

**Master of Arts in
Curriculum and Instruction
Student Teaching Handbook
2018-2019**

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Welcome to student teaching

You are beginning an exciting time in your preparation to become a teacher. This handbook will provide you with information about your student teaching experience. Read it carefully and enjoy the adventure. Please be mindful that this handbook reflects the current MACI program requirements as of August 1, 2018. Since state requirements are subject to frequent change, when this document is updated it will be uploaded to Blackboard and you will receive an email notification.

Student Teaching Regulations

Application for student teaching

The application for student teaching must be completed in the semester prior to the one in which student teaching is to begin. Master of Arts in Curriculum and Instruction (MACI) applications are due

March 1. Students are responsible for meeting this deadline, including the following:

1. Submit the student teaching application on Taskstream
2. Your application can only be processed when all the following have been completed:
 - Certificate of Clearance or copy of Emergency or Substitute Teaching Permit
 - Tuberculosis clearance (valid through the student teaching semester)
 - CBEST proof of passage
 - Grade point average of 3.0 or above in the prerequisite Chapman credential program courses
 - Key assignment review of undergraduate MACI coursework (completed by program)
 - Dispositional review by faculty and staff (completed by program)
 - CSET proof of passage

The candidate's application will be reviewed and approved by the Fieldwork Administrator prior to advancement in student teaching. Additional information may be requested, and the Fieldwork Administrator may attach conditions to a candidate's advancement or deny advancement to student teaching. Course instructors are frequently consulted as to the readiness of the candidate to begin student teaching.

Fieldwork and student teaching agreement with school district

All students placed with a mentor teacher or on an intern credential must be placed in school districts that have a current, signed fieldwork and student teaching or internship agreement on file with Chapman University. An agreement between the University and a school district is a legally binding document that may not be changed by any agent of the University without prior review and approval by the dean. *All MACI students will be placed in Orange Unified School District (OUSD). In the event that OUSD cannot accommodate a MACI student teacher resident, an alternative school district will be identified.*

Placement in a school

The primary goal is to ensure each candidate has a successful student teaching experience by working in the best schools available, regardless of location. Since these placements are formal agreements between Chapman and the school district, **candidates may not make their own arrangements.** Student input concerning school preferences, commuting, and other logistical concerns are taken into consideration. The Fieldwork Administrator arranges the student teaching placement.

Student Teaching Interns:

The only exception to this rule is in the case of an internship placement. Students who have been hired as an intern should make an appointment with the Program Coordinator and Fieldwork Administrator as

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soon as they are offered a contract by a district. There are numerous forms that will need to be completed to process the internship agreement. Generally, once a student is offered a contract with a district, the district wants the student to begin their internship immediately. Chapman University will work as expeditiously as possible to fulfill their part of this cooperative venture. However, students should be aware that because of the protocols that need to be followed under state law, at times this process can take some time.

Diversity of Placements

Student teaching must be completed in a diverse school setting relative to all of the following:

1. Race, ethnicity of the students
2. Numbers of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges
3. Languages spoken by the students, including English learners
4. The inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes.

Attendance in the student teaching placement

The student teaching assignment is considered a full-day job. The student is expected to attend all day, every day, except in case of unavoidable absence. In cases of unavoidable absence, the student must notify his/her mentor teacher(s) and a Chapman University supervisor as soon as possible.

Should your absences exceed three days per semester or 8 days within the entire school year, your assignment will be extended. For the OUSD 2018-2019 calendar, see the following link.

<https://resources.finalsite.net/images/v1526682906/orangeusdorg/czzz3gbrzmv4h8cahu25/StudentCalendarAPPROVED2018-19-Corrected.pdf>

Student Teaching Interns:

Students doing their student teaching while on an internship credential must follow school procedures for reporting absences.

Substitute teaching within the student teaching placement

In rare instances, a student teacher may be permitted to substitute on a very limited basis.

This may not occur for more than four days within the entire semester or ten days within the entire school year. The student teacher must have a Substitute Teaching Permit on file with the district.

Student teachers are to be compensated the district's daily substitute rate. Student teachers may only substitute teach in their mentor teacher's classroom.

Student teaching support team

The candidate's support team will consist of:

1. Mentor teacher(s) at the school(s) (unless the student is in an intern position, then the school district will assign a support provider to the intern)
2. University supervisor assigned by Chapman University, and
3. Attallah College of Educational Studies' Leadership Team (this includes, but is not limited to, the Associate Dean of Graduate Education, Program Coordinators, and Fieldwork Administrator).

The University supervisor will visit and observe the candidate on a regularly scheduled basis, usually on alternate weeks, to offer support and suggestions. The University supervisor will also complete a

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mid-term or formative evaluation and final or summative evaluation (see description below for more information).

Continuity in student teaching

Once the candidate has begun a student teaching assignment, s/he will be expected to complete it. Changes of assignment are not made except in extreme cases of incompatibility, as determined by the principal, mentor teacher, Chapman University supervisor, candidate, and members of the Attallah College of Educational Studies leadership team.

The student teaching experience

The student teaching experience for ALL credential students consists of the following:

- The classes must be taught during the 16-week Chapman semester. The student teaching period may extend beyond Chapman's 16-week semester to accommodate the needs of the school site and mentor teacher (e.g., student teaching period spanning school's full grading period).
- The student teaching assignments should be completed in a classroom meeting the diversity requirements.
- A placement may be changed, lengthened, or shortened based upon the joint recommendation of the university supervisor, school principal, mentor teacher, and the Attallah College of Educational Studies leadership team.
- MACI students must follow the co-teaching model of responsibility as outlined by OUSD and agreed to by Chapman.

The student teaching experience for a *Single Subject* credential additionally consists of the following:

- Three classes with two preparations, e.g., two World History and one U.S. History
- The three classes cannot be of the same grade range, i.e., 7-8, 9-10 or 11-12. For example, two classes could be in the 11-12 range and one class could be in the 9-10 grade range
- The remaining time (periods) at the school must be used for preparation and conferencing with the mentor teacher, university supervisor, faculty, administration, students, and/or parents.

The student teaching experience for a *Multiple Subject* credential additionally consists of the following:

- Multiple Subject student teaching should be at a grade level different from those experiences in previous fieldwork.

The student teaching experience for *ALL MACI* students will be based on the co-teaching model. More specifics regarding the co-teaching model can be found under roles and responsibilities.

Dismissal from the program

A student may be dismissed from the program at any time if, in our professional judgment, the candidate is not well suited to a career as a classroom teacher. The following may be given as adequate reasons for dismissing a student from the program: inadequate performance in course work or student teaching, poor oral and/or written communication skills, poor interpersonal skills, evidence of a negative attitude, or a lack of commitment to the teaching profession. Each candidate has the right of appeal. If you wish to appeal a decision, first consult the Program Coordinator. If needed, a further appeal may be made to the Associate Dean.

Restrictions

Student teaching assignments are made in public schools. Student teaching in a special education

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classroom is not acceptable for the Multiple or Single Subject Credential. Student teaching in a continuation school, ROP Program, or a court school may be considered for the Multiple or Single Subject Credential. Determination of appropriateness will be made by the Associate Dean of Graduate Education and/or the Program Coordinator.

Labor disputes policy

It is the policy of Chapman University for students not to involve themselves in labor disputes at school districts while they are doing their fieldwork (observation, internship, or student teaching). Chapman students are not to be in the classroom, to cross picket lines, attend labor meetings, participate in strike-related activities, or to teach as a substitute while a strike is in progress.

