CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

"Changing Education. Changing the World."

Master of Arts in Teaching

Student Teaching Handbook

2019-2020

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Table of Contents

Welcome to student teaching
You are beginning an exciting time in your preparation to become a teacher. This booklet will provide you with information about your student teaching experience. Read it carefully and enjoy the adventure. Please be mindful that this handbook is accurate as of August 1, 2018. Since state requirements are subject to 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. The due dates for the Master of Arts in Teaching (MAT) student teaching applications are due March 1 for the fall semester and October 1 for the spring semester. Students are responsible for meeting this deadline, including adhering to the following requirements:
1. Submission of the student teaching application on Taskstream.
2. Submission of the following documents (NOTE: 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
   - CSET proof of passage

The candidate's application will be reviewed by the Fieldwork Administrator prior to advancement in student teaching. Additional information may be requested, and the Fieldwork Administrator in collaboration with collaboration the Program Coordinator may attach conditions to a candidate's advancement or deny advancement to student teaching if the review reveals reasons for concern or an incomplete application. 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.

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. 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 soon as they are offered a contract by a district. There are numerous forms that require completion in order 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" requirement. **The student is expected to attend all day, every day**, *for the entire semester* except in case of unavoidable absence. In cases of unavoidable absence, the student must notify his/her mentor teacher (s) and 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. 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 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 mid-term or formative evaluation and final or summative evaluation.

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.
- If a student is teaching full-time under contract in a public school, the student must receive prior approval from his/her advisor to complete student teaching in that paid position. Approval is obtained via petition.
- 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.
- You must have the equivalent of full teaching responsibility of the total class, all day, for a period of at least 4 weeks.

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 *MAT students placed in Orange Unified School District* 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 candidate may be dismissed from the program at any time if the candidate displays:
1. Inadequate performance in coursework or student teaching;
2. Poor oral and/or written communication skills;
3. Evidence of lack of commitment to the teaching profession;
4. Unacceptable behavior and/or an uncooperative attitude;
5. Failure to follow Chapman University policies, procedures and regulations.

The program dispositional requirements can be found via the link below. Candidates found to not meet dispositional requirements may be required to adhere to a remediation plan, or may be asked to leave their student placement immediately.

Disposition Requirements

Restrictions
Student teaching assignments are made in public schools. Student teaching in a special education 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
The Fieldwork Administrator arranges your student teaching placements. 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 support you. Do not hesitate to rely on this valuable mentor. 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 and their knowledge. Your university supervisor will provide valuable guidance. The university supervisor 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.

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 *six* times during the semester but can observe you eight or more times at the university supervisor's discretion. The university supervisor will ask you to critique your lessons and may request a conference. Strengths and areas for improvement will be included in your university supervisor's observation and evaluations. Copies of all university supervisor observation and evaluation notes will be discussed with 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 that is 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.
- E*valuator:* 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 completely 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 4 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 significant leadership in planning *how* these units will be taught.

The University requires the student teacher use a lesson plan book and plan at least one week in advance. **The university supervisor will require a specific detailed plan for lesson observations. The student teacher is expected to submit the detailed lesson plan to the supervisor prior to the observation. This is essential to the supervisor's ability to assess lesson planning requirements associated with the California Teacher Performance Expectations.**

It is understood, however, that such plans are subject to change as classroom circumstances dictate. We highly recommend that mentor teachers remain in the room with the student teacher the entire semester. Observation notes and feedback to the student teacher are critical. A regular time for daily conferences should be established. 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.

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

Responsibility Guidelines are listed below:

MAT students placed in Orange Unified School District:
- The expectation for initial fieldwork (first seven weeks) are as follows:
    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 follows:
    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

All other MAT students:
- Observing and taking notes about what the mentor teacher and students are doing
- Circulating in class to provide individual assistance or answer student questions
- Only as appropriate, providing behavioral reminders and reinforcements

- Instructional support such as small group, one on one instruction, and whole class instruction
- Attend all appropriate professional development, grade level planning meetings, and other experiences that are related to their assignment
- Co-planning, co-instructing, and co-assessing student work

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. Student teaching candidates expectations are as follows:

