Student Teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.

Supervised Field Experience Placement

The Office of Field Experiences (OFE) is responsible for the coordination of the placement teacher credential candidates in public school classrooms. The Director of the OFE works closely with the District Human Resources Director of the given school District for the selection and approval of candidate placement. Placements will be based on compliance with CTC and USU criteria for diverse classroom settings. Candidates are encouraged to request their placements; however, they may not always be possible for placement. . Before beginning their field experience, the candidate will meet with the OFE to discuss placement possibilities.

USU and the CTC values a diverse academic learning community. Therefore, all teacher credentialing placements will be in ethnically diverse classrooms.

Multiple Subjects: The elementary experience is designed for candidates to learn the teaching of English Language Arts and Mathematics in a K-8 setting. Candidates will be exposed to elementary settings with diverse populations, including English Learners (EL) and students with special needs. This classroom should contain a population, where English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons are taught.

Single Subject: The secondary experience is designed for candidates to learn the teaching of a specific single subject in a 7-12 setting. Candidates will be exposed to secondary settings with diverse populations, including EL and students with special needs. Specifically, classroom settings will contain an English Learner (EL) population, where English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons are taught.

Bilingual Authorization in Spanish: Candidates seeking Bilingual Authorization in Spanish must be placed in a classroom where Spanish is used as the language of instruction.

Candidates will be required to conduct literacy and academic content lessons in Spanish for one extended teaching assignment. However, they must also demonstrate skills in teaching reading in English as well.

All teacher credential candidates will be assessed in teaching lessons which include ELD and SDAIE. Candidates pursuing a Bilingual Authorization will be assessed on SDAIE and ELD lessons, as well as, on lessons taught in Spanish.

If the Public School and USU calendars differ, candidates are required to follow the School site calendar. Some schools are on a traditional calendar while others are on a year-round Calendar. Therefore, candidates will follow the schedule of the School District in which they have been placed.

Orientation

The University Supervisor schedules a virtual visit for teacher credential candidates to become acquainted with their assigned classrooms, students, and Cooperating Teacher (s). Cooperating Teachers will furnish candidates with appropriate school schedules, policy manuals, faculty handbooks, textbooks, teacher's guides, and appropriate instructional materials. It is also at this meeting that the evaluation schedule will be set up. Remember that supervision is virtual, so it is likely that your CT and US will never meet in person. Your CT will evaluate you in their classroom and your US will evaluate you using the SIBME platform. After the evaluations are complete, the three of you will meet via video software to discuss any opportunities for improvement.

Supervised Field Experience Classroom Training

A teacher credential candidate cannot be expected to take over responsibilities of the entire classroom upon their arrival. Candidates are "learning to teach". Therefore, candidates should be taught and evaluated as students and not compared to experienced and/or "seasoned" professionals. While it is important to have high expectations, candidates must be mentored and "groomed" before taking full responsibility of the classroom.

Teacher credential candidates will vary in their range of classroom experience. Therefore, not all candidates can follow the same "readiness" schedule in taking over the responsibilities of the entire classroom. However, based on a reasonable transitional period, candidates should gradually assume full responsibility for lesson planning, evaluation of students, and classroom discipline. The following phases are recommended as an ideal transitional flow for candidates:

The Beginning Phase: Observing Modeled Instruction

In this initial phase, the Cooperating Teacher provides the teacher credential candidate an opportunity to observe the management of the classroom. Candidates should ask questions and become familiar with the classroom management plan, to include routines, procedures, and overall organization of the classroom. The Cooperating Teacher provides a model of teaching for the teacher credential candidate to observe and become familiar with. It is important for the candidate to understand the culture of the classroom in which they will fulfill their field experience. Master Teacher models and provides the teacher credential candidate exposure to a variety of methods and strategies reflecting his/her approach to teaching.

During the observation period, student should focus on:
- Culture of the learning community
- Classroom management system and techniques
- Teacher to student interaction and relationships
- Teaching methods
- Use of instructional materials
- Planning and organization

The Second Phase: Gradual Release of Responsibility

As teacher credential candidates become more familiar with students, instructional practice, and the general flow of the classroom, they should be allowed to plan, teach small groups, and support the teacher in his/her instruction. In this phase, the Cooperating Teacher can provide the candidate a form of "guided practice" in order to facilitate a smooth transition to full classroom responsibility. By working together, in small or whole group settings, candidates become more involved and engaged in all aspects of instruction. Cooperating Teachers involve candidates in the planning, organization, delivery, and assessment of instruction.

The Third Phase: Full Responsibility of the Classroom

In the last phase, the teacher credential candidate is prepared and ready to teach and manage the classroom on their own.   At an agreed time, candidates should take on full responsibility for classroom instruction. Candidates should confer regularly with the Master Teacher and USU Supervisor regarding their teaching and the progress of the students. The Cooperating Teacher, in consultation with the University Supervisor, determines the readiness of the candidate to assume total responsibility of the classroom. It is during this time that the teacher candidate records their lessons for evaluation as well as for submission of the EdTPA.

Conferences with Cooperating Teacher and USU Supervisor are essential to the professional growth of credential teacher candidates. USU Supervisors meet with candidates after each evaluation visit. USU Supervisors conduct four visits and write four formal evaluations. Cooperating Teachers observe and complete four evaluations during the semester.

Lesson Planning 1, 2, 3

During their student teaching, Student Teachers are required to prepare written plans for instruction and to reflect upon lesson implementation and outcomes. There are many ways to write a lesson plan. Effective lesson plans do more than just list the activities for students to complete. Effective lesson plans should:

- Enable the Teacher-Candidates to be prepared for variations in TK-12 students' thinking,
- Prepare meaningful ways for TK-12 students to be engaged and active in the lesson
- Incorporate TK-12 students' prior knowledge
- Identify scaffolds or strategies that meet individual TK-K students' needs

USU has three different lesson plan templates. Each template is based on lesson planning and unit planning that focuses on specific subjects, curriculum structures, etc. Student Teachers must use one of the lesson plan templates for the 4 formal evaluations. Lesson plan templates vary in many ways, but effective lesson plans should all have the same essential features that enable Student Teachers to perform well in their student teaching setting and on high stakes performance assessments.

- *Grade-Level Standards* – Standards could include but are not limited to: Common Core, Next Generation Science Standards (NGSS), English Language Development (ELD), etc. Keep in mind that almost every content area has its own set of content-specific standards. The standards provide the framework for the lesson. They inform the other components of the lesson plan.

- *Prior Academic Learning and Experiences* – Student Teachers should be able to list and describe the academic strengths and weaknesses of their students related to the lesson. In addition, Student Teachers need to be able to connect lessons to prior learning from previous lessons. This information could be used to make necessary accommodations (via scaffolds or other strategies) for TK-12 students.

- *Central Focus* – This is the overarching or big idea that spreads a sequence of lessons. It is similar to unit plan learning goals. It is a unifying concept that links lesson plans

together. It outlines the essential literacy strategy and the content objectives that will be achieved as the result of teaching a unit of study.

- *Learning Objectives/Language Functions* - Learning objectives are the specific learning goals for a lesson. Learning objectives should address the language functions, or the thinking skills needed to achieve the central focus. Language functions are the content and language focus of the learning task, represented by the active verbs within the learning outcomes.

- *Language Demands* – Language demands are the specific ways that academic language is used by TK-12 students to participate in learning tasks via reading, writing, listening, and/or speaking in order to demonstrate disciplinary knowledge. Language demands include vocabulary, functions, discourse, and syntax.

- *Anticipatory Set/Introduction* – Student Teachers need to set up each lesson by accessing prior knowledge and/or launching into the new content. This feature is like the "hook" in that it gets TK-12 students interested in the new learning. The importance of this feature is to connect the lesson to students' lives in authentic and culturally responsive ways. Therefore, this section should include opportunities for students to share their funds of knowledge.

- *Closure* – Student Teachers should provide a review or wrap-up at the end of each lesson. This can summarize the lesson's learning and set up the next lesson.

- *Formative Assessments* - Formative assessments include but are not limited to learning tasks, checks for understanding, etc. They're done during a lesson. Student Teachers administer formative assessments to gauge how much their TK-12 students' have learned during and immediately after the lesson. These assessments provide meaningful information that allows Student Teachers to adjust the current lesson or future lessons.

- *Summative Assessments/Independent Practice Opportunities* - Summative assessments are assessments collected at the end of a unit or lesson. They show what TK-12 students learned as a result of instruction. These assessments must align with the lesson's learning objectives and/or the Central Focus. TK-12 students must complete these tasks by themselves so that Student Teachers can analyze their individual performance data.

