August 1, 2018

Thank you for serving as a Clinical Experience Lecturer Faculty for Student Teaching (i.e., "University Supervisor") for Chapman University's Attallah College of Educational Studies. I am very excited to be working with a team of experienced educators who are committed to developing the next generation of teachers. As you already are well aware, the student teaching process is a critical component of teacher candidates' preparation and professionalization. Given the importance of the student teaching process, the Attallah College has developed protocols and guidelines to ensure our student teachers receive the necessary guidance and support to further develop as effective educators.

This packet contains information about the following aspects of the supervisor process:
I.   Supervisor roles and responsibilities
II.   Supervisor semester timeline
III. Supervisor evaluations
IV.   Mileage Reimbursement

Should you have any questions or concerns, please do not hesitate to contact me. Thank you again, and I look forward to working with you this semester.

All the best,

Robin Blauvelt
Fieldwork Administrator
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Phone: (714) 628-7267

I. UNIVERSITY SUPERVISOR ROLES AND RESPONSIBILITIES

The role of the University Supervisor is to support, evaluate, and mentor student teachers for the Donna Ford Attallah College of Educational Studies. Supervisors also serve an important role as a liaison between school sites and the Attallah College. The Attallah College depends on you – your careful and consistent observation, fair and candid feedback, and informed assessment – to be able to recommend our graduates for teacher certification. While specific student teaching experiences may vary due to school sites and individual students, the following guidelines and procedural information are intended to support your work with our students:

1. COMMUNICATION
   o Arrange and facilitate 2 group meetings with the student teacher, mentor teacher or support provider (for intern candidates), and supervisor at the beginning and end of each semester (within the first 2 weeks) to discuss student teacher goals, expectations, concerns, progress, and outcomes. Identify specific dates or time frames when the student teacher will engage in small-group instruction, take over the class, last day of student teaching, etc.
   o Discuss student teacher progress with mentor teacher or support provider throughout the semester.
   o Provide continuous updates to the Fieldwork Administrator and Program Coordinator on the progress of student teachers.

2. OBSERVATIONS
   o The initial visit should occur during the first two weeks of the student teaching experience. If the student teacher is not "teaching," use the opportunity to engage in guided observations.
      ▪ NOTE: This guided observation should be **focused on students**, not the mentor teacher (consider letting your mentor teacher know this too). Possible questions to pose: What do you notice about the students -- as an entire class and as individuals? What questions do you have about particular students? Which students seem most engaged? Least engaged? How do you know they are engaged?
   o Conduct multiple observations and evaluations of student teachers, including but not limited to the required formative and summative evaluations.
      ▪ Similar to student teachers, supervisors also are guests at school sites and in mentor teachers' classrooms. Please be sure to inquire about and follow required school protocols regarding school visits (signing in at the front desk, showing photo ID, wearing nametag, etc.).
      ▪ At the very least, supervisors should observe student teachers every other week. Although the exact number observations will depend on student teacher needs, please use the following guidelines:
         • MAT: conduct 8 visits during the 16-week Chapman semester
         • MACI: conduct 8 visits during the Orange Unified semester rotation (Fall/Interterm or Spring/Summer)
         • Note: the number of required observations may increase in the coming year due to state and accreditation agency requirements.
   o Use the "Student Teaching Observation Form" and "Teaching Observation Report Form".
      ▪ For the "Student Teaching Observation Form":

a. Pre-observation conference – This discussion may take place via phone, email, or in-person a day or two before the scheduled observation. You can request that student teachers provide you with a lesson plan and other relevant details. Ask the student teacher to identify one or two specific areas they would like you to focus on (e.g., checking for understanding, specific student interactions, delivery of clear instructions, etc.)

b. Observation – The observation should be of the student teacher actively engaging with students and cover an entire period or lesson.

c. Post-observation discussion – This discussion should occur shortly after the observation. This meeting offers an opportunity for you and the student teacher to collaboratively review, reflect upon, and evaluate the lesson and their teaching.

3. FEEDBACK & SUPPORT
   o Provide ongoing, specific, critical, and supportive feedback to student teachers.
     ▪ Encourage thoughtful and creative planning and organization; consistent classroom management practices conducive to learning; connections between teaching theory and classroom practice (i.e., rationale for materials and methods); self-assessment and use of assessments for subsequent improvement; development of professional working relationships with mentor teacher and school community; development of strong rapport between student teacher and her/his students.
   o Maintain detailed communication logs that document observations, recommendations made, and supports provided (see pages 10 for details).
   o Provide students with professionalization skills and guidance for next steps (e.g., job search process, preparing for interviews, networking, etc.).