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 (as appropriate and with the proper permission), etc.
3. The student teacher is expected to schedule regular weekly conferences with the mentor teacher of 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 university supervisor will require a specific detailed plan for lesson observations. The student teacher is expected to submit the detailed lesson plan to the supervisor prior to the observation. This is essential to the supervisor's ability to assess lesson planning requirements associated with the California Teacher Performance Expectations.
6. The student teacher will assume a major teaching role as soon as the student teacher is ready to do so.
7. 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).
8. The student teacher is expected to arrive at school on time and remain after class to prepare for the next day.
9. 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, bilingual materials.
10. 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.
11. 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.
12. The student teacher will use appropriate assessment methods in evaluating the students.
13. 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.
14. 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.
15. The student teacher attends university seminars and supports the growth of fellow student teachers.
16. The student teacher develops relationships with parents and the school community, which includes phone conferences with parents, attending parent conferences and PTA meetings.
17. The student teacher works in an ethical and professional manner.

Easing into your first assignment
The following activities are recommended for the transition to student teaching. The time line should be completed in consultation with the mentor teacher.

FIRST WEEK

Observing:
- Observe the mentor teacher as s/he teaches a lesson. Have a conference prior to the lesson to focus the observation.

Managing:
- Identify students by name
- Learn daily schedules
- Become familiar with the school building
- Discuss with mentor teacher the rules and regulations of the classroom
- Maintain classroom rules while working with students
- Manages several class routines such as taking attendance, making school announcements,   dismissing class
- Meet the other teachers, attend meetings, introduce yourself to the custodian, administrative assistants and other school staff
- Plan for the second week with your mentor teacher

SECOND WEEK

Managing:
- Continue managing classroom routines
  - Maintain classroom rules while teaching
  - Assist mentor teacher in planning lessons for class activities
- Plan lessons for one class period with guidance of mentor teacher
  - Plan small group lessons for one or two periods
  - Learn to use equipment and materials
  - Prepare materials needed for instruction
- Assist mentor teacher
- Teach individual students
  - Teach one or two small groups or whole class
- Assist mentor teacher in grading papers
- Correct student work for lessons taught

THIRD AND FOURTH WEEK

Managing:
- Maintain classroom rules while teaching
  - Manage most classroom routines
- Develop long range plans for the remainder of the assignment and discuss with your mentor teacher and student teaching supervisor

Lessons:
- Plan lessons for entire class activity
  - Submit detailed lesson plans for the above to the mentor teacher and student teaching supervisor

Preparing:
- Prepare a bulletin board to correspond with relevant activity
  - Prepare materials for small group and whole class lessons
- Teach several lessons to the entire class
  - Teach small groups
- Evaluate students on their work and provide feedback
- Discuss formative evaluation with mentor teacher and sign off

FIFTH AND SIXTH WEEK

Observing:
- Continue observing the mentor teacher
- This may vary according to the individual, but you should be planning for and actively teaching for at least half of the day. The mentor teacher should be gradually releasing the class to you. You should have well developed plans that have been submitted in advance to the mentor teacher.

SEVENTH THROUGH SIXTEENTH WEEK

You should have the experience of being the lead teacher for at least four full weeks. The mentor teacher should allow you to plan and teach the entire day. You should discuss your plans with your mentor teacher before you assume full responsibility.

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 these 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.

Evaluation process
Each mentor teacher (unless you are an intern) completes the:
- Student Teaching Observation and Evaluation Report form during the midpoint of student teaching.
- Student Teaching Observation and Evaluation Report form (final) at the conclusion of student teaching.

The university supervisor completes the:

- Student Teaching Observation and Evaluation Report form during the midpoint of the assignment unless a written evaluation is needed sooner.
- Student Teaching Observation and Evaluation Report form (final) at the conclusion of 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.

Please note that the above actions represent failure to meet dispositional and practice requirements of the program. If candidates exhibit the above behavior(s) they may be asked to adhere to a remediation plan or asked to leave the student teaching placement.

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.

If a student receives a "Not Pass," the student may choose to withdraw from the program, or may be required to repeat the student teaching assignment in a different school. Appeals should be directed to the Associate Dean of Graduate Education.

Teacher Performance Assessments (TPA)
You will have enrolled in EDUC 550 usually during your first semester in the credential program. The following are *tentative* deadlines.

Spring 2019 Student Teachers: TPA 1 is due March 17, 2019. TPA 2 is due April 18, 2019.

Appeals process

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.

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.

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

Individualized Development Plan

California Standards for the Teaching Profession

2009 Standard Elements	
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, background, 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	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
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	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
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	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 border 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

Chapman University Attallah College of Educational Studies

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

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.