- *Scaffolds* – Student Teachers must make sure that all TK-12 students are engaged and learning. As such, they must provide language support, differentiation, assistive technology, multi-tiered support system, etc.

Every lesson plan has a series of activities to engage students. There are several approaches to arranging those activities. Depending on the content area, lesson plans can either follow a gradual release of responsibility model (e.g., I-Do, We-Do, You-Do- Together, You-Do-Alone) or an inquiry-based model (e.g., You-Do-Together, We-Do, I- Do, You-Do-Alone or Five E's: Engage-Explore-Explain-Elaborate-Evaluate).

Regardless of structure, there are certain elements that should be encouraged in all lessons:

- *Modeling/Direct Instruction* – At some point in the lesson, Student Teachers need to demonstrate, show, or explain content and/or procedures. TK-12 students need models in order to be successful. They need to observe Student Teachers and/or their peers modeling necessary strategies for the content.
- *Guided Practice Opportunities* – TK-12 students need many opportunities to work with Student Teachers and/or other students. They need opportunities to practice, engage, and explore their new learning. They need opportunities to engage with the lesson content either through partner talk, small group activities, quick writes, etc. The goal is for students to express their thinking and learning through meaningful engagement.
- *Effective Content-Based Questioning* - One way to engage students in meaningful activities is for Student Teachers to ask meaningful questions that push students to think about what they are learning. Student Teachers need to include a mixture of low-level and high-level questions.

Student Teachers should develop the habit of reflecting on their lesson planning and delivery. They should consider the following questions:

- Were all the students engaged? What evidence supports my observations? If there was a lack of motivation, what can I do about it tomorrow? How can I apply what I know about my students to achieve better engagement?
- Did all the students participate in class activities and discussions? Why or why not? Are there better ways to differentiate instruction and assessment to meet the learning needs of all students?
- Were there points in the lesson that were not understood? How can I provide additional help to the class or certain individuals?
- Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently? What evidence supports my observation?

- Did I set a pace that was neither too fast nor too slow? How do I know?
- Did I relate the lesson to the daily lives of the students and involve them as much as possible? How so?
- Did I make smooth transitions from one activity to another? How so?
- Did I achieve the objectives listed on my lesson plans? What evidence do I have over student achievement? What will I do with this evidence?
- Was I well prepared for this lesson? Did I have all of the necessary materials organized for this lesson? What evidence supports my observation?
- Did I select the best materials/examples for this lesson? How do I know? Is there anything you would have done differently? Describe what and why.
- How did I help all students develop academic language in this lesson? What evidence indicates student learning?
- What did I do particularly well today? How do I know? What can I do better tomorrow?

Overview of System Support

Student teaching is an intensive experience. However, student teachers have many professionals available to support them throughout the program. It is important to note that the challenges of student teaching do not need to be faced alone. It is important to connect with peers for support during the credential program. In addition, the following people can be of assistance during the student teaching experience.

- University Supervisor
- Cooperating Teacher
- School Site Administration
- Office of Field Experience
- Academic Advisor
- Program Director, COE
- Dean, COE

Disqualification of Teacher-Candidates During Student-Teaching

In some cases, Student Teachers may struggle to meet TPEs. In these cases, the University Supervisor will consult with the Cooperating Teacher to determine next steps. The University Supervisor will determine whether or not these struggling Student Teachers will continue in their student teaching placements under more frequent supervision and guidance or if Student Teachers should be disqualified from the program.

For Student Teachers who deserve a continuance, written recommendations and plans for improvement will be provided for them. Student Teachers will be given an opportunity to

remedy any deficiencies. If these Student Teachers fail to meet their designated goals in a specific timeframe, they will not be allowed to progress in the program.

Student Teachers are guests of the school site at which they are student teaching. As such, Cooperating Teachers may terminate their commitment at any time; Cooperating Teachers are responsible for their TK-12 students and in cases in which hosting struggling Student Teachers take away from serving students, Cooperating Teachers have the option to re-focus their priorities back on their students. Furthermore, the school administrator may, at any time, also exercise the prerogative of requesting that certain Student Teachers be relieved of student teaching responsibilities. Such cases will result in a "No Credit" final grade.

The option of another placement is based on the recommendations of the University Supervisor, Cooperating Teacher, and/or Dean. This option is also based on the availability of alternative placements. It may be necessary for struggling Student Teachers to repeat the semester or to terminate his/her participation in the credential program.

Disqualified Student Teachers may choose to petition the Retention Committee for consideration to return to the credential program in cases in which a "No Credit" grade is issued and/or in cases in which the Team Leader does not support an opportunity for repeating student teaching.

Absences, Important Commitments and Dates to Note

Substantial commitments of time and energy are required to successfully complete the credential program. Student teaching is a full-time, 16-week commitment. Childcare, outside work and other commitments must be managed previous to beginning Student Teaching.

Student Teachers must attend/adhere to the following events/assignments:
- Student Teaching Orientation
- Weekly Synchronous Seminars
- Seminar Assignments
- edTPA deadlines
- District/School academic calendar
- School-site meetings (faculty meetings, grade-level meetings, Back-to School nights, parent-teacher conferences, etc.)
- School-site field trips
- School-site testing days

Student teachers are encouraged to plan ahead. Events such as weddings and vacations are not considered excused absences. More than three absences and more than three tardies will not be tolerated. Excessive absences can lead to removal from the program. Student Teachers must notify the University Supervisor and Cooperating Teacher in case of tardy or absence, as early as possible and prior to the start of the school day (email, text, or phone).

Assessment and Evaluation

Overview of TPE's

The College of Education teaching credential program requires Teacher-Candidates to complete a series of Teaching Performance Assessments in order to successfully graduate from the program. Teacher-Candidates must complete:
- Embedded Signature Assessments (ESAs)
- edTPA - Teaching Assessment

These assessments allow Student Teachers an opportunity to demonstrate and apply what they have learned from their coursework and student teaching.

Overview of Signature Assignments

Embedded Signature Assessments (ESAs) are common, major assignments that students in each section of a course complete to show mastery of specific teaching standards. Embedded Signature Assessments from all of the required TCPP courses will be included.

Course instructors will also determine the process for Student Teachers who fail the assessment. Possible options may include: (1) allowing Student Teachers to re-do assessment for a passing grade or (2) failing Student Teachers, which could affect the final class grade and/or cumulative GPA. These Embedded Signature Assessments create a portfolio of the Student Teachers academic performance. These assessments are another way to measure the growth and understanding of Student Teachers.

Most importantly, these assessments help prepare Student Teachers for the edTPA.

Evaluation of Student Teachers

Evaluations will be completed in:
- Week 4
- Week 8 (Grade for Session I)
- Week 12

- Week 16 (Grade for Session II)
- The Student Teacher, Cooperating Teacher, and University Supervisor will evaluate the same lesson and meet to debrief after the lesson

Overview of edTPA – Teaching Event

Our California Teacher Candidates are required to pass the edTPA in order to earn their California teaching credential. Your best resource is the Teacher's Lounge, which has everything you need in order to complete the edTPA. Ultimately, you will create and record a 3-5 day mini-unit and submit it for evaluation. This is an incredibly difficult performance assessment that includes many nuances. Take a look at the checklist at the end of this book, to help guide you. If you ever have any questions, please reach out to our EdTPA Coordinator, Professor Curiel, at mcuriel@usuniversity.edu. You can also ask questions directly in the Teacher's Lounge, in the EdTPA discussion forum. What follows is a brief overview:

Task 1: Planning for Instruction and Assessment
Task 1 is the planning portion of the edTPA. This task is divided into 5 parts and each of the five parts have specific requirements that include recording and uploading video segments, lesson plans, and narrative to substantively support achievement of the task. For Task 1, the bulk of the task is responding to prompts about the lesson that you will be teaching. The five parts in task 1 are:
- Part A: Context for Learning (4-page limit)
- Part B: Lesson Plans (3–5-day learning segment/mini-unit plan)
- Part C: Instructional Materials (5-page limit)
- Part D: Assessments (pre-assessments, and narrative on assessment planning)
- Part E: Planning Commentary (9-page limit)

Task 2: Instruction and Engaging Students in Learning
Task 2 is the teaching portion of the edTPA. The focus of this task is establishing an effective learning climate and showing that there is a rapport between the student and student teacher. It is critical that the contents of Task 2 align with the planning in Task 1 - they should all be on the same 3–5-day learning segment.
- Part A: Video Clips (10–20-minute clips depending on content area)
- Part B: Instruction Commentary (6-page limit)

Task 3: Assessment
This is the assessment portion of the edTPA to demonstrate how assessments are used to evaluate student learning, monitor effectiveness of instruction, and guide future instruction. Assessments are briefly covered in Task 1 - but that is just the planning of the

assessment as well as any pre-assessment that might be used prior to the teaching portion of the edTPA. Task 3 is divided into four parts:

- Part A: Student Work Samples (2-3 individual assessments of students)
- Part B: Evidence of Feedback (audio/video feedback and evidence of written feedback)
- Part C: Assessment Commentary (reflection on assessment results)
- Part D: Evaluation Criteria (rubrics, exit slips, etc.)

