

HANDBOOK FOR STUDENT TEACHERS



CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Education

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WELCOME

Dear Future Teachers,

Congratulations on becoming a member of the CSUS College of Education Teacher Preparation Program (TPP) and learning community. These are very exciting and challenging times for those preparing to teach in California's schools. Knowledgeable and skilled new teachers who are committed to equity and maximizing learning for ALL students are truly needed.

This handbook provides the most current descriptions of and policies about our programs. Although these descriptions and policies are currently accurate, they are subject to change by law and/or by faculty. Faculty take tremendous pride in the rigor and quality of our programs, and we are committed to providing you with the experiences essential to your development as a competent and confident beginning teacher.

Student teachers, please share this handbook with the public school teacher with whom you student teach. We want them to know that the College of Education faculty greatly appreciates the time and expertise that public school teachers and administrators expend in preparing our student teachers - their future teachers. Please keep this handbook for reference throughout the credential program. We welcome your suggestions for revisions and additions to this handbook.

Again, CONGRATULATIONS AND BEST WISHES for success throughout the program.

*Deidre B. Sessoms, Ph.D., Director
Teacher Preparation and Credentials
College of Education*

TEACHER PREPARATION and CREDENTIALS (TPAC)

The Teacher Preparation and Credentials Office (TPAC) provides essential services to credential candidates, cooperating/collaborating teachers, faculty and administrators involved with the Teacher Preparation Program. Specific functions of the TPAC Office include: advising and counseling for program and credential applicants; screening and selecting program applicants; monitoring of students' progress through the program; collaborating with University and community organizations for recruitment and advising of potential program candidates; collecting, analyzing, and reporting data; serving as a resource for faculty and administrators; and analyzing student records/transcripts to determine recommendation for credentials and supplementary authorizations.

Additionally, the TPAC Office serves as the second *formal* level of due process for students who have complaints or have been unable to resolve issues related to program continuation or to the field component of the teaching credential program. Prior to meeting with the TPAC Director, students must have attempted to resolve the problem with their respective Faculty Program Coordinator. Additionally, a Credential Appeals Committee (CAC) meets every semester to act on students' appeals to continue in the program when the student has not met the program requirements defined in the Student Teacher Handbook. Course grade appeals are addressed to the appropriate departmental Chairperson.

Teacher Preparation Program Office – Eureka Hall 216, (916) 278-6403

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

Credential Analysts' Office – Eureka Hall 209, (916) 278-4567

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

PERSONNEL:

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Nancy Rzeznik Camp, Single Subject Program Advisor and Assistant Director

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Credential Analysts' Office

Phyllis Stenman, Credential Analyst and Office Manager

Carol Lucido, Credential Analyst

GOALS OF THE CREDENTIAL PROGRAM

California State University, Sacramento recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the university values and seeks teacher candidates who demonstrate a commitment to equity, problem solving and lifelong learning which are essential for professional competency. We believe that the core competence required of all educators upon entry to the profession is the capacity to help all children and young adults to participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethical individuals who can make their own lives and the lives of others better. A solid academic background forms the foundation for those planning to enter the Teacher Preparation Program. On the basis of this foundation, the College of Education provides specialized graduate professional preparation in teaching. Goals of the credential program include the following:

1. Student teachers will identify [students'] individual differences in development, in languages, and in experiences, and use understanding of these differences to support the achievement of their students.
2. Student teachers will demonstrate knowledge of the learning process, the diagnosis of learning problems and strengths, and the process of evaluating their students' achievement.
3. Student teachers will identify social, cognitive and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Student teachers will teach lessons that utilize a range of strategies, e.g., inquiry, discovery, problem solving, inductive reasoning, that address the varying needs of the students
5. Student teachers will study various models of and strategies for classroom management and be able to identify and use elements that promote an equitable, productive and positive learning environment for all students.
6. Student teachers will evidence effective communication skills, both written and oral, to stimulate optimal student learning.
7. Student teachers will demonstrate effective interpersonal skills including conflict resolution and problem solving.
8. Student teachers will evidence desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Student teachers will explore and draw on community and family resources to enhance their students' learning.
10. Student teachers will demonstrate knowledge of the role of the teacher in the profession and in the community.

APPROVED PROGRAMS FOR PROFESSIONAL PREPARATION AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO

The CSUS College of Education offers professional education programs that have been approved by the California Commission on Teacher Credentialing (CCTC). These programs lead to a Multiple Subject Credential, Single Subject Credential, or Education Specialist (Special Education) Credential. All program options embed the *English Language Authorization* (ELA) requirement through which students gain the foundational knowledge and skills needed to teach students from diverse linguistic backgrounds. With effective planning, undergraduates may begin taking credential courses in a blended program in the following major options: Multiple Subject (Liberal Studies), Single Subject Math, and Single Subject Physical Education. In these options, it may be possible for students to qualify for a preliminary teaching credential concurrently with a baccalaureate degree or within one additional semester. All programs are designed to provide experiences with various grade levels in *public schools*, with different linguistic, cultural and socioeconomic student groups, and with school-community services.

During any given semester, up to 700 students are enrolled in our credential programs. Such a large program might result in huge sections of faceless students and faculty. However, for most Multiple Subject and all Single Subject Programs, faculty have developed a program in which the large numbers of students are divided into smaller units called “centers” (most Multiple Subject) or “clusters” (most Single Subject). A group or *cohort* of students is accepted into each center or cluster and progresses through the credential program together. Each center or cluster offers a community of support in which concern for individual students and their development is emphasized, and a sense of community is developed. Each center or cluster has a coordinator who is responsible for overseeing program operations including placement of student teachers in the schools. The exceptions to the center or cluster model occur in Special Education and the Single Subject Blended programs. Working closely with a faculty advisor, students in these programs progress on an individual basis.