About your placement in a school

All teaching placements will be made by the Fieldwork Administrator. Your support team will consist of your mentor teacher(s) and a university supervisor assigned by Chapman University. Your university supervisor will visit you frequently to help you. ***Do not hesitate to rely on this valuable mentor.*** Fine-tuning of your assignment may occur during the first week if your university supervisor feels it is necessary; however, once you have begun your student teaching assignment, you will be expected to complete it. Changes of assignment are not made except in extreme cases of student teacher/mentor teacher incompatibility as determined by the university supervisor, school principal, the Associate Dean, the Program Coordinators, and/or the Fieldwork Administrator.

Roles and responsibilities

The University supervisor

In addition to working cooperatively with the mentor teacher or district support provider to maintain high professional standards, university supervisors are chosen because of their understanding of the public-school system, their knowledge, and experience. Your university supervisor is there to provide you with valuable guidance. The university supervisor also collaborates with the mentor teacher(s) or district support provider to give you support. Your university supervisor should meet with you prior to the start of your first assignment. S/he will make arrangements to introduce you to the school either prior to or during the first few days of each of your student teaching experiences. During the course of your placement at a school, your university supervisor will visit and confer with you on a regular basis. Additionally, your university supervisor will confer with your mentor teacher or district support provider and will meet regularly with the Attallah College Leadership Team.

When at the school site, the university supervisor:

1. Confers with the principal, mentor teacher(s) or district support provider, student teachers, and other members of the teaching team;
2. Schedules formal observations of each student teacher;
3. Observes and evaluates the student teacher's work in the classroom on a frequent basis, providing feedback specifically related to the California Standards for the Teaching Profession;
4. Mediates problems/issues between the school, student teacher, and university;
5. Completes the formative and the summative evaluation.

The university supervisor will observe you teaching a minimum of ***eight*** times during the Orange Unified semester rotation. This will consist of *six* times during the fall or spring semester and *two* times during the interterm or summer semester. The university supervisor will ask you to critique your lessons and may request a conference. Candidate demonstrations of strengths and weaknesses as well as specific suggestions for improvements will be included in your university supervisor's observation and evaluations. Copies of all university supervisor observation and evaluation notes will be discussed with

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you and placed in your file.

The principal

The principal helps to arrange the student teaching placement by assigning competent mentor teachers. The principal assists the student teacher in becoming an integral part of the school community. This assistance makes it possible for the student teacher and mentor teacher to participate in many professional experiences. Principals are encouraged to observe and meet with student teachers. If difficulties arise with respect to either the student teacher or the student teaching assignment, the principal should notify the Chapman university supervisor and then the Associate Dean, the Program Coordinator, and/or the Fieldwork Administrator.

The mentor teacher

The mentor teacher functions as a role model for the student teacher during the student teaching experience. Mentor teachers have been recommended by the principal. Mentor teachers understand the student teacher does not have a full range of abilities, techniques or self-assurance. They understand student teachers need guidance, praise and patience. The mentor teacher can provide opportunities for the thoughtful reflection and self-analysis so critical for growth by coaching and encouraging problem solving. The mentor teacher should allow the student teacher to observe the class s/he will be teaching for several days before being asked to assume teaching duties. The mentor teacher has several major roles and attendant responsibilities, including:

- *Teacher Model:* Demonstrate and explain the rationale for various teaching strategies.
- *Planner:* Share methods of planning and assist student teachers especially in terms of timing and appropriateness of content.
- *Observer:* Conduct frequent, comprehensive observations.
- *Conference Director:* Provide feedback, present alternatives, meet a minimum of one hour per week, and establish a positive, constructive environment characterized by honesty, trust and collegiality.
- *Counselor:* Listens, empathizes and understands.
- *Professional Peer:* Accept the student teacher as another professional. Invite the use of new ideas, approaches, materials, and team teaching. Help the student teacher adjust to the school culture.
- *Evaluator:* Assess student teacher proficiencies on a formal and informal basis. Ask the student teacher for his/her perceptions of strengths and weaknesses. Assist the student teacher in self-evaluation.

Assuming full classroom responsibilities

The mentor teacher should use professional judgment in transferring responsibility to the student teacher. The process may be completed quickly, with the student teacher in full charge of all subject areas soon after the first week of the assignment, or the process may be completed gradually (no later than the end of the first 7 weeks). The pace at which the teaching role is transferred from the mentor teacher to the student teacher should be negotiated to the satisfaction of both with the assistance of the university supervisor. The student teacher must have the equivalent of full teaching responsibility for the total teaching arrangement for a period of at least 4 weeks. The mentor teacher has the right to specify *what* major units are to be taught, but the student teacher should have freedom to plan *how* these units will be taught.

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Responsibility Guidelines:

ALL MACI students placed in OUSD:

- The expectation for initial fieldwork (first seven weeks) are as followed:
 1. Observing and taking notes about what your mentor teacher and students are doing
 2. Circulating in class to provide individual assistance or answer student questions
 3. ONLY as appropriate and with Mentor Teacher's guidance-providing behavioral reminders and reinforcements
 4. Instructional support as the Mentor Teacher sees fit, including small group instruction, one on one instruction, and whole class instruction
 5. Implementation of the Co-Teaching model with one teach and one assist, etc
 6. Mentor Teacher will be responsible for all planning and assessing
 7. Teacher Candidates will be responsible only for in-class support
 8. Attending all professional development, grade level planning meetings, and other experiences that are related to their assignment
 9. Remain in class throughout the whole school day
- The expectations for the remaining nine weeks are as followed:
 1. Co-planning, co-instructing, and co-assessment student work
 2. Attending all professional development, grade level planning meetings, and other experiences that are related to their assignment
 3. Remain in class throughout the whole day
 4. One teach-One Observe Instructional Model (remember that observation should be targeted)
 5. One teach-One Support Instructional Model
 6. Station Teaching Instructional Model
 7. Parallel Teaching Instructional Model
 8. Supplemental Teaching Instructional Model
 9. Alternative Teaching Instructional Model
 10. Team Teaching Instructional Model

The University requires the student teacher use a lesson plan book and plan at least one week in advance. It is understood, however, that such plans are subject to change as classroom circumstances dictate. Lesson plans for university fieldwork supervisors should also be submitted one week prior to the planned visit. Observation notes and feedback to the student teacher are critical. A regular time for daily conferences should be established between the mentor teacher and the student teacher. Should the student teacher encounter problems in the assignment, s/he will turn first to his/her mentor teacher. If the problem persists, the mentor teacher or student teacher may decide to involve a third party, the university supervisor, the assistant principal, or the principal. Should a formal remediation plan be necessary, the university supervisor should notify members of the Leadership Team.

It is important the mentor teacher be explicit about what s/he expects of the student teacher in terms of:

1. Classroom management,
2. Preparation and planning,
3. Subject matter competence,
4. Effective teaching strategies,
5. Rapport with students,
6. Attendance and punctuality,
7. Dress and grooming,
8. Various duty assignments,

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9. Cooperation with other teachers and
10. Communication with parents.