ELEMENTARY Task 4: Assessing Students' Mathematics Learning

Task 4 is only for Multiple Subject candidates. All Elementary pre-service teachers are required to teach a Mathematics lesson that reflects student achievement in procedural fluency, development of mathematical reasoning, and advancement of problem-solving skills. This task is NOT required to be aligned with Tasks 1-3 and a different classroom can be used altogether if the student teacher prefers. This task is divided into seven parts:

- Part A: Context for Learning (similar to Task 1 but focused on mathematics)
- Part B: Description of the Learning Segment (objectives & standards)
- Part C: Assessment (formative assessment & directions, no student sample)
- Part D: Rubric (copy of rubric, not evaluated)
- Part E: Student Work Samples from the Learning Segment (three student samples)
- Part F: Student Work Samples from the Re-Engagement Lesson (video or three student samples)
- Part G: Mathematics Assessment Commentary (8-page limit)

Scoring of edTPA

The edTPA Tasks are scored across targeted competency areas using approximately 15-18 rubrics. For each Task, the first 2-3 competency areas correspond directly to the specific Tasks (Planning, Instruction, and Assessment). The last 1-2 competency areas require Teacher-Candidates to use evidence across all the tasks to analyze teaching and academic language. The Rubrics are as follows:

- Rubrics 1-5 relate to the Planning Task.
- Rubrics 6-10 relate to the Instruction Task.
- Rubrics 11-15 relate to the Assessment Task.
- Rubrics 16-18 relate to the Math Task – Multiple Subject Candidates only.

The Rubrics used to score the edTPA include five proficiency levels, from low performance at level 1 to the outstanding performance at level 5. The following chart describes the general description of each score/level.

Score 1	Represents the dispositions, knowledge, and skills of a seriously struggling Student Teacher who's not ready to teach.
Score 2	Represents the dispositions, knowledge, and skills of a Student Teacher who is possibly ready to teach diverse student populations independently and effectively in a K-6 school setting.
Score 3	Represents the dispositions, knowledge, and skills of a Student Teacher who is qualified to teach diverse student populations independently and effectively in a K-6 school setting.
Score 4	Represents the dispositions, knowledge, and skills of a Student Teacher who has a solid foundation to teach diverse student populations independently and effectively in a K-6 school setting. (Demonstrates potential to be a strong beginning teacher.)
Score 5	Represents the advanced dispositions, knowledge, and skills of a Student Teacher who is very well qualified and ready to teach diverse student populations independently and effectively in a K-6 school setting. (Is a strong beginning teacher)

The passing score for most edTPA Teaching Events is 41. For edTPA Teaching Events with more or less than 15 rubrics (e.g., World Language, Elementary Education), the passing score is adjusted. For example, Multiple Subject Student Teachers complete and submit the Elementary Education edTPA, which consists of 18 rubrics. These Student Teachers must pass with a total score of 49; they must score at least 41 in the Literacy part (Rubrics 1-15) and at least an 8 in the Math part (Rubrics 16-18).

EdTPA Teaching Event Submission Procedures

It's important for Teacher-Candidates to follow the timelines, deadlines, and checklist given to them by the edTPA Coordinator and Team Leader. Teacher-Candidates must submit the edTPA in the Sibme platform and then transfer to Pearson. Teacher-Candidates should be prepared to pay the edTPA submission/scoring fees, which range from $300-400.

University Supervisors will help Student Teachers prepare to submit their edTPA portfolios during the student teaching seminar in their final semester of the program.

edTPA submission and reporting dates can be found at this webpage: https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html. Student Teachers need to make sure they have enough time to submit and get scores back before the end of the semester so that their credentials can be processed on time. The following is a suggested checklist for edTPA submission.

EdTPA Resources

There are many resources to help Student Teachers prepare for the edTPA. These resources include but are not limited to:
- Content-Specific Handbook and Rubrics
- "Making Good Choices"
- "Understanding Rubric Level Progressions"
- Academic Language Handout

Student Teachers are responsible for reading and knowing all the content in these documents and following the instructions therein. These resources can be found in the Teacher's Lounge in D2L.

 The following is a checklist for submitting edTPA to Sibme and Pearson:

STEP ONE: Register for Pearson (this should be done immediately)

http://www.edtpa.com/PageView.aspx?f=GEN_RegisterPearson.html

- Enter the last 5 digits of SSN.
- Select the assessment, choose the "national" version.
- Select United States University when asked which program.
    - o This ensures we get your scores to process your credential.
- When asked if edTPA is a program requirement, state license requirement, or both, select BOTH.
    - o This way your scores are sent to both USU and CCTC.
- If you are planning to teach in another state (e.g., NY, Washington, Georgia, Ohio, Minnesota, Iowa), you can select to have your scores sent to that state if it's listed as a state that currently requires edTPA for credentialing
- Go to the bottom portion to enter Visa or Mastercard or PayPal information to pay the balance.
- Registration needs to be done before submission.
- When you get to submitting the edTPA, be sure to identify that you are transferring your portfolio from Sibme to Pearson (and not loading directly into Pearson site).

- When you sign up for Pearson and you hit the "Next" button after you purchase the edTPA, choose the Platform Provider option and you should receive a key code. If you already paid and you do not have the right eportfolio head to "My account", then hit "Current Registrations." Then on the left-hand side there will be a section that says "Managing edTPA Portfolio", then it will ask you to accept or acknowledge the information. Make sure it is the edTPA Platform Provider.

STEP TWO: Submit to Sibme.
- Do not use any identifying information in file names or within documents.
- Remove student names, school names, city names or your own name. Upload to Sibme all scanned permission slips with class roster while completing the Authorization & Authenticity drf
- Upload all artifacts and commentaries to Sibme and save in edTPA drf(see evidence chart in handbook for formatting requirements.) Do NOT submit yet.
- Transfer all of edTPA drf from Sibme to Pearson edTPA* website via the scores/results tab. Start this process at least 5 days before the final submission deadline. Transfer may take anywhere from 2 hours to 5 days.

One of the most difficult parts of guiding students through the process of submitting their edTPA is that the faculty cannot give feedback on the submission, outside of helping with technical issues, grammar, or mechanics. The content of the edTPA must be evaluated by the edTPA reviewers. Here are some helpful links that give additional information:

Assessment Process Overview:
http://www.edtpa.com/PageView.aspx?f=GEN_AssessmentProcessOverview.html

Submission and Reporting Dates:
http://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html

edTPA for California: http://www.edtpa.com/PageView.aspx?f=GEN_California.html

Policies for Students:
http://www.edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html

Candidate FAQs:
http://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_FAQ_Candidates.html

Sibme

SIBME is the video software that is used to record the student teaching lessons that will be evaluated. Via this software (https://app.sibme.com/home/login), you will have the opportunity to allow your University Supervisor to view your lesson. This can be done live (similar to using Zoom), or you can upload the recorded video for your University Supervisor to review. You should receive email instructions on how to access this software and upload the videos. Your evaluated lessons should occur during week 4 and week 8 of each term. You, the Cooperating Teacher, and the University Supervisor should all review the same lesson, and then you should meet to discuss the lesson and debrief. The lessons you use for your formal evaluations cannot be the same lessons you use for your edTPA, because you cannot receive feedback on the edTPA from anyone outside of the official edTPA reviewers.

Project Concert

Project Concert is the software system that is used by United States University to record the 600 hours of clinical experience obtained during student teaching. We also store all the documentation from the students that are needed for the teaching credential (see list of documents here) in Project Concert. When you start your student teaching, you should receive an email that gives you login information, as well as instructions on how to record your hours.