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.

Chapman University Attallah College of Educational Studies

COMMUNICATION PROCEDURES

Ongoing and open communication among student teachers, supervisors, mentor teachers, and the ACES faculty and staff 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

Chapman University Attallah College of Educational Studies

STUDENT TEACHING OBSERVATION AND EVALUATION REPORTS

The Student Teaching observation and evaluation reports are based on the California Teacher Performance Expectations. 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" (see pg. 19).

Mentor teachers and student teaching supervisors are required to conduct a **minimum of 2** substantive evaluation reports of student teachers, including a formative report (during the mid-point of student teaching) and a summative report (at the end of student teaching). For the evaluations, mentor teachers and supervisors will use the "Student Teaching Observation and Evaluation Report" form (see pgs. 20 to 22).

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 does not yet meet the teacher performance expectation and needs improvement. Candidate shows that they are approaching expectations.

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.

Chapman University Attallah College of Educational Studies

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

Chapman University Attallah College of Educational Studies

OBSERVATION AREA 3 (if applicable):

Observation Notes	Observer Questions &/or Feedback

Concluding Thoughts & Recommendations:

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:

Chapman University's Attallah College of Educational Studies
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
1. Engaging and Supporting All Students in Learning	
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
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	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
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	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

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					

Chapman University's Attallah College of Educational Studies

	1	2	3	4	n/o
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					

	1	2	3	4	n/o
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:

Chapman University's Attallah College of Educational Studies

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:
 □ **1** = Below Expectations   □ **2** = Approaching Expectations   □ **3** = Meets Expectations   □ **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?

Chapman University's Attallah College of Educational Studies

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?

Chapman University Attallah College of Educational Studies

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:

Chapman University Attallah College of Educational Studies

Master of Arts in Teaching: Multiple Subject

TERM 1:

EDUC 547/547B: Elementary Teaching and Learning in Diverse Classrooms: Investigating/Designing Transformative Environments
This course prepares prospective elementary (K-6) teachers with general foundational, pedagogical, and research tools. It provides a foundational study of the historical, political, and ideological context that have shaped schooling systems and teachers' unions in the United States. Major curriculum traditions will be explored and critically analyzed. The focus will be on designing collaborative, democratic, and culturally-responsive classroom environments grounded in critical pedagogy (Freire) and progressive education (Dewey), with an emphasis on lesson design, interdisciplinary curriculum development, formative and authentic assessment, and the social organization of learning. Up to 10 hours of fieldwork for this class is optional for completion.

EDUC 570: Pedagogies for Social Change
This course examines society's structures of exploitation and domination and their manifestation in schools. It takes a historical materialist perspective of schooling, examining its historical and current function within the state and its potential to creates spaces for social transformation. Students develop a critical understanding of capitalism, racism, patriarchy, sexual and gender normativity, and other forms of oppression. Critical pedagogy, revolutionary critical pedagogy, culturally responsive instruction, and decolonizing pedagogy are examined and discussed as practical pedagogies for social change.

EDUC 500/500B: Literacy and Learning: Teaching of Reading
This course is about literacy learning and development from a sociocultural framework in the context of teaching diverse student populations. This course is designed to give teacher candidates an understanding of the elements of a research-based literacy learning 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, cultural, linguistic, neurodiverse, socioeconomic, and other areas of difference including those with identified disabilities and addresses the material consequences of literacy acquisition. Students will participate in a 25 hour praxis to tutor an elementary grade student.

EDUC 569: Human Development and Wellness in Diverse Classrooms
This course provides teacher candidates with a foundational understanding of their role in promoting a democratic classroom environment that fosters students' emotional, physical, and mental health and wellness within their classroom communities. Candidates will examine major classic and contemporary theoretical constructs and topics related to development, both typical and atypical, and analyze developmentally based behavior through a global and multicultural perspective.

EDUC 550: Evaluating Teaching Performance Expectations
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.

TERM 2:

EDUC 501/501B: Teaching English to Emerging Bilingual Students: Ensuring Access and Equity
This course prepares teacher candidates to teach emergent bilingual multicultural learners in diverse multiple subject settings, using current theoretical foundations, conceptual understandings, and relevant research for second language development and academic content instruction. It is linked to effective collaborative, designated and integrated English language development, and critical multicultural and relevant pedagogical approaches using contextual tools that facilitate communication, interaction, and links to family and community. Candidates will become adept at authentic assessment techniques and design lessons differentiated for ability levels to increase language, multi-culture, and academic learning, exceeding standards for California schools. 15 hours of fieldwork praxis in an assigned public school setting accompanies this course for application of course objectives in a community of practice. EDUC 501 is primarily taught in English and [EDUC 501B](#) is taught in both English and Spanish.