The student teacher

As a student teacher, you must be aware that professional responsibility is fulfilled in terms of tasks accomplished, not hours spent. You must be prepared to spend as much time as is necessary to complete your tasks. Successful completion of the student teaching assignment must be your first priority. This may include parent conferences, Open House, school events, outdoor education, etc. In addition to the criteria upon which the student teacher will be evaluated, there are many items of information that will facilitate a successful, realistic, and complete student teaching experience. Please read the following:

1. The student teacher communicates s/he is able and willing to work with all students and the firm belief students can learn and succeed; s/he assists each student to become a confident and independent learner.
2. Prior to assuming major responsibility of the class, the student teacher will assist the mentor teacher in preparing materials, identifying students' needs, and evaluating students' work. The student teacher should carefully observe and prepare to assume all aspects of the responsibilities performed by the mentor teacher including duties such as yard/bus duty, committee participation, IEPs, etc.
3. The student teacher is expected to schedule regular weekly conferences with the mentor teacher or the district support provider if you are an intern. The schedule should be determined early in the assignment.
4. The student teacher prepares and submits instructional plans to the mentor teacher. The plans should be formulated in advance to allow for suggestions or revisions.
5. The student teacher will assume a major teaching role as soon as the student teacher is ready to do so.
6. The student teacher is encouraged to try various models of teaching (direct instruction, cognitive development, cooperative learning, generative strategies) and all classroom organizational strategies (team teaching, cross-age tutoring, contract).
7. The student teacher is expected to arrive at school on time and remain after class to prepare for the next day.
8. The student teacher is encouraged to work with a variety of teaching/learning activities, materials, and grouping modes. The student teacher is also expected to use the various resources at the school, e.g., Title I, special education, media center, and bilingual materials.
9. The student teacher devotes attention to individual pupils and their needs, seeks to understand pupils, develops strategies to provide for individual difference including gender, development, culture, race, special needs, and celebrates diversity.
10. The student teacher develops skills in dealing with behavioral diversity and creates a respectful classroom environment that values each individual's experiences, voice, and contribution. The student teacher develops rapport with students, and creates a classroom environment that promotes respect.
11. The student teacher will use appropriate assessment methods in evaluating the students.
12. The student teacher continually engages in self-review and reflection, seeks suggestions for improvement from the mentor teacher and student teaching supervisor, accepts constructive criticism gracefully, and implements suggestions.
13. The student teacher cooperates with faculty members and participates in faculty meetings, parent conferences, staff development, back to school night, field trips, and other school functions.
14. The student teacher attends university seminars and supports the growth of fellow student teachers.
15. The student teacher develops relationships with parents and the school community, which includes phone conferences with parents, attending parent conferences, and PTA meetings.
16. The student teacher works in an ethical and professional manner.

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What mentor teachers and district consultants look for when identifying weaknesses in teaching

These questions may be helpful to you as you engage in a self-analysis of your student teaching performance:

1. Does the teacher sit at the desk all the time, thus giving the class the cue to settle back comfortably and indifferently?
2. Is a lesson often rendered ineffectual because the teacher plunges into the work before involving each member of the class?
3. Does the teacher often "teach from the textbook" instead of presenting interesting lessons?
4. Does the teacher explain and answer questions instead of encouraging the class to feel a responsibility for all that goes on during the period?
5. Does the teacher rely on paper and board work to "keep students busy" while working with a smaller group?
6. Does the teacher ask yes/no or one-word-answer questions rather than involving students in discussions?
7. Does the teacher recite the content rather than involve students in discussions, discovery approaches and various activities?
8. Does the teacher frequently fail to address the physical comfort of pupils: seating, temperature, ventilation, and lighting?
9. Does the teacher speak in a low, unconvincing voice which gives the impression that nothing of importance is happening?
10. Are preparations of lessons and collections of teaching materials often neglected until the last minute?
11. Does the teacher often have little to contribute for purposes of illustration and stimulation?
12. Are pupil statements characterized by "all right", "okay", or "uh-huh"?
13. Does the teacher talk slowly or rapidly?
14. Is too much thought given to teaching and too little to learning?
15. Does the teacher often forget s/he teaches as much by personal appearance, tone of voice and attitude?
16. Does the teacher parrot the pupil's answers?
17. Are both simple and difficult concepts left before they have been made entirely clear, or does the teacher "check for understanding" before proceeding to new concepts?
18. Does the teacher frequently use words and instructions above the pupils' comprehension?

Evaluation

Evaluation of student performance in the teacher preparation program, including your student teaching assignment, is based on the CSTP Standards and the Teacher Performance Expectations or "TPEs" (see Appendix). The evaluation forms are based on the standards. The forms are used by your mentor teacher and your university supervisor to assess the quality of your work. You are expected to exhibit an acceptable level of competence in all areas to pass student teaching.

Grading rubrics based on TPE progress across the school year will be provided to you by your university supervisor.

Evaluation process

Each mentor teacher (unless you are an intern) completes the:

- Student Teaching Observation and Evaluation Report form after the *fourth visit* of each OUSD semester rotation during student teaching.
- Student Teaching Observation and Evaluation Report (final) after the *eighth visit* of each OUSD semester rotation during student teaching.

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The university supervisor completes the:

- Student Teaching Observation and Evaluation Report form after the *fourth visit* of each OUSD semester rotation during student teaching.
- Student Teaching Observation and Evaluation Report (final) after the *eighth visit* of each OUSD semester rotation during student teaching.

The formative evaluation is used for feedback and guidance. If the student is not demonstrating success, the university supervisor will document specific areas that need to be addressed. This document needs to be copied to the Program Coordinator. The summative evaluation serves as final evaluation and as a recommendation by the mentor teacher. The student teacher receives a copy of each evaluation and a copy is placed in the Attallah College of Educational Studies file.

At times, the student teacher merely needs a longer time to grow and develop. During the initial stages, it is often difficult to determine whether the student is simply a "late bloomer" or is exhibiting early signs of failure. When the student teacher has been given adequate assistance, warnings, and counseling with detailed written recommendations and suggestions for improvement, the process is much smoother. While each student teacher is unique, there are ten standard "symptoms of failure":

1. Tries to teach with incomplete or nonexistent lesson plans;
2. Does not implement the suggestions of the mentor teacher or student teaching supervisor;
3. Is defensive when receiving constructive criticism;
4. Does not vary strategies;
5. Makes excuses about poor performance or complains about the workload, the children, etc.;
6. Does not ask for help;
7. Always asks for help and does not assume responsibility;
8. Shows little awareness of classroom outlines, procedures or flow;
9. Does not volunteer to help or assume responsibility;
10. Demonstrates inflexibility in attitudes and practices.

Grades

The University supervisors are responsible for providing the grading rubric to their student teachers and reviewing the criteria with them. Upon completion of the student teacher's assignment, the Chapman university supervisor and the mentor teacher(s) will consult concerning the evaluation of the student teacher. The university supervisor is ultimately responsible for the grade.

Student teaching is graded on a "letter grade" basis. If a student receives a "C" or lower, the student may choose to repeat the student teaching assignment in a different school or withdraw from the program. Appeals should be directed to the Associate Dean of Graduate Education.

Teacher Performance Assessments (TPA)

You will have enrolled in EDUC 550 usually during the fall semester in the credential program. The following are *tentative* deadlines.

MACI Cohort: TPA 1 is due November 16, 2018. TPA 2 is due January 25, 2019.

Credential application

Your next step is to apply for your Preliminary Credential. The application is submitted through an online procedure. The staff in the credential analyst office would be glad to provide any additional assistance you might need.

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Getting your Clear Credential

Within five years of completing your Preliminary Credential you must complete an Induction program through your employer. If you have any questions regarding the process, you may contact credentials@chapman.edu.

Appendix

California Standards for the Teaching Profession

Teacher Performance Expectations

Communication Procedures

Student Teaching Observation and Evaluation Reports

Student Teacher Evaluation of Mentor Teacher

Student Teacher Evaluation of University Supervisor

Course Sequence and Description

Dispositional Rubric

California Standards for the Teaching Profession

2009 Standard Elements	
<p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, background, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>
<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

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Teacher Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in 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.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and

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student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

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

a. appropriate use of instructional technology, including assistive technology;

b. applying principles of UDL and MTSS;

c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

d. appropriate modifications for students with disabilities in the general education classroom;

e. opportunities for students to support each other in learning; and

f. use of community resources and services as applicable.