Specialized Programs: In addition to the basic or preliminary credential, students may take courses during the credential program that lead to a Bilingual Cross-Cultural Language and Academic Development (BCLAD) emphasis. The BCLAD emphasis option, offered **only** through the Department of Bilingual/Multicultural Education, provides students with advanced preparation in teaching students from diverse cultural and linguistic backgrounds. Students wishing to obtain the BCLAD emphasis must complete all requirements and apply for the BCLAD at the time they apply for their initial Multiple or Single Subject credential. Note: See the 2004-2006 CSUS catalog, pages 251-265 for details on BCLAD requirements or contact the Bilingual Multicultural Education Department Office at (916) 278-5942.

While the general information and program polices in this handbook pertain to all programs, for specific information about the Multicultural/Multilingual and Special Education programs please see the program coordinator.

Specialized Level I Credentials offered through the Department of Special Education include: Mild/Moderate Specialist, Moderate/Severe Specialist, and Early Childhood Special Education. These programs are offered every Fall and Spring semester. In addition to the three specialized

credential options, students *may be eligible* for an Internship Credential in Special Education *if they are employed* in a district with which the department has an internship agreement. For additional information on any specialized credential in special education, contact the Special Education department office at (916) 278-6622.

While there may be some variance in the design of the field experience, the sequence of coursework, and/or titles of courses, all program options address a common core of requirements that meet the standards for Teacher Preparation Programs and licensure. Further, programs beginning in Fall 2004 have been revised to meet the new standards established under Senate Bill 2042. For questions about specific aspects of the different program options, please call the Teacher Preparation and Credentials office at (916) 278-6403.

MULTIPLE SUBJECT PROGRAM

Multiple Subject credential programs are offered through three departments in the College of Education: Teacher Education (EDTE), Bilingual/Multicultural Education (EDBM), and Special Education, Rehabilitation and School Psychology (EDS). The Multiple Subject Program in either Teacher Education or Bilingual/Multicultural Education is structured in one of the following ways: two-semester and three-semester (EDTE and EDBM) and four semester (EDTE - may include one summer). Generally the two-semester and four-semester programs begin every fall. However, the two-semester option may be offered through the Department of Bilingual/Multicultural Education during the spring semester IF there are adequate numbers of qualified applicants. The three-semester option accepts students every fall and spring semester. As noted above, Special Education students progress through the program at their own pace; in addition, other program options may vary.

Three-Semester Program

In the first semester, students generally visit/observe and/or participate in several different classrooms during the semester, concurrent with coursework. For the second semester (Phase II), students are commonly in a classroom for the equivalent of two to two-and-a-half days per week during which time students gradually assume teaching responsibilities for both small-group and large-group instruction, culminating in a solo or independent teaching experience. Concurrently, students take several classes that may be scheduled in some combination of morning, afternoon and early evenings. A typical third semester (Phase III) pattern might consist of full-time student teaching four to five days a week coupled with the culminating pedagogy course and an additional one or two credential courses held in late afternoon or early evening. During Phase III student teaching, students assume a more expansive role in planning and teaching than was expected in Phase II. Phase III also culminates with a solo or independent teaching experience that typically spans a two-week period. Phase II and III student teaching assignments usually end at the same time as the CSUS semester, but each center has its own description/calendar that will be provided by the center coordinators.

Two-Semester

First-semester fieldwork experience begins with observation and participation experiences

connected to various courses at the beginning of the combined Phase I/II experience that evolves into an official Phase II student teaching experience as described above. Phase III is basically the same as described in the three-semester program, with the addition of extra courses. Phases II and III student teaching assignments usually end at the same time as the CSUS semester.

Four-Semester Program

The Natomas/EDTE Teacher Preparation Center for the Multiple Subject Credential involves three semesters of courses and field experiences that are offered in the evening to accommodate the full-time working schedules of the candidates and one semester full time in a public school classroom setting. Although the class sessions for the first three semesters are offered in the evenings, candidates will have the opportunity to plan lessons and teach students (field experience) during each semester. These field experiences are an integral component of the program and will require that candidates have access to K-8 students a number of times each semester. Opportunities will be provided within the Natomas district to work with students in after-school and other community projects. To take advantage of these opportunities, candidates will need to be available between 3:00pm and 4:00 pm 4-6 days each semester. The objective of the first three semesters is to ensure that candidates have the requisite knowledge of teaching/learning strategies to be effective in the final semester as student teachers.

During the fourth semester, candidates are assigned to a classroom for full-time student teaching experience. Student teachers are placed *solely* in elementary schools in the Natomas Unified School District at the primary (K-3) level, the intermediate (4-5) level or the middle school level (6 – 8) during the sixteen weeks of student teaching. The principle assignment will involve a full-time grade placement for the first twelve weeks followed by four weeks of full-time observation/participation at another level or setting.

Current Coursework Required for Preliminary Multiple Subject Credential (Note: Sequence may vary slightly to meet specific needs and requirements of a particular program option and/or center)

University Coursework (51 Units) for EDTE MS Program

	Units
HLSC 136 School Health Education with CPR (infant through adult)	2
EDS 100A/B Education of Exceptional Children and Youth	3
KINS 172 Movement Education or equivalent	3
EDTE 117 Foundational Issues A	3
EDBM 118 Foundational Issues B	2
EDTE 319A Language and Literacy Methods A	3
EDTE 319B Language and Literacy Methods B	3
EDBM 170 Intro to Educating English Learners	3
EDTE 314 Math Methods	3
EDTE 315 Social Studies Methods	3
EDTE 316 Science Methods	3
EDTE 310A Pedagogy A	2
EDTE 310B Pedagogy B	1
EDTE 310B Pedagogy C	1

EDTE 330 Education Technology	1
EDTE 317 Visual & Performing Arts Methods	1
EDTE 430A Student Teaching I	3
EDTE 430B Student Teaching II	11

NOTE: Multiple Subject coursework may be held at CSUS or at a field site depending on the program option.