4. PROTOCOLS FOR ADDRESSING STUDENT TEACHING CONCERNS
   STEP 1: If a concern arises about a mentor teacher (either through a supervisor's observation or from the student teacher's feedback), the university supervisor should first contact the Fieldwork Administrator (via email or phone) and provide her with a brief description of the situation. Then, the university supervisor should speak with both the mentor teacher and student teacher. These may be separate meetings, or, if appropriate, the university supervisor should facilitate a joint meeting with both the mentor teacher and student teacher. Similar steps should be taken if a concern arises about a student teacher (either through a supervisor's observation or from the mentor teacher's feedback).

   STEP 2: After the meetings, the university supervisor will report back to the Fieldwork Administrator and make a recommendation about next steps (i.e., provide extra supports, increase frequency of check-ins, change placement, etc.).

   STEP 3: If needed, the university supervisor, student teacher, Fieldwork Administrator, and Program Coordinator will meet to discuss next steps and/or changes that need to be implemented.

5. EDUCATOR DEVELOPMENT & PARTICIPATION
    o Attend (and facilitate, as needed) student teaching orientation before or at the
      beginning of each semester. Participate in supervisor meetings, trainings, and
      professional development opportunities.

II. SUPERVISOR SEMESTER TIMELINE

	MULTIPLE SUBJECT	SINGLE SUBJECT
Before student teaching begins	• Supervisor Team Meeting: _____ • Student Teaching Orientation: _____ • Contact student teacher and mentor teacher or support provider–introductions and arrange for group meeting	
Visit 1	• Conduct observation (even if student teacher is not "teaching") • Facilitate group meeting I • Meet with student teacher for conversation 1 (led by him/her)	
Visit 2	• Conduct observation(s)	
Visit 3	• Conduct observation(s)	
Visit 4	• Conduct observation(s) • Conduct and submit formative evaluation • Remind mentor teachers to complete and submit formative evaluations	
Visit 5	• Conduct observation(s)	
Visit 6	• Conduct observation(s) • Facilitate group meeting II	
Visit 7	• Conduct observation(s)	
Visit 8	• Conduct and submit summative evaluation • Remind mentor teachers to complete and submit summative evaluations • Facilitate group meeting II	

III. SUPERVISOR EVALUATIONS

Due to changing accreditation rules and regulations and feedback from student teachers, the Attallah College of Educational Studies is working more closely with and providing more professional development for our university supervisors. We have implemented a mandatory university supervisor orientation and will also be offering opportunities for supervisors to receive additional support and training as needed. Supervisors also will be evaluated each semester by her/his student teacher(s) and a member of the Attallah College leadership team.

The 3 primary areas on which supervisors will be evaluated are:

- **Reliability and responsiveness** (e.g., responds in a timely manner to inquiries from student teacher, mentor teacher, and ACES; attends scheduled observations and meetings; arrives at scheduled time; addresses issues, questions, or concerns raised by student teacher, mentor teacher, and ACES in a timely manner)

- **Evaluation processes** (e.g., thoughtfully and thoroughly completes Student Teacher Observation Reports; reports have high level of detail and insight; submits completed evaluation reports online in expected timeframe)

- **Student teacher development and support** (e.g., provides constructive feedback and suggestions to student teacher; helps student teacher identify growth areas; supports student teacher toward developing in those areas)

At the end of each semester, each student teacher will submit an evaluation of her/his supervisor and a member of the Attallah College leadership team will provide feedback to supervisors, as needed, on the 3 above evaluation areas.

Student Teacher Evaluation of University Supervisor

Dates of student teaching: _____

School: _____ District: _____

Name of your university supervisor: _____

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

1. How often did your university supervisor communicate with you in person or by other means about issues related to your teaching practice?
☐ Less than once per month
☐ Once per month
☐ 2-3 times per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

2. How often did your university supervisor observe your classroom instruction and provide feedback during your field placement?
☐ Less than once per month
☐ Once per month
☐ 2-3 times per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

3. My university supervisor (select all that apply):
☐ Understood current educational theory
☐ Modeled collegial practices that led to my success
☐ Was well versed in helping me work through problems in teaching
☐ Promoted reflective practice
☐ Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching
☐ Was knowledgeable about and able to provide support for field-based assignments

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

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

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

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

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

Additional Comments:

Please use the attached **LOCAL AUTOMOBILE MILEAGE REPORT** to submit your fieldwork mileage. Enter your name, dept. name (Attallah College of Educational Studies), dept. number (4900), and the date.

-You will be submitting Mileage Reports at the end of each month and attaching Google maps showing your destinations and miles.

*Always use Chapman University as your starting point, unless your starting point is closer to the destination.

To Complete the Local Automobile Mileage Report

1. Log your mileage using one entry line per destination. Therefore, if you are entering round-trip mileage, you would use two lines.

DATE	TRAVEL		EXPLANATION	MILES	AMOUNT DUE
	FROM	TO			
8/14/15	Chapman Univerity to Lakeview Elementary		Student Teacher Observation	11.9	
8/14/15	Lakeview Elementary to Chapman University		Return Mileage	11.9	

2. Include the date of travel, the starting location, ending location, and explanation of your purpose of travel: **Student teacher observation & Return mileage** is fine. Then, include the miles for each trip and leave the Amount due column blank.