EDUC 568/568B: Critical Mathematics Teaching
This course prepares teacher candidates in the methods of teaching mathematics through a critical multicultural education framework. Candidates will engage in doing mathematics and learn effective ways to design, enact, assess, and reflect on instruction that aligns with the new state standards and leverage and build on children's mathematical knowledge and their languages, culture, and communities. The content focus will include learning theories and research on the development of students' mathematical thinking, instruction that promote students' mathematical development by teaching through problem solving, and models of culturally responsive teaching that promote student access and agency in learning mathematics with understanding. Technology will be used to analyze, reflect, and revise instruction based on student learning. Some fieldwork experience is embedded in the course.

EDUC 571: Educating Diverse Learners in Inclusive Classrooms
This course prepares future secondary teachers in the methods of teaching social studies and language arts from an interdisciplinary framework to diverse student populations. The course engages students in thinking critically about the transformative potential of social studies and language arts that is grounded in students' lives and that fosters learning via social action. The course offers opportunities to use various models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development—with application of current state standards and integration of writing into the social studies and language arts curriculum. May be held together/concurrently with [EDUC 517](#): Secondary Subject Matter Methods Science and Mathematics. Some sections may be offered in blended/hybrid format.

EDUC 512: Student Teaching I: Multiple Subject
This fieldwork experience is designed to be completed during the second term of the Teacher Credential and/or Master of Arts in Teaching program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. Candidates are required to assume co-teaching responsibilities for a half school day (3 hours/day) for a minimum of 16 weeks.

TERM 3:

EDUC 579: Elementary Teacher Inquiry, Professionalism, and Wellbeing
This course is grounded in exploring topics of inquiry that come directly from learners' experience as student teachers in K-12 settings. Topics include but are not limited to: healthy classroom environments, teacher-student discourse patterns, conflict resolution in school and classroom settings, instructional planning and delivery, pedagogical best practices that incorporate current state and national content standards, assessment, meeting the needs of diverse learners, including children with special rights and emergent bilinguals, parent-teacher communication, professional ethics, professional engagement in organizations and within school districts, resume design and interviewing techniques. Teacher and students' wellbeing will be an overarching theme.

EDUC 543/543B: Integrated Pedagogy and Systems Thinking
Candidates will explore systemic sustainability in the context of historical and cultural epistemologies. Systems thinking will be used to design curriculum that: a) addresses state and national standards and b) integrates multiple content areas including science, social studies, visual and performing arts, and physical education.

EDUC 582: Student Teaching II: Multiple Subject
This fieldwork experience is designed to be completed during the third term of the Teacher Credential and/or Master of Arts in Teaching program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. Candidates are required to assume co-teaching responsibilities for a full school day (6 hours/day) for a minimum of 16 weeks. They should assume full teaching responsibilities during the last four weeks of the assignment. Students take 3+3 or 6 credits with a 12 credits maximum.

TERM 4:

EDUC 695: Special Topics in Teaching
This course is designed to develop greater depth and expertise in a specific area of teaching. The focus of the course will be based on one of the following areas: Ethnic Studies, Critical Pedagogy, STEAM (Science Technology Engineering, Art, and Mathematics Education), Critical Literacy, or additional topics such as bilingual education.

EDUC 696: Master of Arts in Teaching Capstone Project
The instructor provides support to students in developing a capstone project that reflects their focus of expertise developed in [EDUC 695](). These projects evidence theory, research, reflection, and/or action that challenge existing oppressive structures in teaching and/or schooling and demonstrate the potential for transformation, social justice, and equity in education. Students choose from one of the following: project action research, practitioner inquiry, curriculum design, or a portfolio/e-portfolio.