University Coursework (50 Units) for EDBM MS Program

	Units
HLSC 136 School Health Education with CPR (infant through adult)	2
EDS 100A/B Education of Exceptional Children and Youth	3
KINS 172 Movement Education or equivalent	3
EDBM 170 Bilingual Education: Intro to Educating English Learners	3
EDBM 117 Foundational Issues A	3
EDBM 118 Foundational Issues B	2
EDBM 272A, B or C Methods for Teaching Second Language Learners	3
EDBM 320 Visual & Performing Arts Methods	1
EDBM 330 Fundamentals	2
EDBM 331 Advanced Fundamentals	1
EDBM 334 Mathematics Methods	3
EDBM 335 History-Social Science Methods	3
EDBM 336 Science Methods	3
EDBM 339A Language and Literacy Methods A	3
EDBM 339B Language and Literacy Methods B	2
EDBM 402A Student Teaching I	4
EDBM 402B Student Teaching II	9

NOTE: Multiple Subject coursework may be held at CSUS or at a field site depending on the program option.

For specific listing of course requirements for the **Education Specialist (Special Education) Credential** in the Special Education, Rehabilitation and School Psychology Department, please contact the Department Office at 278-6622, Eureka Hall 316.

RICA: Reading Instruction Competence Assessment

On October 1, 1998, passage of the RICA became a requirement for the Multiple Subject Teaching Credential. Affected candidates must take and pass **EITHER** the *RICA Written Examination* **OR** the *RICA Video Performance Assessment*. Passage of **either one** of these two RICA assessments satisfies the new credential requirement. Information about this testing will be given in your program reading courses after which you will be well-prepared for passing the RICA.

SINGLE SUBJECT PROGRAM

Single Subject credential programs are offered through two departments in the College of Education: Teacher Education (EDTE) and Bilingual/Multicultural Education (EDBM). The Single Subject Program in Teacher Education is offered as either a two-semester or three-semester option, while the program in Bilingual/Multicultural Education is offered only in a two-semester format. Generally the two-semester programs begin every fall. The three-semester option in EDTE accepts students every fall and spring semester. The BCLAD (Bilingual Cross-Cultural Language and Academic Development) emphasis can be earned through the EDBM Single Subject program. For more information, please contact the department office at 278-5942, Eureka Hall 401. For a list of EDBM Single Subject program courses, please see the end of this section of the handbook.

EDTE Program Overview:

The Single Subject Program (SS) is focused on preparing candidates to teach in content area classes serving California's culturally and linguistically diverse students and their families in grades 7-12 in a variety of classroom settings in public schools. The program is organized by cohort (called *clusters* in EDTE), with each cohort having a common core of instruction and fieldwork, while also having organizational and pedagogical features specific to the philosophy and goals of that cohort. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families.

All candidates in EDTE will prepare and maintain an "e-folio," an electronic portfolio containing certain common assignments or "signature assignments." The e-folio serves to demonstrate competencies in the pedagogical content of the preparation and provides a scaffold for the final assessment, the teaching event, the candidate's demonstration of her/his abilities to enact the cycle of teaching: Planning, Instruction, Assessment and Reflection (PIAR) at a level consistent with a novice teacher.

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within the specific discipline are reflected in the field practice, including specific pedagogy and research related to English Language Acquisition, differentiated and sheltered instruction, and literacy. University faculty and supervisors along with school-based educators provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

Fieldwork and Student Teaching - EDTE

Beginning with a structured program of observation and participation, candidates move into field placements and by the final semester of student teaching, are responsible for all aspects of the cycle of teaching in the classes to which they are assigned. The specific nature of the field placement varies in accordance with the length of the program, the discipline(s), and the structure and schedule of the public school. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families. The EDTE CSUS Single Subject Program offers both a one-year and a three-semester program to accommodate the widest variety of candidates. The fieldwork associated with each program is described below

One Year Program Field Experience - EDTE

The one-year program begins in the fall semester and is designed for students who are prepared (educationally and emotionally) for a rigorous schedule of classes and student teaching.

The first semester of fieldwork may begin prior to the CSUS schedule with candidates attending an early orientation and being assigned to field placement beginning with public school's scheduled pre-service days. The schedule of time at the school site for the one-year program is five mornings per week, three class periods per morning (including a period of consultation), or the equivalent. For approximately the first six weeks of school, candidates engage in targeted observation, participation and small group instruction in classes within and across curriculum areas. Within the first six weeks and upon the agreement of the host teacher and university supervisor, the candidate will begin to "solo" teach during at least one period with the support and presence of the host teacher. Candidates follow the public school's semester calendar, not Sacramento State's calendar.

In the second semester, candidates are assigned to the equivalent of three periods of student teaching daily plus an additional period for such activities as preparation/conference with the collaborating or cooperating teaching and other responsibilities related to teaching. Candidates follow the public school's semester calendar, not the CSUS semester calendar. Every attempt is made to place the student teacher with a maximum of two cooperating teachers and to assign no more than two preparations.

During both semesters, candidates will be evaluated regularly by the university-based or school - based supervisor, including a formal mid-term and final evaluation each semester and the teaching event during the final semester.