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

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4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

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

5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

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

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

5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

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COMMUNICATION PROCEDURES

Ongoing and open communication among student teachers, supervisors, mentor teachers, and the ACES is key to a successful student teaching experience. Student teacher supervisors have the opportunity to significantly enhance teacher candidates' experiences by providing in-depth feedback and timely support. Additionally, changing accreditation rules and regulations require evidence of the ways in which student teachers are supported and developed during their clinical experiences.

In addition to conducting a minimum of 2 observation and evaluation reports of teacher candidates, supervisors are required to maintain continuous communication with student teachers. This may be done through classroom visits, in-person meetings, emails, and/or phone conversations. For each interaction, supervisors should submit an entry into the "Student Teacher Supervisor Communication Log" **online through Taskstream** within 1 week of the interaction.

Student Teacher Supervisor Communication Log

Student Teacher – _____

Date	Duration of meeting	Topic

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STUDENT TEACHING OBSERVATION AND EVALUATION REPORTS

The Student Teaching observation and evaluation reports are based on the 13 California Teaching Performance Expectations (TPE) organized in 6 major domains. Mentor teachers and student teaching supervisors will use the provided observation and evaluation forms to assess the teacher candidate's strengths, abilities, and areas for growth under each of the TPEs.

Supervisors are required to conduct **frequent observations (at least once every other week)** of student teachers. When observing, they will use the "Observation Report Form".

Mentor teachers and student teaching supervisors are required to conduct a **minimum of 2** substantive evaluation reports of student teachers, including a formative report (after the *fourth visit* of each OUSD semester rotation during student teaching.) and a summative report (after the *eighth visit* of each OUSD semester rotation during student teaching.). For the evaluations, mentor teachers and supervisors will use the "Student Teaching Observation and Evaluation Report" form.

Mentor teachers and student teaching supervisors will submit student teacher observation and evaluation reports **online through Taskstream (for supervisors) and through a Qualtrics survey form (for mentor teachers)** within 2 weeks of the evaluation. Detailed "Comments on Evaluation" and "Recommendations" also are requested, as they provide specific feedback to student teachers and evidence of support and guidance provided by mentor teachers and student teaching supervisors to teacher candidates (as required by program accreditation standards).

Phases of performance competency are explained below:

4 = Exceeds Expectations – Candidate exhibits strong command of the teacher performance expectation with an exceptional level of performance.

3 = Meets Expectations – Candidate meets the teacher performance expectation as a novice teacher with an average level of performance.

2 = Approaching Expectations – Candidate barely meets the teacher performance expectation and needs improvement.

1 = Below Expectations – Candidate does not meet the teacher performance expectation and exhibits poor ability in this area.

n/o = No Opportunity to Observe – Candidate was not observed performing this expectation. A rating of "n/o" only should be used if the lesson observed intentionally does not incorporate the TPE. If the lesson should include the TPE and it is not demonstrated, then a rating of 1 should be given.

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STUDENT TEACHING OBSERVATION FORM

SECTION 1: PRE-OBSERVATION DISCUSSION

Date:

Student Teacher:

University Supervisor:

STEP 1: The student teacher and university supervisor should discuss and agree upon which class will be observed. Lesson plans and related materials for class instruction may be shared at this time.

- **Grade Level and Subject Matter:**

- **Topic of Instruction:**

- **Scheduled Date of Observation:**

STEP 2: The student teacher and university supervisor should discuss and agree upon **1 or more areas** of instruction observation that will be most beneficial. Please choose from a list of selected facets/areas of teaching below or feel free to come up with other areas not on the list.

Circle or highlight the area(s) to be observed:

Knowledge of Content	Integration of Technology
Subject Matter-Appropriate Strategies	Providing Student Feedback
Clear and Coherent Communication	Assessing Student Learning
Respectful and Inclusive Learning Environment	Differentiated Instruction
Clear and Effective Procedures	Classroom Management
Student Engagement	Time Management
Other:	Other:

Briefly explain why the area(s) was selected (e.g., monitor levels and types of student involvement; clarity of directions given throughout the lesson; organization of class sequence):

SECTION 2: OBSERVATION OF TEACHING

Date:

OBSERVATION AREA 1:

Observation Notes	Observer Questions &/or Feedback

OBSERVATION AREA 2 (if applicable):

Observation Notes	Observer Questions &/or Feedback

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OBSERVATION AREA 3 (if applicable):

Observation Notes	Observer Questions &/or Feedback

Concluding Thoughts & Recommendations:

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SECTION 3: POST-OBSERVATION DISCUSSION

Date:

DISCUSSION OF OBSERVATION AREA 1:

DISCUSSION OF OBSERVATION AREA 2 (if applicable):

DISCUSSION OF OBSERVATION AREA 3 (if applicable):

OTHER DISCUSSION RELATED TO OBSERVATION:

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Student Teaching Observation Report Form

[NOTE: Contents of this report must be submitted online through Taskstream.]

Student Teacher: _____ **Date Observed:** _____
Subject/Preparation: _____ **School:** _____
Lesson Type & Topic: _____ **Mentor Teacher:** _____

Rating Scale 1=Below Expectations; 2=Approaching Expectations; 3=Meets Expectations; 4=Exceeds Expectations

Teaching Performance Expectation (TPE)	Student Rating
<i>1. Engaging and Supporting All Students in Learning</i>	
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	1 2 3 4 n/o
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	1 2 3 4 n/o
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	1 2 3 4 n/o
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	1 2 3 4 n/o
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	1 2 3 4 n/o
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.	1 2 3 4 n/o
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	1 2 3 4 n/o
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	1 2 3 4 n/o
<i>2. Creating and Maintaining Effective Environments for Student Learning</i>	
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports , restorative justice, and conflict resolution practices to foster a caring community	1 2 3 4 n/o
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	1 2 3 4 n/o
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe	1 2 3 4 n/o
2.4 Know how to access resources to support students, including those who have experienced Trauma	1 2 3 4 n/o
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom	1 2 3 4 n/o
2.6 Establish and maintain clear expectations for positive classroom behavior and for student to-student and student-to-teacher interactions	1 2 3 4 n/o
<i>3. Understanding and Organizing Subject Matter for Student Learning</i>	
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks	1 2 3 4 n/o
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter	1 2 3 4 n/o
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	1 2 3 4 n/o
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	1 2 3 4 n/o
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	1 2 3 4 n/o
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	1 2 3 4 n/o

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3.7 Model and develop digital literacy by using technology to engage students and support their learning	1 2 3 4 n/o
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	1 2 3 4 n/o
4. Planning Instruction & Designing Learning Experiences for All Students	
4.1 Locate and apply information about students' current academic status, content- and	1 2 3 4 n/o
4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	1 2 3 4 n/o
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	1 2 3 4 n/o
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	1 2 3 4 n/o
4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	1 2 3 4 n/o
4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	1 2 3 4 n/o
4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	1 2 3 4 n/o
4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content	1 2 3 4 n/o
5. Assessing Student Learning	
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of	1 2 3 4 n/o
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	1 2 3 4 n/o
5.3. Involve all students in self-assessment and reflection on their learning goals and progress	1 2 3 4 n/o
5.4. Use technology as appropriate to support assessment administration, conduct data analysis,	1 2 3 4 n/o
5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	1 2 3 4 n/o
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners,	1 2 3 4 n/o
5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	1 2 3 4 n/o
5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	1 2 3 4 n/o
6. Developing as a Professional Educator	
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical	1 2 3 4 n/o
6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	1 2 3 4 n/o
6.3. Establish professional learning goals and make progress to improve their practice.	1 2 3 4 n/o
6.4. Demonstrate how and when to involve other adults and to communicate effectively with	1 2 3 4 n/o
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	1 2 3 4 n/o
6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	1 2 3 4 n/o
6.7. Critically analyze how the context, structure, and history of public education in California	1 2 3 4 n/o

Chapman University's Attallah College of Educational Studies
Student Teaching Observation and Evaluation Report
 [NOTE: Contents of this report must be submitted online through Taskstream.]