Each week, student teachers will go into Project Concert at https://secure.projectnurse.com/ and record their hours. We recommend student teachers do this at the end of the day on Friday. Generally speaking, student teachers should be working 40 hours per week for the full 16 weeks, which would allow them to reach the 600-hour goal. When a student teacher logs in to Project Concert, they need to navigate to the "Hours" section on the left-hand side of the screen. Then, they select "new" and select the dates for the week they are reporting their hours from, select their University Supervisor and Cooperating Teacher, and then input the hours and a short blurb on what they did for the week. Once the student teacher submits the hours, the hours go to the University Supervisor's Project Concert page for approvals. *The student teacher's hours are not recorded until the University Supervisor approves them.* Student teacher hours and document audits are performed regularly by the COE Office of Field Experience so you will always be kept abreast of where you stand in regard to meeting the requirements for your teaching credential.

If you ever have any questions/concerns/issues related to Project Concert, please reach out to our Project Concert Coordinator directly at Kelly.Bragg@usuniversity.edu.

Late Submission Policy

Student Teachers who do not submit the edTPA by the deadline will risk a delay in the processing of their credentials. Also, it has been the case that the longer Student Teachers delay their edTPA, the less likely they will finish it at all.

That stated, there are several valid reasons why a Student Teacher might need to delay their edTPA submission. These reasons include but are not limited to:

- Family emergency
- Medical emergency (substantiated by a doctor's notice)
- Need for learner accommodations - an Authorized Academic Accommodations form needs to be provided to the University Supervisor and/or seminar instructor outlining the required accommodations prior to the deadline).
- School site issues beyond the control of the Student Teacher

In these cases, Student Teachers must make a written request to the Program Director, College of Education for an extension prior to the deadline. Approval for the extension will be provided in writing.

Acceptable vs. Unacceptable Support

EdTPA is a high stakes assessment. Student Teachers have been supported through the program with feedback, practice opportunities, etc. They can apply everything they learned to the completion of the edTPA. Student Teachers must complete the edTPA by themselves. That stated there are ways in which mentors (e.g., instructors, University Supervisors, and Cooperating Teachers) can support their Teacher - Candidate Student Teacher while working on the edTPA. These acceptable conditions are described below:

- Student Teachers with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
- Student Teachers who routinely receive support from a writing center or writing tutor may also receive support while drafting edTPA submission materials, but support must not include direct edits or advice related to the content of the submission.
- Mentors may paraphrase or answer questions about the content of a handbook prompt, rubric, direction, or support document such as "Making Good Choices" to clarify what the prompt or direction is requesting.
- Mentors may ask probing questions about Student Teachers' draft edTPA responses or video-recordings, without providing direct edits of the Student Teacher's writing or providing Student Teachers with specific answers to edTPA prompts.

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- Mentors may provide references to relevant articles or sections of a text to address questions about effective teaching strategies.
- On school sites where Student Teachers are unable to access the IEP, Cooperating Teachers may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by School Site Administrators.
- Mentors can flag instances where identifying information still needs to be removed from an edTPA draft to ensure confidentiality.
- Mentors may assist Student Teachers in understanding how to use the electronic platforms for models/programs.
- Mentors may arrange technical assistance for the video portion of the edTPA.

Student Teachers must adhere to the cheating/plagiarism policies while completing the edTPA. The following are unacceptable forms of support:
- Telling a Student Teacher what to write (anything beyond general directions).
- Offering recommendations for specific instructional and assessment strategies in response to knowledge or a description of the Student Teacher's students.
- Editing a Student Teacher's EdTPA drafts prior to submission.
- Offering critique of Student Teachers' edTPA drafts prior to submission for official scoring that provides specific, alternative responses.
- Telling Student Teachers which video clips or work samples to select for submission.
- Uploading Student Teachers' edTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for Student Teachers.

Any infraction will result in the Student Teachers' edTPA being invalid. Student Teachers must be knowledgeable about the unacceptable support guidelines and inform their mentors. In addition, infractions will subject Student Teachers' to the same consequences as those Student Teachers who violate the cheating/plagiarism policy.

Process for Re-Taking the edTPA

Student Teachers who do not meet the passing standards for the edTPA but are in "good standing" in the program as determined by their Team Leader(s) may be given the opportunity to retake and submit a new edTPA. Good standing means the following:
- Student Teachers have at least a 3.0 GPA.
- Student Teachers have earned a C-grade or above or Credit in all courses.
- Student Teachers have excellent student teaching evaluation reports.
- Student Teachers have positive attitudes and dispositions.

The College of Education recognizes that there are varying valid reasons why some Student Teachers may not pass; in cases where Student Teachers are in good standing,

the College of Education via the edTPA Coordinator may offer these Student Teachers another opportunity to pass the edTPA.

Candidates who pass their retakes will receive Credit in EDU 563/EDU 567 and their credential paperwork will be processed. If they do not pass the re-take, they will receive a No Credit in EDU 563/EDU 567. It is rare for Student Teachers' to retake the edTPA for a third time; but in these cases, Student Teachers must follow the same steps outlined in this section, if they are given permission to re-take.

Directed Student Teaching Seminars

Teacher credential candidates are required to attend weekly synchronous seminars on the designated day and time. Candidates cannot be excused from attending Directed Student Teaching Seminars. These are an essential part of the Teacher Credentialing Program. During this time, students share and reflect on their experiences in the field. The main purpose is to prepare for students to assume responsibility in the classroom gradually and to become fully responsible for all teacher and school duties at the end of student teaching. The seminar is conducted by the University Supervisor.
The following are some of the topics that will be covered in the Directed Student Teaching Seminar:

- The California Standards for the Teaching Profession (CSTPs) and the TPEs
- edTPA
- Classroom Management Techniques
- Children's Rights
- Technology
- Parental Involvement
- Exit Criteria
- The Teacher as a Professional
- Finding Employment

Awards and Celebrations

Outstanding Faculty Award

Faculty who demonstrate an exemplary commitment to the Student Teacher's learning experience may be nominated by the Student Teachers and/or COE Administration for the "Outstanding Faculty Award." Each award winner will be honored at Graduation Commencement Reception.

Outstanding Student Teacher Award

Student teachers who demonstrate exemplary commitment to the California Teaching Expectations (TPE's), GPA and professionalism may be nominated by the University Supervisor and/or Cooperating Teacher for the "Outstanding Student Teacher Award." Each award winner will be honored at Graduation Commencement Reception.

Credentialing Information

For up-to-date credentialing requirements please visit the Commission on Teacher Credentialing. https://www.ctc.ca.gov/credentials/apply

Resources

240 Tutoring

USU has a partnership with this Tutoring Company and using your USU email address you get a rate of $20.00 per month. This gets you unlimited study material for the CBEST, CSET, and the RICA. Not only that, but they guarantee that you will pass your exam – if not you get your money back. All of our students who have used this service have passed their respective exams. You should have received an email invitation from them (admin@240tutoring.com check your spam folder) with an invitation. If you haven't, please email Joanna.Simpson@usuniversity.edu to get the issue resolved.

Student Services

A complete list of all academic support services is available on the Student Services portion of the USU website.

The Student Services Department consists of Academic and International Student Advisors. Student Services works with every student to orient them to the University and understand policy and procedures. Among other services, Academic Advisors assist our students to develop and accomplish academic goals, utilize, and access student success resources, assisting with Faculty outreach, registration questions, and tutoring services.

Students with Disabilities

United States University's Department of Disability Services strives to uphold the mission of the University by providing reasonable accommodations to all students with disabilities

in order to help them achieve their academic goals. United States University complies and adheres to Section 504 of the Rehabilitation Act of 1973, as amended, and California law.

Students are responsible for disclosing disability information and requesting accommodation, in accordance with University requirements. Students who need assistance, even on a temporary basis, are encouraged to utilize the services available through the Office of Disability Services. For more information please email disabilityservices@usuniversity.edu.

Students must notify their instructors as soon as possible so that reasonable accommodation efforts can be made. If Students expect accommodation through the Act, it is their responsibility to contact the Student Disability Services Office (disabilityservices@usuniversity.edu) To avoid any delay in the receipt of accommodations, students must contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until students have presented their instructors with an accommodation letter from Student Disability Services.

To view all of the policies and offerings provided by the Office of Disability Services, please see the USU General Catalog.