Coursework Required for the Single Subject Credential

(Note: Sequence may vary slightly to meet specific needs and requirements of a particular program option and/or cluster)

Department of Teacher Education - Two-Semester options:

Two-Semester Option (50 units)

		<u>Units</u>
Pre-/Co-Requisites (8 units) May be equivalencies pending review of candidate's request		
EDS 100A*	Education of Exceptional Children and Youth	2
HLSC 136*	School Health Education with CPR (infant through adult skills)	2
EDBM 170*	Introduction to Educating English Learners	3
EDTE 331	Educational Technology Laboratory Single Subject	1
 First Semester (21 units)		
EDTE 373A	Assessment Center Laboratory I	2
EDTE 116	Psychology of Instruction	3
EDTE 38_	Special Methods (varies depending on candidate's discipline area)	3
EDTE 372	Anthropology of Education	3
EDTE 371 A	Schools and Community I	3
EDTE 470 A	Student Teaching I: Secondary Schools	7

Second Semester (21 units)

EDTE 373B	Assessment Center Laboratory II	2
EDTE 384	Instruction and Assessment of Academic Literacy	3
EDTE 470B	Student Teaching II: Secondary Schools	13
EDTE 371 B	Schools and Community II	3

Note: Single Subject coursework may be held on the CSUS campus or at a field site depending on the program option.

Three-Semester Program Field Experience - EDTE

In the first semester, candidates observe and participate in several secondary classrooms (usually at both a middle school and a senior high) as well as in other related school activities. In the second semester, student teaching involves an assignment to two class periods and one consultation period for a total of three class periods daily. Candidates assume increasing responsibility for teaching and within three to five weeks are able to “solo” teach in their content area classes. In the third semester, candidates are assigned to the equivalent of three periods of student teaching daily plus an additional period for such activities as preparation/conference with the cooperating teaching and other responsibilities related to teaching. During both the second and third semesters, student teachers will follow the public school’s semester calendar, not the CSUS semester calendar. Every attempt is made to place the student teacher with a maximum of two cooperating teachers and to assign no more than two preparations. Candidates will be evaluated regularly by the university-based or school-based supervisor, including a formal mid-term and final evaluation each semester and the teaching event during the final semester.

Three-Semester Option (50 units total)**Units****First Semester (15 units)**

EDS 100A*	Education of Exceptional Children and Youth	2
HLSC 136*	School Health Education with CPR (infant through adult skills)	2
EDBM 170*	Introduction to Educating English Learners	3
EDTE 331	Educational Technology Laboratory Single Subject	1
EDTE 371C	Schools and Community A	2
EDTE 116	Psychology of Instruction:	3
EDTE 373A	Assessment Center Laboratory I	2

*Pre-/co-requisite courses may be equivalencies pending review of candidate’s request

Second Semester (18 units including 7units of student teaching)

EDTE 372:	Anthropology of Education	3
EDTE 38_:	Special Methods (varies depending on candidate’s discipline area)	3
EDTE 384:	Academic Literacy	3
EDTE 470A:	Student Teaching A	7
EDTE 371D:	Schools and Community B	2

Third Semester (17 units including 13 units of student teaching)

EDTE 470B:	Student Teaching B	13
EDTE 373B:	Assessment Center Laboratory II	2
EDTE 371E:	Schools and Community	2

Note: Single Subject coursework may be held on the CSUS campus or at a field site depending on the program option.

EDTE Secondary Teaching Methods - EDTE

<u>Major</u>	<u>Course #</u>	<u>Course Title</u>
Art	Art 305	Art in Public School
English	EDTE 383	Secondary School English and Speech
Foreign Language	EDTE 385	Foreign Languages in the Secondary School
Health Science	EDTE 388	Secondary School Science
Home Economics	FACS 160	Communication and Education in Family and Consumer Sciences
Mathematics	EDTE 386	Secondary School Mathematics
Music	MUSC 178 & MUSC 179	Vocal Literature and Materials Instrumental Literature and Materials
Physical Education	KINS 380	Methods of Teaching PE
Science (biology, chemistry, geology, physics)	EDTE 388	Secondary School Science
Social Science	EDTE 387	Social Studies for the Secondary School

Department of Bilingual/Multicultural Education (BMED) - Two-Semester ELA-Enhanced Credential option. Additionally, BMED offers a Single Subject Bilingual Crosscultural Language and Academic Development Emphasis (BCLAD).

<u>Two-Semester Option (49 units total)</u>		<u>Units</u>
Pre-/Co-Requisites (8 units) may be equivalencies pending review of candidate's request		
EDS 100A/B	Education of Exceptional Children and Youth	3
HLSC 136	School Health Education with CPR (infant through adult skills)	2
EDBM 170	Introduction to Educating English Learners	3

First Semester (20 units including 7 units of student teaching)		
EDBM 127	Social and Psychological Foundations for Multicultural Secondary Education – A	3
EDBM 340	Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms - A	3
EDBM 342	Fundamentals - Secondary Multilingual/Multicultural Classroom	2
EDBM 34_A	Curriculum and Instruction in the Multilingual/Multicultural Classroom: [Select one specific content]	2
	344A Secondary Mathematics	
	345A Secondary History-Social Science	
	346A Secondary Science	
	347A Secondary English	
	348A Secondary Foreign Language (Spanish)	
EDBM 349	Teach and Assess. Literacy Across the Content Areas	2
EDBM 350	Technology for Multilingual/Multicultural Class	1
EDBM400A	Student Teaching in Secondary Schools – I	7
Second Semester (21 units including 10 units of student teaching)		
EDBM 128	Social and Psychological Foundations for Multicultural <i>Secondary Education - B</i>	2
EDBM 279	Methods for Teaching Second Language Learners – Single Subject (ELD and SDAIE)	3
EDBM 341	Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms - B	2
EDBM 343	Advanced Fundamentals for the Secondary Multilingual/Multicultural Classroom	2
EDBM 34_B	Curriculum and Instruction in the Multilingual/Multicultural Classroom: [Select one specific content]	2
	344B Secondary Mathematics	
	345B Secondary History-Social Science	
	346B Secondary Science	
	347B Secondary English	
	348B Secondary Foreign Language (Spanish)	
EDBM 400B	Student Teaching II	10