Type of Evaluation: Formative Evaluation Summative Evaluation

Credential: Multiple Subject Single Subject

Term: Fall Spring **Year:** 20____

Date Observed: _____

Student Teacher: _____ **Mentor Teacher:** _____

School: _____ **School District:** _____

Grade: _____ **Subject/Preparation:** _____

Lesson Type and Topic: _____

Rating Scale 1=Below Expectations; 2=Approaching Expectations; 3=Meets Expectations; 4=Exceeds Expectations

TPE 1. Engaging and Supporting All Students in Learning					
Elements	1	2	3	4	n/o
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs					
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate					
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest					
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology					
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry					
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.					
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts					
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning					
Comments on Evaluation:	Recommendations:				
TPE 2. Creating and Maintaining Effective Environments for Student Learning					
Elements	1	2	3	4	n/o
2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions					
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning					
2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe					

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2.4 Know how to access resources to support students, including those who have experienced trauma					
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom					
2.6 Establish and maintain clear expectations for positive classroom behavior and for student to- student and student-to-teacher interactions					
Comments on Evaluation:	Recommendations:				
TPE 3. Understanding and Organizing Subject Matter for Student Learning					
Elements	1	2	3	4	n/o
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks					
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter					
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction					
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community					
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language					
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology					
3.7 Model and develop digital literacy by using technology to engage students and support their learning					
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards					
Comments on Evaluation:	Recommendations:				
TPE 4. Planning Instruction & Designing Learning Experiences for All Students					
Elements					
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals					
4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence					
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas					

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4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities					
4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs					
4.6. Access resources for planning and instruction, including the expertise of community and school colleagues					
4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students					
4.8. Use digital tools and learning technologies across learning environments					
Comments on Evaluation:	Recommendations:				
TPE 5. Student Learning					
Elements	1	2	3	4	n/o
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments					
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction					
5.3. Involve all students in self-assessment and reflection on their learning goals and progress					
5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families					
5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals					
5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is					
5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language					
5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals					
Comments on Evaluation:	Recommendations:				

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TPE 6. Developing as a Professional Educator					
Elements	1	2	3	4	n/
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge					
6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases					
6.3. Establish professional learning goals and make progress to improve their practice					
6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues					
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management					
6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws					
6.7. Critically analyze how the context, structure, and history of public education in California affects and influences					
Comments on Evaluation:	Recommendations:				
Overall Rating: <input type="checkbox"/> 1 = Below Expectations <input type="checkbox"/> 2 = Approaching Expectations <input type="checkbox"/> 3 = Meets Expectations <input type="checkbox"/> 4 = Exceeds Expectations					
Additional Comments:					

Chapman University's Attallah College of Educational Studies
Student Teacher Evaluation of Mentor Teacher

Dates of student teaching: _____

School: _____ District: _____

Name of your mentor teacher: _____

(Note: If you had more than 1 mentor teacher, please complete separate forms for each mentor teacher.)

This is an evaluation of the mentor teacher(s) under whom you taught as part of your student teaching requirement for your credential. Please assess your mentor teacher(s) by responding to the following questions and statements. There also is space provided for comments and further explanation. Please be thoughtful and candid. This evaluation is anonymous and this form will not be shown to your mentor teacher(s) until after the student teaching assignments are completed.

1. How often did your mentor teacher communicate with you in person or by other means about issues related to your teaching practice?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

2. How often did your mentor teacher observe your classroom instruction and provide feedback during your field placement?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

3. My mentor teacher (select all that apply):

- Understood current educational theory
- Modeled collegial practices that led to my success
- Was well versed in helping me work through problems in teaching
- Promoted reflective practice
- Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching
- Was knowledgeable about and able to provide support for field-based assignments

4. In what way did your mentor teacher help you the most?

5. Was there anything you wished your mentor teacher did differently?

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Circle the number after each statement that best describes your assessment according to the scale below:

1 = Strongly disagree 2 =Disagree 3 =Agree 4 = Strongly agree

1. My Mentor Teacher provided ample time for conference in addition to observing my classroom teaching. 1 2 3 4

Please explain:

2. I felt comfortable contacting my Mentor Teacher for advice. 1 2 3 4

Please explain:

3. My Mentor Teacher observed and evaluated me in my classroom on a consistent basis. 1 2 3 4

Please explain:

4. I had confidence in my Mentor Teacher's knowledge of instruction. 1 2 3 4

Please explain:

5. My Mentor Teacher helped me make classroom application of what had been taught in my teacher education program courses. 1 2 3 4

Please explain:

6. My Mentor Teacher gave me specific suggestions for improvement. 1 2 3 4

Please explain:

7. My Mentor Teacher was responsive to my concerns 1 2 3 4

Please explain:

8. My Mentor Teacher supported the development of my classroom management and instructional skills. 1 2 3 4

Please explain:

9. Overall, my Mentor Teacher was highly effective. 1 2 3 4

Please explain:

Additional Comments:

Student Teacher Evaluation of University Supervisor

Dates of student teaching: _____

School: _____ District: _____

Name of your university supervisor: _____

This is an evaluation of your university supervisor, the University's representative. Please evaluate your university supervisor by answering the following questions. There also is space provided below for additional comments or further explanation. Please be thoughtful and candid. This evaluation is anonymous and this form will not be shown to your university supervisor until the required number of observations and write-ups are completed and your grades have been submitted to the Attallah College of Educational Studies office.

1. How often did your university supervisor communicate with you in person or by other means about issues related to your teaching practice?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

2. How often did your university supervisor observe your classroom instruction and provide feedback during your field placement?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

3. My university supervisor (select all that apply):

- Understood current educational theory
- Modeled collegial practices that led to my success
- Was well versed in helping me work through problems in teaching
- Promoted reflective practice
- Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching
- Was knowledgeable about and able to provide support for field-based assignments

4. In what way did your university supervisor help you the most?

5. Was there anything you wished your university supervisor did differently?

Circle the number after each statement that best describes your assessment according to the scale below:

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

6. My university supervisor provided ample time for conferences in addition to observing my classroom teaching. 1 2 3 4

Please explain:

7. I felt comfortable contacting my university supervisor for advice. 1 2 3 4

Please explain:

8. My university supervisor observed and evaluated me in my classroom as provided in the handbook. 1 2 3 4

Please explain:

9. I had confidence in my university supervisor's knowledge of instruction. 1 2 3 4

Please explain:

10. My university supervisor helped me make classroom application of what had been taught in my teacher education program courses. 1 2 3 4

Please explain:

11. My university supervisor gave me specific suggestions for improvement. 1 2 3 4

Please explain:

12. My university supervisor was responsive to my concerns. 1 2 3 4

Please explain:

13. My university supervisor supported the development of my classroom management and instructional skills. 1 2 3 4

Please explain:

14. Overall, my university supervisor was highly effective. 1 2 3 4

Please explain:

Additional Comments:

Master of Arts in Curriculum & Instruction: Elementary Education

Prerequisites:

IES 102: Social Construction of Difference

Exploring the social construction of race, class, gender, sexuality, and disability, students will examine how systems of stratification are formed, perpetuated, and interconnected through language and social institutions, such as schools, public policy, and media. Students will also consider how individuals might, within institutional contexts, play a transformative role in the social construction of difference. Some sections may be restricted to IES majors and IES and SEED minors only.