Forms

edTPA Checklist

Complete:	EdTPA Checklist
	• Read EdTPA Handbook (especially rubrics) • Read "Making Good Choices" • Read "Understanding Rubric Learning Progressions" • Read "Getting Started" webpage • Distribute and collect parent permission slips (maintain roster)
	• Learn about your school, students, and curriculum
	• Complete Context for Learning • Determine learning segment focus and window
	• Scan and upload class roster with permission slips (as one doc) to SIBME in Authenticity & Authorization forum and "sign" to verify authenticity and provide authorization for future use • Start *Task 1* (lesson plans)
	• Complete *Task 1* (lesson plans and commentary); Revise commentary as needed.
	• Complete *Task 2:* Teach and videotape learning segment and review footage immediately afterwards to select clip(s). Retape if necessary. • Complete *Task 2* commentary
	• Complete *Task 3:* Administer assessment, analyze results, provide feedback to students, and provide structured opportunities for revision. • Complete *Task 3* commentary

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	● Revise commentaries for *Tasks 2 & 3.* Ensure page limits are not exceeded. Revise if necessary.
	● Multiple Subject Teacher-Candidates only – Complete *Task 4.* Please follow the checklist/timeline provided by the EdTPA Coordinator and Math Methods instructor. Multiple Subject Teacher-Candidates must submit Task 4 along with Tasks 1-3 by the Hard Deadline.
	● Review each rubric. Revise work and edit as needed. ● Revisit handbook and make sure your EdTPA adheres to formatting guidelines. Revise as needed. ● Get ready to upload videos and all supporting documents to SIBME.
	SOFT DEADLINE: (This is at least five days before the due date; Leave plenty of time to transfer documents as this can take several days especially during the spring semester.) ● Upload EdTPA to SIBME, review work, then transfer to Pearson. ● Upload to Pearson and review one last time. Submit when ready. ● Return to SIBME and submit EdTPA.
	HARD DEADLINE: by 11:59pm
	GET EDTPA SCORES on

USU Lesson Plan

Candidate: Date:

Grade Level: Subject Area(s)/Topic(s):

Length of Lesson: [ ] Single-day lesson [ ] Multi-day lesson	Size of Lesson: [ ] Whole-class lesson [ ] Small-group lesson	Name of Instructional Model: [ ] Explicit/Direct Instruction [ ] Inquiry, Problem-based lesson, or Project-based lesson [ ] Other:

Students Learning Profile:

English Language Development Levels of Students in the Class or Group: (Please check all that apply)		Student(s) present with:
[ ] Emerging [ ] Expanding [ ] Bridging	[ ] ELD 1 (Beginning) [ ] ELD 2 (Early Intermediate) [ ] ELD 3 (Intermediate) [ ] ELD 4 (Early Advanced) [ ] ELD 5 (Advanced	[ ] IFEP (Initially Fluent English Proficient) [ ] RFEP (Predesignated Fluent English Proficient) [ ] English only	[ ] IEP [ ] 504 Plan

PLAN

Before you can begin your lesson, it's important that you first plan. Follow the steps below to begin the planning process. Along the way you will find blue tip boxes--- delete these boxes once you don't need them anymore by clicking on the box and clicking "delete" on your keyboard.

ONE | STANDARDS
Before you begin, make sure you utilize the appropriate state Academic K-12 Standards.

Standard:

> Copy and paste standard(s) here
> Copy and paste standard(s) here
> Copy and paste standard(s) here

TWO | PREREQUISITE KNOWLEDGE

Consider what students should know and be able to do before you can begin this lesson objective or learning segment. Fill out the boxes below to begin brainstorming.

What do your students know?	What can your students do?	How can you build on this prerequisite knowledge?

THREE | OBJECTIVES

Lesson Objective(s)/Goal(s):

Write a precisely worded content objective that clearly and completely explains what the students will be able to do by the end of the lesson to d... ...their...

> Write objective here
> Write objective here
> Write objective here

LESSON OBJECTIVE/GOALS TIPS:

• Most objectives begin with, "The students will..."
• Follow the sentence frame above with a measurable verb from a level within Bloom's Taxonomy.
• The objective(s) should align with the standard(s), follow up activity, and assessment plan.

(To delete this box: click on the box & click "delete" on your keyboard)

Language Objective(s):

Write one or more formal and precisely worded language objectives that clearly explain the language skills your English learners will need during the lesson.

> Write language objective here
> Write language objective here
> Write language objective here

LANGUAGE OBJECTIVE TIPS:

• Remember to consider the four modes of literacy: reading, writing, listening, and speaking.
• Consider the different ELD levels

(To delete this box: click on the box & click "delete" on your

FOUR | VOCABULARY/ACADEMIC LANGUAGE

List new vocabulary and academic language to teach from the lesson or text.

⟩ List vocabulary here

FIVE | MATERIALS (INCLUDING TECHNOLOGY & VISUAL AIDS)

List all materials and technology you will need for the lesson.

⟩ Add materials here

> ### MATERIALS TIPS:
>
> • Think about the materials the students might need, such as: scissors, glue, small whiteboards, markers, etc.
> • Think about what you will utilize in the lesson, such as a book, manipulatives, a smartboard, a laptop for PowerPoint or video, realia, follow-up activity sheet, assessment, rubric, etc.

SIX | CLASSROOM MANAGEMENT STRATEGIES (INCLUDING ROOM ARRANGEMENTS & STUDENT GROUPING PLAN)

Describe specific classroom management techniques, grouping plans, and/or classroom arrangements you intend to employ throughout your lesson.

⟩ Add classroom management strategies here

> ### CLASSROOM MANGEMENT TIPS:
>
> • Think about your transitions, how will students move from one part of the lesson to the next?
> • Consider if or when to use positive behavior support with certain students.
> • Consider student participation and how to form seating arrangements to enhance student learning.
> • How will you group students and manage group work to support student learning?
>
> *(To delete this box: click on the box & click "delete" on*

SEVEN | SUPPORTS, DIFFERENTIATION, ACCOMODATIONS, AND/OR MODIFICATIONS FOR SPECIFIC STUDENTS OR GROUPS

Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. For instance, in order to support English Learners, you may want to include props, pictures, and/or demonstrations to aid compression.

⟩ Add supports, differentiation, accommodations h

> ### SUPPORTS, DIFFERENTIATION, ETC. TIPS:
>
> • Remember that you can adjust the content, process, or the product for each group of learners.
> • Consider the following groups of students:
>   English learners
>   Struggling students
>   High-achieving students
>   Students who struggle with attention
>   Students with IEPs or

TEACH

Now that you have planned, it's time to teach your lesson! This portion of the lesson plan will vary according to the instructional model indicated during the planning phase.

ONE | LESSON PROCEDURES/STEPS

Opening: Describe how you will motivate students and introduce the lesson.

Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do.

Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson.

Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation.

Engage Students in Higher Order Thinking: Describe how you will engage your students in higher order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities.

Body of the Lesson:

List, describe, or script your instruction using the following sections.

Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks.

Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do.

Check for Understanding and Informal Assessment: Describe how you will monitor learning & check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your lesson, repeat explanations, provide more modeling, or clarify student misunderstandings.

Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance.

Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion.

TWO | ASSESSMENT PLAN

Assessment: Describe how you will formally/informally assess student work or behavior to determine whether the objective(s) were met for all students.

THREE | REVIEW/CLOSING

Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them.

REFLECT

Now that you have taught the lesson, it's time to reflect. Choose one of the following questions and write your response.

1. What was most effective about this lesson and how do you know?
2. If you were going to teach this lesson again to the same group of students, what changes would you make to address collective whole class learning and individual student needs as identified in the student learning profile?

3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse? How do you know?
4. Based on your responses above (#1-3), how would formal/informal assessment data from the lesson inform the changes you would make in the next lesson in this series?
5. What is one piece of evidence that indicates you created a challenging, positive learning environment that promoted mutual respect among students and welcomed various perspectives?

Reflect: Bold the question above that you will be answering and write your answer in the box below.

USU Simplified Lesson Plan

Candidate: Date:

Grade Level: Subject Area(s)/Topic(s):

Length of Lesson: [ ] Single-day lesson [ ] Multi-day lesson	Size of Lesson: [ ] Whole-class lesson [ ] Small-group lesson	Name of Instructional Model: [ ] Explicit/Direct Instruction [ ] Inquiry, Problem-based lesson, or Project-based lesson [ ] Other:

Students Learning Profile:

English Language Development Levels of Students in the Class or Group: (Please check all that apply)		Student(s) present with:
[ ] Emerging [ ] Expanding [ ] Bridging	[ ] ELD 1 (Beginning) [ ] ELD 2 (Early Intermediate) [ ] ELD 3 (Intermediate) [ ] ELD 4 (Early Advanced) [ ] ELD 5 (Advanced	[ ] IFEP (Initially Fluent English Proficient) [ ] RFEP (Predesignated Fluent English Proficient) [ ] English only	[ ] IEP [ ] 504 Plan

LESSON PROCEDURES/STEPS

Opening: Describe how you will motivate students and introduce the lesson.