THE COOPERATING TEACHER

Selection

The procedure for selecting cooperating teachers involves school district administrators, school principals and/or vice principals, cooperating teachers themselves and the university faculty. While specific criteria for selecting cooperating teachers may vary from program to program, school to school and district to district, assignments are based in general on the following:

1. A willingness to meet regularly with the student teacher to plan lessons and to provide

feedback on the observed lessons;

2. A commitment to modeling for the student effective teaching strategies (in different content/subject areas) and effective classroom management that emphasizes positive, proactive strategies that promote self-directed student behavior;
3. Sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor);
4. Skill in communicating about expectations, rationales for decisions, and evaluations of teaching;
5. A desire to grow professionally through the exchange of ideas with the student teacher and through opportunities offered by CSUS;
6. Holder of a credential in the appropriate content area.

Role and Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is to serve as model, guide, and instructor for the student teacher. While the primary responsibility is always to the pupils in the classroom, the cooperating teacher should be aware that the student teacher is growing in competence and thus needs ongoing assistance and support while gradually assuming an increasing amount of responsibility. Though student teachers will make mistakes and need the benefit of constructive criticism, cooperating teachers will want to avoid making the criticism publicly in a way that impairs the relationship between student teacher and pupils.

During Phase I, the cooperating teacher should be present in the classroom at all times when the CSUS student is there. During Phases II and III, the cooperating teacher should be either in the classroom or within reasonable proximity (i.e., on the school site). The cooperating teacher can help the student teacher get off to a good start by preparing the pupils and their parents for the arrival of the student teacher. Additional suggestions are usually given to each cooperating teacher by supervisors in the form of a checklist at the beginning of each semester.

Cooperating Teacher Absences

In the event that a cooperating teacher is absent from school, the student teacher does not serve as a substitute, except occasionally **IF** the student teacher has an emergency permit **AND** prior approval from the university supervisor and the cooperating teacher has been given. Although a student teacher is encouraged to assist the cooperating teacher with extracurricular responsibilities, he/she cannot replace the teacher in these duties, and cannot do yard duty unless another responsible party (e.g. certificated teacher) is present.

THE UNIVERSITY SUPERVISOR

Selection and Assignment

The university supervisor usually is a faculty member who regularly observes the student teacher and works with the cooperating teacher in planning and directing the student teaching experience. In the Single Subject Program at CSUS, the departments of art, music, kinesiology (physical education), foreign languages, and family and consumer science (home economics) usually provide university supervisors for single subject student teachers teaching in those disciplines. The College of Education provides supervisors for single subject student teachers in the social sciences, biological science, physical science, chemistry, geology, health science, English, and mathematics. All student teachers seeking a multiple subject credential have supervisors assigned from the College of Education.

Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate subject areas and/or grade levels, and prior teaching experience.

Role and Responsibilities of the University Supervisor

1. To clarify to the cooperating teacher(s) and student teacher the responsibilities of all involved.
2. To be a resource person to the student teacher.
3. To make a minimum of six (6) visits, scheduled and/or unannounced, to observe the student teacher in action. The visitation requirement assumes that the student teacher is making satisfactory progress and continues student teaching through the end of the semester.
4. To record data during each observation and then provide both written and oral feedback to the student teacher in a conference as soon as possible.
5. In consultation with the cooperating teacher(s), to encourage experimentation and suggest ways to provide for more effective instruction by the student teacher.
6. To serve as liaison between the student teacher and cooperating teacher(s) and maintain open communication with the school administration about policies and concerns involving the student teacher.
7. To maintain a record of the semester's observations and conferences with the student teacher and school personnel.
8. To distribute midterm and final evaluations to the cooperating teacher(s) and then submit both, along with the supervisor's own midterm and final evaluations plus the student teacher's final self-evaluation, to Eureka Hall 216, at the close of the semester.

9. To attend center staff meetings both to assist with center instruction and field placement decisions and also to assess the progress of individual students in the center.

NOTE: In some student teaching centers, the public school teacher working with a student teacher functions as a university supervisor and is called a Collaborating Teacher or a supervising teacher. He/she has increased responsibilities. In centers with Collaborating Teachers (CTs), a University Liaison works with the CTs as well as with student teachers.

Role and Responsibilities of the University Liaison

1. To provide support for student teachers and Collaborating Teachers at individual school sites.
2. To conduct check-in visits in student teachers' classrooms, as needed.
3. To provide in-depth supervision of student teachers as requested by Collaborating Teachers and/or site administrators.
4. To help facilitate monthly meetings with Collaborating Teachers at each school site.
5. To communicate regularly with CTs about student teachers' progress, problems needing attention, and plans for site meetings.
6. To assist the Center Coordinator with and participate in center-wide Collaborating Teacher meetings.
7. To work with CTs on effective feedback and supervision strategies.

THE EVALUATION OF STUDENT TEACHING

The evaluation of student teaching is a continuous process that facilitates the development of competencies in teaching and assists the student teacher in developing techniques of self-evaluation. Individuals who play a paramount role in the student teacher's professional development in the field are the university supervisor and cooperating teacher (i.e., classroom mentor). In some program centers, student teachers work with classroom teachers, called Collaborating Teachers, who are responsible for evaluating student teachers in lieu of the university supervisor. In centers with Collaborating Teachers, the Center Coordinator is also responsible for jointly verifying that student teachers have met competencies.