IES 204: Exploring Theories of Learning

This course explores questions related to how people learn, if they should be taught to learn, and why we forget so much of what was learned in school. To answer these questions, students will examine a body of theories of learning that include Socratic methods, behaviorism, constructivism, cognitive learning theories and situated learning.

IES 205: Learning Across Boundaries

While people easily slide from one role to another (teacher, student, barista, athlete), formal learning and understanding in diverse disciplines is rare. This course asks students to recognize the similarities between disciplines of knowledge and develop strategies for use in their own discipline of study.

IES 206: Schools in Society

This course examines the history, sociology, and philosophy of education in the United States. In addition, the course reviews school formations, current policies and practices in education, and the relationships between schools, their communities, and the larger society. Students will examine how public and non-public schools are organized and operate and will explore factors impacting educational equity, access and student success. Some sections may be restricted to integrated educational studies majors, or minors, or secondary education minors only.

IES 316: Aesthetic Education

This course will nurture appreciative, reflective, cultural, participatory engagements with the arts. Students will explore art-making in dance, music, theatre, and visual arts and will gain heightened perception and challenge preconceived notions, creating the possibility for personal and community change.

IES 340: Children's Literature

This course is designed to study the style, technique, and methods for introducing children and young adolescents to literature. Students develop perspectives of literature as instrumental in child development and lifelong learning. Students will identify characteristics of quality literature, understand its role in the curriculum and use instructional strategies to teach a range of students' needs and interests. Topics include literature genres, multicultural and international literature, censorship, technology, and current educational issues in reading.

Spring Junior Year:

IES 412: Teaching Writing K-12

This course is designed to introduce pre-service students to the research, theory, and practice of teaching writing in grades K-12. Participants will understand and be able to apply the theory and research of learning to write and writing to learn in a variety of genres and disciplines, using writing

across the curriculum as well as single-subject emphases to explore the power of writing as a vehicle for learning.

IES 448/449: Educating with Multiple Technologies

A focused look at selected current topics centered on the infusion of technology in the field of education. Provides experiences in the practical use of technology-based tools for teaching and learning, establishing a foundation for educators to become adept in the selection, evaluation, and implementation of current technological tools. Some sections offered online or blended

-or-

EDUC 451: Educational Application of Technology

An overview of the range of educational applications of computer technology including computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, schools of the future. Meets the professional clear requirements for classroom application of computers. Some sections of this course are taught online.

MACI 311: Teaching and Learning Math Concepts, Skills, & Critical Thinking

The focus of this course is to prepare teacher candidates for teaching math concepts, skills and critical thinking in California's public schools. Candidates will become familiar with the California Common Core State Standards (CCSS) and the principles underlying how children learn math, from early childhood to middle school. Candidates will learn effective ways to design instruction in order to include all learners in accessible and rigorous problem-solving that allows students to develop both conceptual and procedural skills. The class will explore psychological aspects of mathematics learning, such as math anxiety and encouraging all students to see themselves as young mathematicians.

MACI 312: Contextual Teaching and Learning of Science

Given the diverse nature of California's populations, this course prepares future teachers with the background knowledge, skills and abilities they will need to impart science content and engage students in ways that promote critical thinking and a love of learning. Aligned with the Next Generation Science Standards and Common Core State Standards, the content focus of this course will include scientific thinking, the biological and physical sciences, and the processes of experimental inquiry, differentiating instruction for students who represent different ability, language, and experiential backgrounds.

MACI 313: History for Diverse Learners

This course prepares future teachers in the methods of teaching history/social studies from critical multicultural and social justice frameworks to all students, especially those who are racialized, classed, and gendered in society. The course examines the transformative potential of history/social studies grounded in students' lives and civic engagement. Opportunities to use models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development will be used—with application of current state standards and integration of inquiry skills into history/social studies curriculum and assessment. Some sections may be offered in blended/hybrid format.

Fall Senior Year:

MACI 410: Literacy and Learning: Teaching of Reading and Writing K-3

This course is designed to give teacher candidates an understanding of the elements of a research-based literacy learning for primary grade children within context of a balanced literacy paradigm. Candidates will understand connections between reading, writing, speaking, and listening in language arts learning

and instruction. Candidates will learn instructional strategies in a balanced literacy program between explicit and authentic literacy experiences. The course pays special attention to students from diverse racial, linguistic and socio-economic, and other areas of difference and the material consequences of literacy acquisition. Students may participate in a praxis to tutor a primary grade student.

MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings
Given California's diverse socioeconomic and cultural-linguistic student populations, this course prepares candidates to teach K-12 students who are acquiring English as a second language. This course provides pedagogical, curricular, and community strategies for fostering key knowledge, skills, and abilities English learning students need to access, engage with, and achieve in grade-level academic content for language arts and other subjects. The course builds upon relevant research and theories of general English Language Development (ELD) and integrated ELD models that emphasize ELD in the content-areas. The course includes a fieldwork component. Some sections may be offered in blended/hybrid format.

Spring Senior Year:

MACI 411: Literacy and Learning: Teaching of Reading and Writing 4-6
This course is designed to give teacher candidates an understanding of the elements of language and literacy learning for upper elementary grade students. Candidates will learn instructional strategies in a balanced literacy program between explicit and authentic literacy experiences. This course recognizes the relationship between reading and writing to broader theoretical and practical notions of multiple literacies, multiliteracies, media literacy, and critical literacy. The course pays special attention to students from diverse racial, linguistic and socio-economic, and other areas of difference and the material consequences of literacy acquisition. Students will participate in fieldwork.

MACI 431: Developing Effective Educational Environments
This course is designed to give teacher candidates a broad overview of educational environments including current research, theoretical perspectives, and practical applications. Candidates will begin developing pedagogical approaches and classroom management strategies that are contextually and culturally relevant, inclusive, equitable, and restorative, in order to create positive and productive learning environments. Candidates also will critically reflect on their own identities, beliefs, and educational experiences, the prevailing beliefs and practices of current teachers, and the implications for working in culturally diverse classrooms and schools.

MACI 493: Instructional Design and Educational Assessment
This course introduces teacher candidates to relevant research and applicable theories that pertain to instruction and assessment. Candidates will develop a more complete understanding of curriculum design, as it relates to content knowledge acquisition and student developmental needs. This course also introduces candidates to research and practices in educational assessment, including reliability, validity, bias, and fairness. Other topics include summative and formative assessment, testing and standards, student and teacher assessment, and uses of tests to monitor, manage, and reform instruction. Group variations in test performance, and the educational and political uses of achievement tests, will be critically examined.

Master of Arts in Curriculum & Instruction: 5th year - Elementary Education

Summer III:

EDUC 571: Inclusion in the Public Schools

This course is designed using fundamental principles of Universal Design for Learning. Candidates will understand the special education as a system, including service delivery models, Multi-Tiered Systems of Supports, the referral process, and Individual Education Plans. Candidates will analyze overrepresentation of students of color in special education, paying particular attention to the role of racial and cultural bias.

EDUC 631: Differentiation in Academically- Diverse K-12 Classrooms

The content of the course enables candidates to increase their knowledge, skills and strategies acquired during their preliminary preparation for English language learners, students with disabilities in the general education classrooms and students in the general education classroom who are at risk. The course will address the development, refinement and application of differentiated instructional strategies and management techniques that enable students to master grade level State-adopted academic content standards at high performance levels. The course content reflects best practices that are characterized by a strong theoretical base as well as accommodate individual student readiness levels, language development levels, interests and learning styles.