EDUC 688B: Chicano/Latino Cultures: An Interdisciplinary Perspective *(Bilingual authorization candidates.)*
This course is designed specifically for candidates seeking the bilingual emphasis multiple subject credential in Spanish/English. It focuses on the history, philosophy, and legislation of bilingual multicultural education. It addresses language acquisition theories, sociocultural theories, and their practical applications relative to diverse dual language program models. A critical lens is used as a backdrop for understanding the controversies, politics and policies in public schools relative to bilingual education, as well as the role of parents, bilingual teachers, administrators, and school communities. Effective pedagogies for developing and reinforcing bilingualism, transferability, biliteracy and multiculturalism are used for planning instruction and teaching in a bilingual classroom. Students choose from one of the following: project action research, practitioner inquiry, curriculum design, or a portfolio/e-portfolio. 10 hours of fieldwork required. Spanish fluency and literacy is required.

EDUC 689B: Critical Bilingual Multicultural Education: History, Theory, and Practice *(Bilingual authorization candidates)*
This course is designed specifically for candidates seeking the bilingual emphasis multiple subject credential in Spanish/English. It focuses on the history, philosophy, and legislation of bilingual multicultural education. It addresses language acquisition theories, sociocultural theories, and their practical applications relative to diverse dual language program models. A critical lens is used as a backdrop for understanding the controversies, politics and policies in public schools relative to bilingual education, as well as the role of parents, bilingual teachers, administrators, and school communities. Effective pedagogies for developing and reinforcing bilingualism, transferability, biliteracy and multiculturalism are used for planning instruction and teaching in a bilingual classroom. 10 hours of fieldwork required. Spanish fluency and literacy is required.

Chapman University Attallah College of Educational Studies

Master of Arts in Teaching: Single Subject

TERM 1:

EDUC 567: Secondary Teaching & Learning in Diverse Classrooms: Investigating and Designing Transformative Learning Environments
This course prepares prospective secondary teachers with general foundational, pedagogical, and research tools. It provides a foundational study of the historical, political, and ideological context that have shaped schooling systems and teachers' unions in the United States. Major curriculum traditions will be explored and critically analyzed. The focus will be on designing collaborative, democratic, and culturally-responsive classroom environments grounded in critical pedagogy (Freire) and progressive education (Dewey), with an emphasis on lesson design, interdisciplinary curriculum development, formative and authentic assessment, and the social organization of learning. Up to 10 hours of fieldwork for this class is optional for completion.

EDUC 570: Pedagogies for Social Change
This course examines society's structures of exploitation and domination and their manifestation in schools. It takes a historical materialist perspective of schooling, examining its historical and current function within the state and its potential to creates spaces for social transformation. Students develop a critical understanding of capitalism, racism, patriarchy, sexual and gender normativity, and other forms of oppression. Critical pedagogy, revolutionary critical pedagogy, culturally responsive instruction, and decolonizing pedagogy are examined and discussed as practical pedagogies for social change.

EDUC 532: 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 technological resources, and variations in literacy instruction for students from diverse linguistic and socioeconomic backgrounds. Tutoring in a content area using literacy strategies will serve as 25 hours of integrated fieldwork for this course.

EDUC 569: Human Development and Wellness in Diverse Classrooms
This course provides teacher candidates with a foundational understanding of their role in promoting a democratic classroom environment that fosters students' emotional, physical, and mental health and wellness within their classroom communities. Candidates will examine major classic and contemporary theoretical constructs and topics related to development, both typical and atypical, and analyze developmentally based behavior through a global and multicultural perspective.

EDUC 550: Evaluating Teaching Performance Expectations
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.

TERM 2:

EDUC 504: Second Language Acquisition, Literacy, and Learning for Secondary Students
The course prepares future teacher candidates to teach bilingual multicultural learners in single subject

settings, using current theories, concepts, and research. The focus is on language acquisition and literacy development from a sociocultural framework. The course also covers the history of United States and California language policies, civil and language rights. Students will complete 15 hours of fieldwork.

EDUC 517: Secondary Subject Matter Methods I: Math and Science
This course is taught in sequence over two semesters (EDUC 517 and EDUC 518) and prepares teacher candidates to create democratic learning communities for mathematics and science teaching and learning. Candidates will learn to teach mathematics and science from an interdisciplinary framework to diverse student populations. The course offers opportunities to use various models of culturally responsive teaching that support critical thinking, student participation, and identity development – with application of current national and state standards and integration of writing into math and science curriculum. May be held together/concurrently with EDUC 577: Secondary Subject Matter Methods I: Social Studies and Language Arts.
-or-
EDUC 577: Secondary Subject Matter Method I: Social Studies and Language Arts
This course prepares future secondary teachers in the methods of teaching social studies and language arts from an interdisciplinary framework to diverse student populations. The course engages students in thinking critically about the transformative potential of social studies and language arts that is grounded in students' lives and that fosters learning via social action. The course offers opportunities to use various models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development—with application of current state standards and integration of writing into the social studies and language arts curriculum. May be held together/concurrently with EDUC 517: Secondary Subject Matter Methods Science and Mathematics. Some sections may be offered in blended/hybrid format.