During the semester, frequent observations by the cooperating teacher or Collaborating Teacher should serve constructive and informational purposes. While the cooperating teacher may choose to take notes during an observation of the student teacher, the *Collaborating Teacher* (i.e., classroom teacher who serves in lieu of the University Supervisor) is usually required to conduct frequent written observations once the student teacher begins taking a more active teaching role. In the post-observation conference, the student teacher and cooperating or collaborating teacher

will want to explore both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement *are used to inform future planning and teaching of lessons*. Experience suggests that it is better to focus on a few elements per lesson.

The university supervisor is required to conduct a minimum of six (6) observation/visitations for each student teacher over the semester or equivalent of a semester. This requirement assumes that the student teacher is making satisfactory progress *and* continues student teaching through the end of the semester. After an observation, the university supervisor will conference with the student teacher about the observation that same day if the supervisor's and student teacher's schedule allows. If not, the supervisor will leave written observation notes and suggestions with the student teacher and make arrangements to conference at a later date.

Student teachers who are having difficulty need to be informed of the areas of weakness and given specific suggestions for improvement. If it becomes apparent that the student teacher is not making satisfactory progress, additional observations and conferences need to be conducted, sometimes involving other university faculty and/or public school personnel. Depending on the individual circumstances, student teaching may need to be terminated **prior to** the end of the semester. Copies of all written observations and other documentation related to student teaching should be provided to the student teacher with a duplicate given to the supervisor and center coordinator, and the original to Eureka Hall 216.

Two (2) formal evaluations are required of the cooperating teacher and supervisor during each semester of student teaching. One (1) formal evaluation, at the end of each semester, is required to be completed by the student teacher. Usually midterm and final conferences will be scheduled by the university supervisor to discuss the evaluations with the student teacher. The midterm conference should serve as a critical benchmark for providing specific feedback to the student teacher and informing any special arrangements if the student teacher is experiencing difficulty in meeting competencies, e.g., action plan noting objectives and timelines for meeting objectives. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the student teacher for that phase.

The university supervisor, after consultation with the student teacher and cooperating teacher, assigns a grade of credit (CR), or no credit (NC). If the student teacher receives a no credit, it must then be determined if the student teacher will be recommended to repeat or not repeat that student teaching phase. If it is recommended that the student teacher repeat student teaching, the coordinator of the center will make arrangements for the following semester. If it is recommended that the student teacher *not* repeat student teaching, then the student teacher has the right to engage in the Credential Appeals process (See "Appeal Process" in handbook). All evaluations are placed in the student's credential file (housed in the Teacher Preparation and Credentials office [TPAC], Eureka 216) at the end of the semester. Early in the semester, the university supervisor and/or center coordinator should distribute and interpret these evaluation forms with the student teacher and cooperating or collaborating teacher.

Note: Student progress in both coursework and public school fieldwork is reviewed each semester by center faculty and school personnel who participate in the recommendation of student teachers' continuation to the next phase of the program.

GENERAL POLICIES AND PROCEDURES

1. Reassignment of Student Teachers

Student teachers will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor to the Center Coordinator.

2. Request to Change from one Center (Multiple Subject) or cluster (Single Subject) to Another

After admission to a center/cluster, transfer requests may be considered only under *very special* circumstances, and will be handled on a case-by-case basis. In general, requests for transferring between centers/clusters are extremely difficult to accommodate since the requirements may be unique to a particular center/cluster in terms of course configuration with the program and field experience guidelines and expectations. A student may initiate a written request to his/her current center/cluster coordinator, specifying the reasons the transfer is being requested. The final decision will be made by the Director of Teacher Preparation and Credentials and the center/cluster coordinators involved. Specific steps of the procedure are available in Teacher Preparation and Credentials (TPAC) in Eureka 216.

3. Substituting During Student Teaching Assignment

Student teachers may substitute for their cooperating teacher in case of his/her absence for a **reasonable number** of days in the semester, provided the student holds an emergency permit, is in the last semester of student teaching, AND prior approval has been given by the university supervisor and the cooperating teacher.

4. Interning During Student Teaching

The Teacher Preparation Program encourages districts to employ fully credentialed candidates from CSUS or other institutions. However, if there are insufficient numbers of credentialed teachers, depending on the districts' needs, partial to full-time internships may be available for some Phase III Multiple Subject student teachers. Student teachers who may be eligible for consideration for an internship during Phase III (only) are those student teachers deemed "excellent" based on their Phase II Student Teaching. Internships may involve a single student teacher or a pair of student teachers who share a beginning teacher's salary. An internship is viable only when both the university and the public school can provide strong support to the intern. Student teachers do not seek their own internships; internships are offered to student teachers. Students offered an internship by a principal or district should notify their supervisor and center coordinator. The center coordinator, in consultation with the student's supervisor and cooperating teacher, will make the determination about the student's level of competency necessary to move into an internship position, and will contact the Director of Teacher Preparation prior to finalizing arrangements.

5. Student Teaching and Field Experiences During Emergencies—From the Office of General Counsel for California State Universities

"It shall be the policy of this university that whenever normal operational procedures in a

public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency.” Interpretation: includes sanctioned and unsanctioned job action.

“Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual’s personal initiative and risk.” Interpretation: Any student who crosses a picket line does so at his/her own risk; CSUS will not accept any liability.

“Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations.” Interpretation: Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.