K-12 Academic Standards: Write the standards below that correspond with the lesson.

Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do.

Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson.

Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation.

Body of the Lesson:

List, describe, or script your instruction using the following sections.

Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks.

Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do.

Check for Understanding and Informal Assessment: Describe how you will monitor learning & check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your lesson, repeat explanations, provide more modeling, or clarify student misunderstandings.

Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance.

Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion.

REVIEW/CLOSING

Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them.

Reflection/Notes: What went well? What would you change?

USU Abbreviated Lesson Plan

Candidate:

Date:

Grade Level:

Subject Area(s)/Topic(s):

Length of Lesson: [ ] Single-day lesson [ ] Multi-day lesson	Size of Lesson: [ ] Whole-class lesson [ ] Small-group lesson	Name of Instructional Model: [ ] Explicit/Direct Instruction [ ] Inquiry, Problem-based lesson, or Project-based lesson [ ] Other:

Students Learning Profile:

English Language Development Levels of Students in the Class or Group: (Please check all that apply)		Student(s) present with:
[ ] Emerging [ ] Expanding [ ] Bridging	[ ] ELD 1 (Beginning) [ ] ELD 2 (Early Intermediate) [ ] ELD 3 (Intermediate) [ ] ELD 4 (Early Advanced) [ ] ELD 5 (Advanced	[ ] IFEP (Initially Fluent English Proficient) [ ] RFEP (Predesignated Fluent English Proficient) [ ] English only	[ ] IEP [ ] 504 Plan

LESSON PROCEDURES/STEPS

Opening:

AZ Academic K-12 Standards:

Lesson Objectives:

Connect to Previous Learning:

Motivator:

Body of the Lesson:

Teach New Concepts/Skills:

Demonstrate/Model/Examples:

Check for Understanding and Informal Assessment:

Guided Practice:

Updated: 2/1/23

Independent Practice:

REVIEW/CLOSING

Closing:

Reflection/Notes:

Student Teacher Evaluation of Cooperating Teacher

Cooperating Teacher:

Date:

University Supervisor:

Teacher
Candidate:

School:

District:

Please complete the following evaluation of the Cooperating Teacher and submit to the Program Director at the conclusion of each placement.

To what extent did the Cooperating Teacher:

1. Effectively communicate expectations for student teaching:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

2. Provide information on your performance in the classroom after an evaluation:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

3. Provide relevant and useful feedback to you:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

4. Contributed positively to the student teaching experience:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

5. Provide specific feedback/strategies to improve your performance:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

6. Ask for ways to support you:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

7. Maintained an attitude of encouragement and showed interest in your progress:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

8. Provide multiple means of communication (email, telephone, face-to-face):

     a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

9. Maintain ongoing communication with you throughout the program:

     a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

10. Please share anything else you feel that the Program Director should know about your Cooperating Teacher.

Student Teacher Signature: _____

Date: _____

Student Teacher Evaluation of University Supervisor

Cooperating Teacher:

Date:

University Supervisor:

Teacher
Candidate:

School:

District:

Please complete the following evaluation of the University Supervisor and submit to the Program Director at the conclusion of each placement.

To what extent did the USU University Supervisor:

1. Effectively communicate expectations for student teaching:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

2. Provide information on your performance in the classroom after an evaluation:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

3. Provide relevant and useful feedback:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

4. Contributed positively to the student teaching experience:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

5. Provide specific feedback/strategies to improve your performance:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

6. Ask for ways to support your Cooperating Teacher:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

7. Maintained an attitude of encouragement and showed interest in your progress:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

Updated: 2/1/23

8. Provide multiple means of communication (email, telephone, face-to-face):

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

9. Maintain ongoing communication with you throughout the program:

    a. Excellent   b. Quite Satisfactory c. Fair   d. Unacceptable e. N/A

10. Please share anything else you feel that the Program Director should know about your University Supervisor:

Student Teacher Signature: _____

Date:_____

Student Teacher Evaluation

Student Teacher/Intern:	Cooperating Teacher:
School and Class:	Principal:
Observation Date:	Uni. Supervisor:

Directions: Please highlight the appropriate box for what is witnessed during the lesson.

Completed By: __Student Teacher __ Cooperating Teacher __University Supervisor

TPE 1: Engaging and Supporting All Students in Learning	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)
Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 1.3	Makes connections in teaching between subject matter and real-life contexts, incorporating relevant resources, materials, tools, and/or educational technology.	Makes connections in teaching between subject matter and real-life contexts, incorporating relevant resources, materials, tools, and/or educational technology.	Makes connections in teaching between subject matter and real-life contexts, including those specific to students' family and community, and uses relevant resources, materials, tools, and/or educational technology to enhance student understanding, access, and engagement.	Makes connections in teaching between subject matter and real-life contexts, including those specific to students' family and community, and uses relevant resources, materials, tools, and/or educational technology to enhance student understanding, access, and engagement.	Makes connections in teaching between subject matter and real-life contexts, including those specific to students' family and community, supports students to connect their prior knowledge and experience to new learning to deepen their understandings, and provides student choice in the use relevant resources, materials, tools, and/or educational technology to enhance student understanding, access, and engagement.	Makes connections in teaching between subject matter and real-life contexts, including those specific to students' family and community, supports students to connect their prior knowledge and experience to new learning to deepen their understandings, and provides student choice in the use relevant resources, materials, tools, and/or educational technology to enhance student understanding, access, and engagement.

Updated: 2/1/23

Promotes critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to, and framing meaningful questions, and reflection. 1.5	Asks questions in discussions, tasks or assessments that require students to recall, interpret, and think critically and that elicit brief oral or written responses by some students, and begins to use assessment (formal, informal, self, peer) of student understanding of content.	Asks questions in discussions, tasks or assessments that require students to recall, interpret, and think critically and that elicit brief oral or written responses by some students, and begins to use assessment (formal, informal, self, peer) of student understanding of content.	Asks questions in discussions, tasks or assessments that guide students to think critically, solve problems, and reflect and that require extended oral or written responses by all students, and uses multiple means of assessment (formal, informal, self, peer) to promote deep learning of content, academic language development, and higher order thinking.	Asks questions in discussions, tasks or assessments that guide students to think critically, solve problems, and reflect and that require extended oral or written responses by all students, and uses multiple means of assessment (formal, informal, self, peer) to promote deep learning of content, academic language development, and higher order thinking.	Asks questions in discussions, tasks or assessments that guide students to think critically, solve problems, and reflect and that require extended oral or written responses by all students; listens, acknowledges, supports and responds to student voices, opinions, ideas and questions; uses multiple means of assessment (formal, informal, self, peer) to promote deep learning of content, academic language development, and higher order thinking; and provides descriptive feedback to students on the quality of their work and opportunities for students to apply the feedback to deepen their understandings.	Asks questions in discussions, tasks or assessments that guide students to think critically, solve problems, and reflect and that require extended oral or written responses by all students; listens, acknowledges, supports and responds to student voices, opinions, ideas and questions; uses multiple means of assessment (formal, informal, self, peer) to promote deep learning of content, academic language development, and higher order thinking; and provides descriptive feedback to students on the quality of their work and opportunities for students to apply the feedback to deepen their understandings.
Supports students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development 2, Specially Designed Academic Instruction in English (SDAIE3), scaffolding across content areas, and structured English Immersion. 1.6	Identifies English language proficiencies and English learner (EL) strengths and elicits language and cultural background knowledge and experience. Begins to scaffold EL understanding using visuals, models, or graphic organizers.	Identifies English language proficiencies and English learner (EL) strengths and elicits language and cultural background knowledge and experience. Begins to scaffold EL understanding using visuals, models, or graphic organizers.	Uses knowledge of students' language and cultural background, English language proficiencies and English learner strengths to develop and adapt instruction; provides scaffolded-supports for language and content for the range of English learners.	Uses knowledge of students' language and cultural background, English language proficiencies and English learner strengths to develop and adapt instruction; provides scaffolded-supports for language and content for the range of English learners.	Applies knowledge of English language development and English learner's strengths and assessed needs to differentiate content, process, products and/or assessment to support English learners to use one or more components of English language development (vocabulary, functions, forms, fluency).	Applies knowledge of English language development and English learner's strengths and assessed needs to differentiate content, process, products and/or assessment to support English learners to use one or more components of English language development (vocabulary, functions, forms, fluency).

Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. 1.8	Monitors student learning during instruction and aids students individually or in small groups.	Monitors student learning during instruction and aids students individually or in small groups.	Monitors student learning during instruction and aids students individually or in small groups. Adjusts instruction based on regular checks for understanding and observation of student engagement	Monitors student learning during instruction and aids students individually or in small groups. Adjusts instruction based on regular checks for understanding and observation of student engagement	Monitors student needs for assistance, support or challenge during instruction and aids students individually or in small groups. Adjusts instruction based on observation of student engagement and regular checks for understanding. Aids and feedback individually or in small groups during instruction, and provides opportunities for students to incorporate the feedback to improve their work and understandings	Monitors student needs for assistance, support or challenge during instruction and aids students individually or in small groups. Adjusts instruction based on observation of student engagement and regular checks for understanding. Aids and feedback individually or in small groups during instruction, and provides opportunities for students to incorporate the feedback to improve their work and understandings
TPE 2: Creating and Maintaining Effective Environments for Student Learning	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)
Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. 2.3	Maintains an assurance of safety, belonging, value and fairness when teaching. Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environment. Models and explicitly teaches respectful behaviors.	Maintains an assurance of safety, belonging, value and fairness when teaching. Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environment. Models and explicitly teaches respectful behaviors.	Models and communicates an assurance of safety, belonging, value and fairness to all students. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Provides opportunities for students to contribute to the class, take risks, offer opinions, share alternative perspectives, and take on meaningful responsibilities.	Models and communicates an assurance of safety, belonging, value and fairness to all students. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Provides opportunities for students to contribute to the class, take risks, offer opinions, share alternative perspectives, and take on meaningful responsibilities.	Models and communicates an assurance of safety, belonging, value and fairness to all students. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Provides opportunities for students to contribute to the class, take risks, offer opinions, share alternative perspectives, and take on meaningful responsibilities. Engages students to offer respectful opinions about divergent viewpoints and to reflect on their own language and behavior that contribute to	Models and communicates an assurance of safety, belonging, value and fairness to all students. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Provides opportunities for students to contribute to the class, take risks, offer opinions, share alternative perspectives, and take on meaningful responsibilities. Engages students to offer respectful opinions about divergent viewpoints and to reflect on their own language and behavior that contribute to

| | | | | | | intellectual and emotional well-being of one another | intellectual and emotional well-being of one another |

| Maintains high expectations for learning with appropriate support for the full range of students in the classroom. 2.5 | Communicates to students the value of a rigorous learning environment with a focus on accuracy, understanding, and the importance of meeting targeted learning goals. Engages with students to identify their learning strengths and needs. Works with individuals and groups of students to support accuracy and understanding. | Communicates to students the value of a rigorous learning environment with a focus on accuracy, understanding, and the importance of meeting targeted learning goals. Engages with students to identify their learning strengths and needs. Works with individuals and groups of students to support accuracy and understanding. | Creates a rigorous learning environment focused on accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Understands achievement patterns and uses scaffolds to address achievement gaps. Provides a variety of differentiated supports and challenges in ways that promote accuracy, analysis, and problem solving in learning. | Creates a rigorous learning environment focused on accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Understands achievement patterns and uses scaffolds to address achievement gaps. Provides a variety of differentiated supports and challenges in ways that promote accuracy, analysis, and problem solving in learning. | Creates a rigorous learning environment focused on accuracy, analysis, problem solving, appropriate levels of challenge, and critical reading, writing, and thinking. Provides the full range of learners with differentiated supports, scaffolds, technologies, and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter. | Creates a rigorous learning environment focused on accuracy, analysis, problem solving, appropriate levels of challenge, and critical reading, writing, and thinking. Provides the full range of learners with differentiated supports, scaffolds, technologies, and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter. |

Establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students. 2.6	Establishes expectations with some student input. Communicates, models, and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequences of lessons in anticipation of need for reinforcement. Provides guidance to students on behavior and consequences. Promotes positive behaviors and responds to disruptive behavior. Provides corrective feedback to students for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Establishes expectations with some student input. Communicates, models, and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequences of lessons in anticipation of need for reinforcement. Provides guidance to students on behavior and consequences. Promotes positive behaviors and responds to disruptive behavior. Provides corrective feedback to students for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Uses multiple strategies, including culturally responsive instruction5, to develop and maintain high standards for individual and group behavior. Makes routine references to standards for behavior prior to and during individual and group work. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment. Uses routines, procedures, norms, and reinforcement for positive behaviors. Provides timely and effective feedback and consequences for behaviors that interfere with learning.	Uses multiple strategies, including culturally responsive instruction5, to develop and maintain high standards for individual and group behavior. Makes routine references to standards for behavior prior to and during individual and group work. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment. Uses routines, procedures, norms, and reinforcement for positive behaviors. Provides timely and effective feedback and consequences for behaviors that interfere with learning.	Uses multiple strategies, including culturally responsive instruction5, to develop and maintain high standards for individual and group behavior. Makes routine references to standards for behavior prior to and during individual and group work. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment. Uses routines, procedures, norms, and reinforcement for positive behaviors. Provides timely and effective feedback and consequences for behaviors that interfere with learning.	Uses multiple strategies, including culturally responsive instruction5, to develop and maintain high standards for individual and group behavior. Makes routine references to standards for behavior prior to and during individual and group work. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment. Uses routines, procedures, norms, and reinforcement for positive behaviors. Provides timely and effective feedback and consequences for behaviors that interfere with learning.
TPE 3: Understanding and Organizing Subject Matter for Student Learning	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)

Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 3.1	Demonstrates understanding of subject matter and academic language; begins to align academic content standards, instruction, and assessment (informal, formal, self, peer).	Demonstrates understanding of subject matter and academic language; begins to align academic content standards, instruction, and assessment (informal, formal, self, peer).	Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.	Understands and applies knowledge of the relationship among essential subject matter concepts, academic language, academic content standards and assessment (formal, informal, self, peer) during instruction.	Uses broad knowledge of the relationships between subject matter concepts, academic language, academic content standards, academic language, and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.	Uses broad knowledge of the relationships between subject matter concepts, academic language, academic content standards, academic language, and assessment (informal, formal, self, peer) in ways that ensure clear connections and relevance to students.
Uses knowledge about students and learning goals to organize the curriculum to facilitate understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum. 3.2	Implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities	Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities

Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and designs and implements disciplinary and cross disciplinary learning sequences. 3.3	Creates lesson plan objectives that incorporate subject-specific pedagogy. Includes in lesson plan learning activities that are engaging, challenging, and/or accessible for students. Plans content-specific instructional strategies that may include some modeling and scaffolding that will support student learning. Plans to incorporate the assets and needs of individual students.	Creates lesson plan objectives that incorporate subject-specific pedagogy. Includes in lesson plan learning activities that are engaging, challenging, and/or accessible for students. Plans content-specific instructional strategies that may include some modeling and scaffolding that will support student learning. Plans to incorporate the assets and needs of individual students.	Includes manageable learning objectives that build on students' prior content knowledge. Planned student grouping supports engagement and learning. Includes learning activities that are appropriately engaging, challenging, and/or accessible for students. Planned content-specific instructional strategies include modeling and scaffolding that will help students reach the expectations embedded in the learning activities. Plans to build on the assets and address the needs of individual students and to address IEP/504/GATE goals.	Includes manageable learning objectives that build on students' prior content knowledge. Planned student grouping supports engagement and learning. Includes learning activities that are appropriately engaging, challenging, and/or accessible for students. Planned content-specific instructional strategies include modeling and scaffolding that will help students reach the expectations embedded in the learning activities. Plans to build on the assets and address the needs of individual students and to address IEP/504/GATE goals.	Plans content-specific learning activities that include a) clear and accurate representations of the concepts that are connected to students' prior content knowledge and experience and b) are engaging, challenging, and accessible for students. Accommodations are included to support individual students during the lesson, or a rationale is provided that explains why accommodations are not appropriate. Includes manageable learning objectives that build on students' prior content knowledge. Plan provides a rationale for student grouping that supports engagement and learning. Articulates a rationale for how the plan supports IEP/504/GATE goals. Includes content-specific instructional strategies, modeling and scaffolding to support students to reach the expectations embedded in the learning activities. Integrates assets of students, families, and communities into teaching in ways that empower students and encourage ownership of their own learning.	Plans content-specific learning activities that include a) clear and accurate representations of the concepts that are connected to students' prior content knowledge and experience and b) are engaging, challenging, and accessible for students. Accommodations are included to support individual students during the lesson, or a rationale is provided that explains why accommodations are not appropriate. Includes manageable learning objectives that build on students' prior content knowledge. Plan provides a rationale for student grouping that supports engagement and learning. Articulates a rationale for how the plan supports IEP/504/GATE goals. Includes content-specific instructional strategies, modeling and scaffolding to support students to reach the expectations embedded in the learning activities. Integrates assets of students, families, and communities into teaching in ways that empower students and encourage ownership of their own learning.

Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students. 3.5	Plans for language demands (reading, writing, speaking, listening) of the content specific lesson. Provides general description of how academic language demands will be met, how the concepts and terminology will be taught, and/or how texts will be made accessible for all students. Plans to include informal assessments to monitor students' academic language development.	Plans for language demands (reading, writing, speaking, listening) of the content specific lesson. Provides general description of how academic language demands will be met, how the concepts and terminology will be taught, and/or how texts will be made accessible for all students. Plans to include informal assessments to monitor students' academic language development.	Identifies the language demands of the lesson specific to the core content being taught and anticipates the ways in which students may struggle with content specific vocabulary/terminology. Candidate describes how texts will be made accessible – supports and accommodations - for all students. Uses informal assessment to monitor development of academic language specific to the language demands of the lesson. Language demands are addressed as appropriate through scaffolding or accommodations to support student learning	Identifies the language demands of the lesson specific to the core content being taught and anticipates the ways in which students may struggle with content specific vocabulary/terminology. Candidate describes how texts will be made accessible – supports and accommodations - for all students. Uses informal assessment to monitor development of academic language specific to the language demands of the lesson. Language demands are addressed as appropriate through scaffolding or accommodations to support student learning	Attends to both the level and complexity of text in materials as well as the conceptual and vocabulary/terminology demands and identifies key vocabulary/terminology to be developed in the lesson. Plan identifies and describes how to teach essential vocabulary/terminology for students to actively engage in the content-specific lesson. Supports language demands of the lesson for individuals by planning specific scaffolds, supports, or other appropriate accommodations	Attends to both the level and complexity of text in materials as well as the conceptual and vocabulary/terminology demands and identifies key vocabulary/terminology to be developed in the lesson. Plan identifies and describes how to teach essential vocabulary/terminology for students to actively engage in the content-specific lesson. Supports language demands of the lesson for individuals by planning specific scaffolds, supports, or other appropriate accommodations
TPE 4: Planning Instruction and Designing Learning Experiences Student Learning	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)

Plans and implements Universal Design for Learning strategies and appropriate modifications in order to provide access to the curriculum for all students. 4.4b	Plans instruction with attention to pacing with consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning. Plans for students to complete learning activities and allows for adjustments of time allotted for tasks.	Plans instruction with attention to pacing with consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning. Plans for students to complete learning activities and allows for adjustments of time allotted for tasks.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. Plans for a variety of learning activities in the time allotted with options for extension and review.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. Plans for a variety of learning activities in the time allotted with options for extension and review.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Plans for students to use their instructional time to engage in and complete learning activities and to prepare for the next sequence of instruction.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Plans for students to use their instructional time to engage in and complete learning activities and to prepare for the next sequence of instruction.
	Incorporates into planning principles of Universal Design for Learning.	Incorporates into planning principles of Universal Design for Learning.	Assesses in planning the strengths and competencies of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from Universal Design for Learning strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided, and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.	Assesses in planning the strengths and competencies of all students identified with special needs to provide appropriate challenge and accommodations in instruction, drawing from Universal Design for Learning strategies. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided, and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.	Integrates into planning accommodations, adaptations, and extensions, drawing from Universal Design for Learning strategies to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning integrated into the core curriculum.	Integrates into planning accommodations, adaptations, and extensions, drawing from Universal Design for Learning strategies to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning integrated into the core curriculum.

Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources. 4.4c	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Planning accounts for potential areas of bias	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Planning accounts for potential areas of bias	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about students, families and cultures, integrates culturally responsive pedagogy, and demonstrates respect for all learners.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about students, families and cultures, integrates culturally responsive pedagogy, and demonstrates respect for all learners.
Plans for and effectively orchestrates opportunities for students to support each other in learning. 4.4d	Plans for structured, supportive interactions between students that support their own and their peers' learning.	Plans for structured, supportive interactions between students that support their own and their peers' learning.	Uses a variety of structures for supportive interaction between students that support their own and their peers' learning during activities that ensure a focus on and completion of learning tasks	Uses a variety of structures for supportive interaction between students that support their own and their peers' learning during activities that ensure a focus on and completion of learning tasks	Integrates a variety of structures for supportive interaction between students that support their own and their peers' learning that engage students constructively and productively in learning.	Integrates a variety of structures for supportive interaction between students that support their own and their peers' learning that engage students constructively and productively in learning.
Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students. 4.7	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.	Engages students in a range of communication strategies (collaborative, interpretive, productive) and activity modes between teacher and student and among students that are culturally responsive7 and engage students in the development and monitoring of norms.	Engages students in a range of communication strategies (collaborative, interpretive, productive) and activity modes between teacher and student and among students that are culturally responsive7 and engage students in the development and monitoring of norms.	Engages students in monitoring and reflecting on communication strategies and activity modes between teacher and student and among students in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.	Engages students in monitoring and reflecting on communication strategies and activity modes between teacher and student and among students in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.
TPE 5: Assessing Students for Learning	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)

Demonstrates knowledge of the purposes, characteristics, and appropriate uses of different types of assessments. 5.1	Uses varied types of assessments (pre-assessment, formative and summative). Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency	Uses varied types of assessments (pre-assessment, formative and summative). Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency	Determines the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Creates or selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning	Determines the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Creates or selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.
Collects and analyzes assessment data from multiple measures and sources (including information from IEP, IFSP, ITP and 504 plans) to plan and modify instruction and document students' learning over time. 5.2, 5.8	Collects data using a variety of assessments. Adjusts instruction based on analysis of assessment data.	Collects data using a variety of assessments. Adjusts instruction based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.
TPE 6: Developing as a Professional Educator	Emerging 1 Partial Implementation of Emerging Level (Term 1)	Emerging 2 Full Implementation of Emerging Level (Term 1)	Exploring 3 Partial Implementation of Exploring Level (Term 1)	Exploring 4 Full Implementation of Exploring Level (Term 1)	Applying 5 Partial Implementation of Applying Level (Term 2)	Integrating 6 Full Implementation of Applying Level (Term 2)

Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. 6.1	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement. Conducts self with integrity.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement. Conducts self with integrity.	Integrates the full range of professional responsibilities into planning for all aspects of student learning and classroom management and prepares for situations that may be challenging. Conducts self with integrity, models ethical conduct, demonstrates a commitment to educational equity and creates an inclusive multicultural environment for students, families, and colleagues.	Integrates the full range of professional responsibilities into planning for all aspects of student learning and classroom management and prepares for situations that may be challenging. Conducts self with integrity, models ethical conduct, demonstrates a commitment to educational equity and creates an inclusive multicultural environment for students, families, and colleagues.
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. 6.5	Maintains professional responsibilities in timely ways and seeks support as needed. Conducts self professionally.	Maintains professional responsibilities in timely ways and seeks support as needed. Conducts self professionally.	Maintains professional responsibilities in timely ways and seeks support as needed. Conducts self professionally.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement. Conducts self with integrity.	Integrates the full range of professional responsibilities into planning for all aspects of student learning and classroom management and prepares for situations that may be challenging. Conducts self with integrity, models ethical conduct, demonstrates a commitment to educational equity and creates an inclusive multicultural environment for students, families, and colleagues.	Integrates the full range of professional responsibilities into planning for all aspects of student learning and classroom management and prepares for situations that may be challenging. Conducts self with integrity, models ethical conduct, demonstrates a commitment to educational equity and creates an inclusive multicultural environment for students, families, and colleagues.

Evaluator Signature: _____

Date:_____

Student Teacher Improvement Plan

Date:
Student Teacher:
Cooperating Teacher:

University Supervisor:

Program Director:

School:

Grade:

Subject(s):

Targets (Please include any dates by which targets should be reached.)

Improvement Strategies:

Assessment of strategies:

Final Assessment Conference Date:

_____   _____
Student Teacher Signature   Cooperating Teacher Signature

_____   _____
University Supervisor Signature   Program Director Signature

Student Teaching Handbook Acknowledgement

I, _____, have read and acknowledged the handbook.

Name:

Date:

Please email this form to COEOFE@usuniversity.edu