Fall:

MACI 600: Professional Seminar

This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

EDUC 550: TPA

In this course candidates will review the Teaching Performance Expectations (TPEs), which are elements of the California Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. Multiple and single subject credential candidates will examine the following domains: making subject matter comprehensible to students; assessing student learning, engaging and supporting students in learning; planning instruction and designing learning experiences for students; creating and maintaining effective environments for students; and developing as a professional educator. During the course, multiple and single subject credential candidates will complete the teaching performance assessments (TPAs), which are required by the California Commission on Teacher Credentialing. Successful completion of the TPAs is a credential requirement.

MACI 582: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

Interterm:

MACI 582: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

Spring:

MACI 600: Professional Seminar

This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

MACI 582: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

Summer I:

MACI 582: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

MACI 575: Critical Analysis of Educational Practice

This is the final course in the MACI program and should be taken during the final semester. In this course, students engage in critical analysis of their own educational practice and of the various factors that affect and are affected by their educational practice. Students critically reflect upon their classroom experiences, teacher preparation processes, and overall development as an educator. Students also explore current social, political, and economic issues and trends, at both the national and local levels,

that affect the educational settings they are entering. Particular attention is given to diverse perceptions of schooling held by multiple stakeholders, such as students, parents, teachers, administration, student support services, community members, special interest groups, and policy makers. Students will finalize and orally defend their yearlong portfolio project in order to fulfill the requirements of the Master's degree in this course.

Master of Arts in Curriculum & Instruction: Secondary Education

Prerequisites:

IES 102: Social Construction of Difference

Exploring the social construction of race, class, gender, sexuality, and disability, students will examine how systems of stratification are formed, perpetuated, and interconnected through language and social institutions, such as schools, public policy, and media. Students will also consider how individuals might, within institutional contexts, play a transformative role in the social construction of difference. Some sections may be restricted to IES majors and IES and SEED minors only.

IES 204: Exploring Theories of Learning

This course explores questions related to how people learn, if they should be taught to learn, and why we forget so much of what was learned in school. To answer these questions, students will examine a body of theories of learning that include Socratic methods, behaviorism, constructivism, cognitive learning theories and situated learning.

IES 206: Schools in Society

This course examines the history, sociology, and philosophy of education in the United States. In addition, the course reviews school formations, current policies and practices in education, and the relationships between schools, their communities, and the larger society. Students will examine how public and non-public schools are organized and operate and will explore factors impacting educational equity, access and student success. Some sections may be restricted to integrated educational studies majors, or minors, or secondary education minors only.

IES 340: Children's Literature (Required of English Single Subject students)

This course is designed to study the style, technique, and methods for introducing children and young adolescents to literature. Students develop perspectives of literature as instrumental in child development and lifelong learning. Students will identify characteristics of quality literature, understand its role in the curriculum and use instructional strategies to teach a range of students' needs and interests. Topics include literature genres, multicultural and international literature, censorship, technology, and current educational issues in reading.

Spring Junior Year:

IES 412: Teaching Writing K-12

This course is designed to introduce pre-service students to the research, theory, and practice of teaching writing in grades K-12. Participants will understand and be able to apply the theory and research of learning to write and writing to learn in a variety of genres and disciplines, using writing across the curriculum as well as single-subject emphases to explore the power of writing as a vehicle for learning.

IES 448/449: Educating with Multiple Technologies

A focused look at selected current topics centered on the infusion of technology in the field of education. Provides experiences in the practical use of technology-based tools for teaching and learning, establishing a foundation for educators to become adept in the selection, evaluation, and implementation of current technological tools. Some sections offered online or blended

-or-

EDUC 451: Educational Application of Technology

An overview of the range of educational applications of computer technology including computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, schools of the future. Meets the professional clear requirements for classroom application of computers. Some sections of this course are taught online.

MACI 311: Teaching and Learning Math Concepts, Skills, & Critical Thinking (Required of Math Single Subject students)

The focus of this course is to prepare teacher candidates for teaching math concepts, skills and critical thinking in California's public schools. Candidates will become familiar with the California Common Core State Standards (CCSS) and the principles underlying how children learn math, from early childhood to middle school. Candidates will learn effective ways to design instruction in order to include all learners in accessible and rigorous problem-solving that allows students to develop both conceptual and procedural skills. The class will explore psychological aspects of mathematics learning, such as math anxiety and encouraging all students to see themselves as young mathematicians.

MACI 312: Contextual Teaching and Learning of Science (Required of Science Single Subject students)

Given the diverse nature of California's populations, this course prepares future teachers with the background knowledge, skills and abilities they will need to impart science content and engage students in ways that promote critical thinking and a love of learning. Aligned with the Next Generation Science Standards and Common Core State Standards, the content focus of this course will include scientific thinking, the biological and physical sciences, and the processes of experimental inquiry, differentiating instruction for students who represent different ability, language, and experiential backgrounds.

MACI 313: History for Diverse Learners (Required of History Single Subject students)

This course prepares future teachers in the methods of teaching history/social studies from critical multicultural and social justice frameworks to all students, especially those who are racialized, classed, and gendered in society. The course examines the transformative potential of history/social studies grounded in students' lives and civic engagement. Opportunities to use models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development will be used—with application of current state standards and integration of inquiry skills into history/social studies curriculum and assessment. Some sections may be offered in blended/hybrid format.

Fall Senior Year:

MACI 420: Secondary Content Area Literacy

This course studies literacy processes and their relationship to the secondary school curriculum and adolescent lives. Areas of focus will include the integration of reading and writing in the content areas, literacy assessment, vocabulary strategies, comprehension strategies, the use of fiction and non-fiction

across the curriculum, literacy resources, including online resources, and variations in literacy instruction for students from diverse linguistic and socio-economic backgrounds.

MACI 430: Second Language Acquisition and Academic Development in Multicultural Settings
Given California's diverse socioeconomic and cultural-linguistic student populations, this course prepares candidates to teach K-12 students who are acquiring English as a second language. This course provides pedagogical, curricular, and community strategies for fostering key knowledge, skills, and abilities English learning students need to access, engage with, and achieve in grade-level academic content for language arts and other subjects. The course builds upon relevant research and theories of general English Language Development (ELD) and integrated ELD models that emphasize ELD in the content-areas. The course includes a fieldwork component. Some sections may be offered in blended/hybrid format

Spring Senior Year:

MACI 421: Secondary Content Area Methods (9-12 Subject students)
This course, taught with special class sessions and activities devoted to each core content area (English/Language Arts, Mathematics, Sciences, History/Social Science), centers on methods for content area instruction in departmentalized secondary classrooms. Using the California State, Common Core, and Next Generation Science Standards as the base, candidates learn to create constructivist content curriculum and lesson plans, utilize instructional models appropriate to their content area, adapt different models of teaching to meet student needs and interests and those unique to the academic discipline, and use technology and resources specific to their content area. Some sections of this course may meet with EDUC 578.

MACI 431: Developing Effective Educational Environments
This course is designed to give teacher candidates a broad overview of educational environments including current research, theoretical perspectives, and practical applications. Candidates will begin developing pedagogical approaches and classroom management strategies that are contextually and culturally relevant, inclusive, equitable, and restorative, in order to create positive and productive learning environments. Candidates also will critically reflect on their own identities, beliefs, and educational experiences, the prevailing beliefs and practices of current teachers, and the implications for working in culturally diverse classrooms and schools.