“During the course of such an emergency, it shall be incumbent upon the university instructor to provide appropriate alternative instructional experiences for students whose university assignments require involvement in agency operation.” Interpretation: If the strike lasts more than two (2) weeks, CSUS will provide alternative instructional experiences.

If a strike occurs, the student is required to notify the school office of his/her intended absence and then should contact Eureka Hall 216 for instructions.

6. Professional Liability Insurance The University does not provide professional liability insurance to students. Therefore, it is the responsibility of the student to obtain this type of insurance if he/she so wishes (this is optional but recommended). If an off campus school facility should require students to carry professional liability insurance before entering into fieldwork or student teaching, it is the responsibility of the student to obtain this type of insurance. The following are some of the sources available for securing professional liability insurance. Student subscription rates are often available.

- Family insurance Company
- American Federation of Teachers
- American Personnel and Guidance Association
- National Association of Student Personnel Administrators
- Student California Teachers Association
- National Education Association

Most CSUS credential students who wish to purchase liability insurance do so through joining the Student California Teachers’ Association (SCTA). Membership in the SCTA provides a one million dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither CSUS nor districts provide protection in the event student teachers are involved in litigation/lawsuit. Note: Students are not covered by the policy if they are working in a

school on their own time, e.g. subbing. To find out more and to join SCTA, go online to <http://www.cta.org/SCTA/Join/Join.htm>.

7. Academic Honesty, Integrity, Cheating, and Plagiarism

Students enrolled in the credential program will be held to high standards for student conduct in all aspects of their field and coursework consistent with CSUS policy and procedures regarding academic honesty, integrity, cheating and plagiarism. (<http://library.csus.edu/content2.asp?pageID=175>)

8. Privacy Act

Based upon the Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file in the Teacher Preparation Office. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates only certain other university, state and federal officials are authorized by the FERPA to review these files. Candidates may make an appointment with the Director of Teacher Preparation and Credentials to review all materials in their files.

Students' credential files *do not* leave the TPAC office. Those desiring copies of documents in their files should make copies prior to submitting them to the Teacher Preparation Programs Office, Eureka Hall 216.

**NON-APPEALABLE POLICIES
REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM**

1. Satisfying Subject Matter Competency by Coursework

Single Subject students who seek to satisfy subject matter competence by coursework (Subject Matter Program) need to provide the Teacher Preparation Program Office, Eureka Hall 216, evidence that they have completed a subject matter program prior to the final semester of student teaching.

2. Satisfying Subject Matter Competency by Examination

Students in all Multiple Subject programs must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to the final semester of student teaching.

Single Subject students who seek to satisfy subject matter competency by examination need to provide evidence that they have passed the appropriate Praxis and SSAT or CSET exams prior to the final semester of student teaching.

3. California Basic Education Skills Test (CBEST) – CBEST must be passed and verification provided to the TPP office prior to the final semester of student teaching.

4. Certificate of Clearance (COC) – Students will not be allowed in the schools until verification of their COC is received by the TPP office.

**POLICIES AND PROCEDURES
REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM**

1. Minimum GPA

It is necessary to maintain a 3.0 grade point average in professional education courses and a “C” or better in each of those courses.

2. Grades of “D”, “F”, or “No Credit”

If a student receives a “D”, “F” or “NC” in a professional education course, he/she will be discontinued and must withdraw from the program.

3. A No Credit Grade in Student Teaching

A “No Credit” in any student teaching course means a student may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the instructor of record and the coordinator. Details of the “Student Teaching Discontinuation Process” are available from the director of Teacher Preparation and Credentials (TPAC), Eureka Hall 216. (Incomplete grades usually are not given for student teaching.)

4. An Incomplete Grade

An incomplete grade (I) received in a professional education program course must be completed **prior** to beginning the next phase. (See the 2004-2006 CSUS Catalog, page 105, for the description of the Incomplete.) **It is the responsibility of the student to request the Incomplete from the instructor, to file the Petition for “I” grade in the appropriate department office and provide a copy of the petition to the Teacher Preparation Program Office.** The Incomplete must be completed no later than one week before the start of the next semester.

5. Grade Appeals

If students think they can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case they will need to provide evidence that the instructor assigned the grade “arbitrarily, capriciously and/or because of prejudice.” The process for grade appeals can be found at the URL address <http://www.csus.edu/admbus/umannual/UMS16295.htm>.

5. Withdrawal from Individual Courses in the Program

If a student finds it necessary to withdraw from any individual course in the program he/she should contact the instructor and refer to the instructions in the current Class Schedule. The Teacher Preparation Program Office should be informed immediately. Withdrawing from a professional preparation course is likely to extend one’s time in the program and, possibly, delay the credential candidate’s entry into the next phase.

6. Withdrawal From and Re-entry to the Program

If for some reason a student needs to withdraw from the program during or at the end of a semester, he/she should fill out the “Statement of Intent to Delay or Withdraw from the Professional Education Program” form (located in Eureka Hall 216). **The opportunity to return to the program will be on a space available basis.** The initial step to re-enter the

program is to fill out *by the ninth week of the semester* the “Request to Re-enter Phase Program Approval Form.” If one’s application for re-entry exceeds two (2) continuous semesters of absences, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals Committee. If one’s application for re-entry exceeds three (3) years, the applicant needs to re-apply to the program; if the applicant is accepted, previous coursework will be evaluated for equivalency.

ANY OF THE PRECEEDING POLICIES MAY BE APPEALED BY PETITIONING THE CREDENTIAL APPEALS COMMITTEE. For further information about the appeal process or clarification of these policies, contact the Teacher Preparation Program Office at (916) 278-6403 or see below.