EDUC 571: Educating Diverse Learners in Inclusive Classrooms
This course focuses on collaboration, inclusive schooling, and learning characteristics of students with disabilities. 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 513: Student Teaching I: Single Subject
This fieldwork experience is designed to be completed during the second term of the Teacher Credential and/or Master of Arts in Teaching program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public secondary school classroom. Candidates are required to assume co-teaching responsibilities for a half school day (3 hours/day) for a minimum of 16 weeks.

TERM 3:

EDUC 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing
This course is grounded in exploring topics of inquiry that come directly from learners' experience as student teachers bilinguals, parent-teacher communication, professional ethics, professional engagement in organizations and within school districts, resume design and interviewing techniques. Teacher and students' wellbeing will be an overarching theme.

EDUC 518: Secondary Subject Matter Methods II: Math and Science
This course is the second of a two semester series to prepare teacher candidates to create democratic learning communities for mathematics and science teaching and learning. Candidates will learn to teach mathematics and science from an interdisciplinary framework to diverse student populations. This course focuses on the clinical practice of teaching in mathematics and science. The course involves lesson study, lesson design (short- and long-term interdisciplinary units), teaching practicum, and reflection. May be held together/concurrently with EDUC 578: Secondary Methods II: Social Studies and Language Arts. May be held together/concurrently with MACI 421: Secondary Content Area Methods.
-or-

EDUC 578: Secondary Subject Matter Methods II: Social Studies and Language Arts
This course prepares future secondary teachers in the methods of teaching social studies and language arts from an interdisciplinary framework to diverse student populations. The course engages students in thinking critically about the transformative potential of social studies and language arts that is grounded in students' lives and that fosters learning via social action. This course focuses on the clinical practice of teaching in social studies and language arts. The course involves lesson study, lesson design (short and long-term interdisciplinary units), teaching practicum, and reflection. May be held with [EDUC 518](#) Secondary Subject Matter Methods II: Science and Mathematics. Some sections may be offered in blended/hybrid format.

EDUC 583: Student Teaching II: Single Subject
This fieldwork experience is designed to be completed during the third term of the Teacher Credential and/or Master of Arts in Teaching program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public secondary school classroom. Candidates are required to assume co-teaching responsibilities for a full school day (6 hours/day) for a minimum of 16 weeks. They should assume full teaching responsibilities during the last four weeks of the assignment. Students take 3+3 or 6 credits with a 12 credits maximum.

TERM 4:

EDUC 695: Special Topics in Teaching
This course is designed to develop greater depth and expertise in a specific area of teaching. The focus of the course will be based on one of the following areas: Ethnic Studies, Critical Pedagogy, STEAM (Science Technology Engineering, Art, and Mathematics Education), Critical Literacy, or additional topics such as bilingual education.

EDUC 696: Master of Arts in Teaching Capstone Project
The instructor provides support to students in developing a capstone project that reflects their focus of expertise developed in [EDUC 695](#). These projects evidence theory, research, reflection, and/or action that challenge existing oppressive structures in teaching and/or schooling and demonstrate the potential for transformation, social justice, and equity in education. Students choose from one of the following: project action research, practitioner inquiry, curriculum design, or a portfolio/e-portfolio.

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

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:_____

Acknowledgement of Student Teaching Handbook Requirements

Please complete this form and return to Zachary Nguyen (znguyen@chapman.edu) prior to the start of your student teaching. You MUST complete and return this form prior to your first day of student teaching. If this form is not submitted your student teaching may be delayed.

I _____ understand that I am responsible for reviewing the entire Master of Arts in Teaching Student Teaching Handbook and familiarizing myself with all requirements outlined in the Master of Arts in Teaching Student Teaching Handbook. I understand that I must comply with all requirements outlined in the Master of Arts in Teaching Student Teaching Handbook.

Name (Please Print): _____

Signature: _____

Date: _____