MACI 493: Instructional Design & Assessment
This course introduces teacher candidates to relevant research and applicable theories that pertain to instruction and assessment. Candidates will develop a more complete understanding of curriculum design, as it relates to content knowledge acquisition and student developmental needs. This course also introduces candidates to research and practices in educational assessment, including reliability, validity, bias, and fairness. Other topics include summative and formative assessment, testing and standards, student and teacher assessment, and uses of tests to monitor, manage, and reform instruction. Group variations in test performance, and the educational and political uses of achievement tests, will be critically examined.

Master of Arts in Curriculum & Instruction: 5th year - Secondary Education

Summer III:

EDUC 571: Inclusion in the Public Schools

This course is designed using fundamental principles of Universal Design for Learning. Candidates will understand the special education as a system, including service delivery models, Multi-Tiered Systems of Supports, the referral process, and Individual Education Plans. Candidates will analyze overrepresentation of students of color in special education, paying particular attention to the role of racial and cultural bias.

EDUC 631: Differentiation in Academically- Diverse K-12 Classrooms

The content of the course enables candidates to increase their knowledge, skills and strategies acquired during their preliminary preparation for English language learners, students with disabilities in the general education classrooms and students in the general education classroom who are at risk. The course will address the development, refinement and application of differentiated instructional strategies and management techniques that enable students to master grade level State-adopted academic content standards at high performance levels. The course content reflects best practices that are characterized by a strong theoretical base as well as accommodate individual student readiness levels, language development levels, interests and learning styles.

Fall:

MACI 600: Professional Seminar

This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

EDUC 550: TPA

In this course candidates will review the Teaching Performance Expectations (TPEs), which are elements of the California Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. Multiple and single subject credential candidates will examine the following domains: making subject matter comprehensible to students; assessing student learning, engaging and supporting students in learning; planning instruction and designing learning experiences for students; creating and maintaining effective environments for students; and developing as a professional educator. During the course, multiple and single subject credential candidates will complete the teaching performance assessments (TPAs), which are required by the California Commission on Teacher Credentialing. Successful completion of the TPAs is a credential requirement.

MACI 583: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Interterm:

MACI 583: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Spring:

MACI 600: Professional Seminar

This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

MACI 583: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Summer I:

MACI 583: Teacher Residency

This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

MACI 575: Critical Analysis of Educational Practice

This is the final course in the MACI program and should be taken during the final semester. In this course, students engage in critical analysis of their own educational practice and of the various factors that affect and are affected by their educational practice. Students critically reflect upon their classroom experiences, teacher preparation processes, and overall development as an educator. Students also explore current social, political, and economic issues and trends, at both the national and local levels, that affect the educational settings they are entering. Particular attention is given to diverse perceptions of schooling held by multiple stakeholders, such as students, parents, teachers, administration, student support services, community members, special interest groups, and policy makers. Students will finalize and orally defend their yearlong portfolio project in order to fulfill the requirements of the Master's degree in this course.

Deposition Statement

The Attallah College of Educational Studies expects all teaching credential candidates to adhere to professional dispositions associated with the California Teacher Performance Expectations (TPEs) regarding Professional, Legal, and Ethical Obligations. These dispositions are highlighted throughout the TPEs, and specifically articulated in TPE 6: Developing as a Professional Educator. The dispositions include (but are not limited to): exhibiting positive dispositions of caring, support, acceptance and fairness towards students, families and colleagues; demonstrating how to communicate effectively with peers, colleagues, families, and members of the community; and demonstrating understanding of professional responsibilities, professional conduct, and moral fitness. All Attallah College professional licensure Teacher Education programs require candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the Attallah College of Educational Studies. Each candidate will be evaluated throughout her/his program on these dispositions by faculty and school personnel, and will receive regular feedback on these dispositions. Credential candidates are being prepared for the teaching profession, and are intentionally working toward professional dispositions. Thus, all assignments submitted for coursework or fieldwork experiences must adhere to the professional dispositions guidelines below.

Assignments that do not adhere to professional expectations may automatically receive a failing grade. This includes assignments that contain inappropriate or unprofessional content, do not adhere to the respect for cultural differences or the beliefs of others, or cause the instructor and/or school personal concern regarding the candidate and his/her work with children and/or colleagues in the field. According to TPE 6.2, Candidates must demonstrate, “the ability to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.”

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of candidates in the university classroom, in schools, and in the community (including online communities).

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- Maintains appropriate confidentiality
- Demonstrates compliance with laws/regulations
- Demonstrates compliance with policies/standards
- Maintains professional appearance
- Is prepared for class or appointments
- Is punctual for class or appointments
- Demonstrates academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- Demonstrates high expectations for others
- Demonstrates respect for the beliefs of others
- Demonstrates effective collaboration skills
- Demonstrates respect for cultural differences
- Demonstrates compassion for those experiencing difficulty
- Demonstrates patience during the learning process
- Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- Demonstrates critical thinking in written or verbal form
- Addresses issues of concern professionally
- Responds positively to constructive criticism
- Actively seeks out new information
- Seeks help when needed
- Demonstrates personal progress
- Demonstrates reflective practice in written or verbal form

Individualized Development Plan

Student Name: _____ Date: _____

Credential: _____

Purpose: Individual development plans (IDP) are required by the California Commission on Teacher Credentialing (CCTC) as a way of supporting teacher candidates as they transition from the TPE standards to the California Standards for the Teaching Profession (CSTP) standards in preparation for Induction. The development, implementation, and revision of the IDPs require a series of steps to be conducted by teacher candidates, university supervisor, and their faculty advisor. These steps are an interactive effort, and among the teacher candidate, faculty advisor, and the university supervisor must participate fully in the process. The self-assessment will help teacher candidates gauge skills, strengths, and areas for further development.

Steps	For Teacher Candidate	For University Supervisor	For Faculty Advisors
Step 1	Review both your formative and summative assessments provided by your university supervisor.	Provide timely delivery of formative and summative assessments to teacher candidates.	
Step 2	Conduct self-assessment	Review self-assessment and provide written feedback and identify resources to assist teacher candidates in meeting improvement in teaching goals	Review self-assessment and provide written feedback and identify resources to assist teacher candidates in meeting improvement in teaching goals
Step 3*	Revise self-assessment to include input from University Supervisor and Faculty Advisor	Review IDP to ensure accuracy and either provide teacher candidate more feedback and resources or sign and date to indicate successful completion.	Review IDP to ensure accuracy and either provide teacher candidate more feedback and resources or sign and date to indicate successful completion.

*Step 3 may be an iterative process

Instructions: Using the formative and summative assessments provided by your university supervisor and reflecting on your student teaching experience, please complete the table below using bullet points and short narratives. These are your individual goals to enhance and improve your teaching. Be reflective and specific. Then have both your university supervisor and your faculty advisor review this document to provide feedback. Revise your IDP to reflect input of your University Supervisor and Faculty Advisor. Please only set goals that are meaningful and relevant to your professional development moving forward. Finally, have all parties sign to confirm this plan. Ideally, you may use this as a helpful tool and an interactive process you engage in throughout your teaching career.

Goal	
Provide context for this goal and describe its relevance to future practice; be reflective.	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Alignment to TPEs and CSTP	
Feedback from University Supervisor and/or Faculty Advisor	

**For additional goals, please copy and paste the above table*

University Supervisor Signature: _____

Date: _____

Faculty Advisor Signature: _____

Date: _____

California Standards for the Teaching Profession (CSTP) 2009

<p>STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING 1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning</p>
<p>STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p>STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR 6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.