APPEAL PROCESS

A student has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Most appeals are made solely “in writing,” while some may be more appropriate to an “in-person” appeal accompanied by the written appeal. Students going through the appeal process are responsible for contacting the Teacher Preparation office to find out the decision of the appeal committee. A letter will also be mailed to the appellant stating the outcome of the student’s appeal.

The voting members of the CAC are faculty members from the College of Education and other colleges involved in basic credential programs. The committee meets regularly at the beginning and the close of each semester. Appeals petitions, deadlines and more information about the appeal process is available in Eureka Hall 216.

It is the student’s responsibility to obtain and submit by the deadline a Credential Appeal Petition form to the Teacher Preparation Office.

NOTE: The director of TPAC is available to talk with credential students who have concerns about the program and their progress. Prior to meeting with the director of TPAC, students should have met first with their supervisor and/or center coordinator to resolve issues. Phone (916) 278-6403 for an appointment.

STRONG RECOMMENDATIONS

1. Public School Attendance and Emergency Absences

During student teaching, student teachers are expected to arrive at the school prior to class time and, when course schedules allow, remain after school ends for conferences with the cooperating teacher and/or university supervisor. Student teachers should always let the main office know when they are in the building. (Some schools have a sign-in procedure.) Illness and emergencies are the only acceptable excuses for absence. **In the event of absence, it is the responsibility of the student teacher to inform the school (the cooperating or collaborating teacher or school office, as directed) in sufficient time for instruction to be continued effectively. If unannounced absences occur, the cooperating teacher should**

notify the university supervisor immediately.

2. Dress Code

The university does not have a dress code, but many public schools do. Whether the code is written or unwritten, student teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at that school.

3. Outside Work Commitments

No formal policy governs a student teacher's commitments outside the Teacher Preparation Program. However, a student teacher's future employment depends, in large part, on success during the program, especially in student teaching. Experience has shown that student teachers should plan ahead to make the student teaching semesters as free from other obligations as possible. Heavy time requirements for employment and extra classes should be avoided, if at all possible.

FINANCIAL AID

State and federal loans, grants, and scholarships for education students are available through the university's Financial Aid Office. In addition, the College of Education has scholarships for students already enrolled in the Teacher Preparation Program. Applications and further information can be obtained through the College of Education Associate Dean's Office (Eureka Hall 206A). Emergency loans are also available on a limited basis through the various departments that sponsor Teacher Preparation Programs (Department of Teacher Education, Department of Bilingual/Multicultural Education, Department of Special Education). Some Phase III student teachers are selected for district-financed internships (see your Center or Cluster Coordinator for more information).

POLICIES FOR SERVING STUDENTS WITH DISABILITIES

California State University, Sacramento does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A student must contact the **Services to Students with Disabilities Office** located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

CAREER PLACEMENT

The Career Development and Placement Center, in Lassen Hall, Room 2000, offers credential candidates assistance in developing effective resumes and interviewing techniques. Call (916) 278-6231 for information about the Center's resources and the annual Spring on-campus interview day.

APPENDIX A

BTSA and Induction

Background

Teacher educators embrace the notion that teacher education and new teacher development occurs on a continuum. In order for new teachers to become increasingly more effective in the classroom, they must be supported through an extensive period of induction into the teaching profession. Further, the induction process necessitates a uniform set of standards or criteria to inform the assessment of credential candidates and new teachers.

The California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE) are the criteria by which new teachers are assessed. The Beginning Teacher Support and Assessment (BTSA) Program, aligned with the CSTP, is implemented throughout California, usually through county offices of education. The BTSA program, which emphasizes a “reflections-on-practice” approach, builds on individual teacher’s strengths and evolving understanding of how their teaching practices impact student outcomes. Funding has made BTSA available to every eligible first- and second-year new teacher in California.

The Teaching Performance Expectations and California Standards for the Teaching Profession follow.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction for Multiple Subject & Single Subject

- Understanding the state-adopted academic content standards and how to teach the subject matter in the standards
- Planning to teach to the standards
- Demonstrating the ability to teach to the standards

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

- Determining student progress toward achieving the state-adopted academic content standards
- Supporting students' learning during instruction

TPE 3: Interpretation and Use of Assessments

- Understanding of assessments
- Using and interpreting assessments
- Giving feedback on assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

- Addressing state-adopted academic content standards
- Prioritizing and sequencing essential skills and strategies
- Using various strategies to facilitate student learning

TPE 5: Student Engagement

- Understanding of goals
- Ensuring active and equitable participation
- Monitoring student progress

TPE 6: Developmentally Appropriate Teaching Practices in Grades k-3, 4-8, and 9-12

- Understanding important concepts about the learners
- Designing instructional activities
- Providing appropriate educational experiences

TPE 7: Teaching English Learners

- Knowledge of important concepts about English learners
- Understanding theories, principles and instructional practices
- Applying theories, principles and instructional practices for comprehensive instruction of English learners

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

- Child and adolescent development
- Assessment of students
- Students' needs and abilities

TPE 9: Instructional Planning

- Establishing goals
- Connecting academic content to the students
- Selecting strategies/activities/materials

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

- Allocating and managing instructional time
- Reflecting on the use of instructional time

TPE 11: Social Environment

- Understanding the importance of the social environment
- Establishing a positive environment for learning
- Engaging in behaviors that support a positive environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

- Evaluating teaching practice
- Improving teaching practice
- Reflection and feedback

California Standards for the Teaching Profession

The California Standards for the Teaching Profession provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The Standards address the diversity of the student population in California schools today and reflect a holistic, development view of teaching.

Standard for engaging and supporting and students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in students learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Standard for assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

Standard for creating and maintaining effective environments for students

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interaction among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interest. Teachers modify and adjust instructional plans according to student engagement and achievement.