3. Sign on the Traveler's signature line and submit the completed Local Automobile Mileage Report and Google maps to Robin Blauvelt – blauvelt@chapman.edu. Robin will review, enter your mileage, and request a mileage reimbursement check on your behalf. After this is completed, payroll will process the check request and within a few weeks a check will be sent directly to your home address.

CHAPMAN UNIVERSITY

LOCAL AUTOMOBILE MILEAGE REPORT

Name (print): _____   Date: _____

Dept. Name: Attallah College of Educational Studies   Dept. Number: 4900-49000   Account Number: 520030

DATE	TRAVEL FROM	TO	EXPLANATION	MILES	AMOUNT DUE
					-	$0.00

TOTALS

I certify that the above business expenses are acceptable and necessary.

Traveler's Signature   _____

Approved By   _____

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

"Changing Education. Changing the World."

Elementary Education

Student Teaching

Handbook for Master Teachers

Last updated: December 2017

Table of Contents

Roles and Responsibilities

The Master Teacher

The master teacher functions as a model for the student teacher. Not only is the master teacher an excellent teacher, the master teacher should demonstrate patience with adult learners and be a master at interpersonal communication. Student teachers from Chapman have had the most current preparation possible, but they are novices. They do not have, nor can they be expected to have, the abilities, techniques, or self-assurance of a master teacher. As adults moving into a new and challenging profession, student teachers will need guidance, praise and patience. The master teacher can provide opportunities for the reflection and self-analysis critical for continuing growth.

Each student teacher is required to complete 16 weeks in a primary grade (K-3) or in an upper elementary grade (4-6). The grade level should be the opposite of the majority of the grade levels in which the student teacher completed his or her Praxis requirements to give student teachers a full range of K-6 experiences.

Transfer of Responsibility

The transfer of teaching responsibility from master teacher to the student teacher requires careful consideration and judgment. Student teachers vary in their readiness to assume full teaching duties. The process may be completed quickly, with the student teacher responsible for all aspects of teaching and managing the class soon after the first week of the semester; the process may be completed more gradually, but with the student teacher taking full responsibility no later than the end of the fourth week.

The pace at which the teaching role is transferred from the master teacher to the student teacher should be negotiated to the satisfaction of both with the assistance of the student teaching supervisor. The master teacher may·specify the major units to be taught, but the student teacher should have freedom in planning how the units will be taught. Collaborative planning and consultation are encouraged.

The master teacher is requested to remain in the room during the student teacher's first two weeks of teaching after s/he has assumed full responsibility. The master teacher may remain in the room during the entire time the student teacher assumes full responsibility and may offer support and suggestions after having observed the student teacher. Written observation notes and constructive feedback are essential for the development of student competence. A regular time for conference between the master teacher and the student teacher is recommended. It is important the master teacher be explicit about expectations of the student teacher in terms of:
1. Classroom management,
2. Curricular preparations and planning,
3. Effective teaching strategies,
4. Rapport with the students,
5. Attendance and punctuality, dress and grooming and
6. Cooperation with other teachers.

Some additional responsibility guidelines are listed below:

ALL MACI and MAT students placed in OUSD:

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

All other MAT students:

- Observing and taking notes about what the master 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

If the student teacher encounters problems, he or she will turn first to the master teacher. If the concern persists, the master teacher and student teacher may decide to involve a third party; the University supervisor, the Fieldwork Administrator, or the Program Coordinator.

Lesson Plan

The student teacher is required to prepare daily lesson plans. In addition, the university requires the student teacher to use a lesson plan book and plan two weeks in advance. It is understood, however, lessons plans are subject to change.

Evaluation

The master teacher is asked to complete a mid-point (formative) and final (summative) evaluation at the conclusion of the 16 weeks. Evaluations should be discussed with the student and then completed through the Qualtrics survey, which will be reviewed, by the Fieldwork Administrator and Program Coordinator.

The Student Teacher Supervisor

The supervisor collaborates with the master teacher to maintain high standards. Each university supervisor comes to the job with broad classroom experience and a breadth of knowledge. When at the school site, the university supervisor:
1. Confers with the master teacher, student teacher and when appropriate, a school administrator;
2. Observes and evaluates the student teacher's work in the classroom, providing appropriate feedback;
3. Works with other members of the teaching team.

The Chapman University supervisor will observe the student teacher instructing as frequently as necessary, usually every other week for no less than six observations. The student teaching supervisor should critique the student teacher's performance immediately after the lesson. In any case, the university supervisor will give the student teacher a copy of the observation and evaluation notes, and should be available for a conference at either the request of the master teacher or the student teacher. Strengths and weaknesses as well as suggestions for improvement will be included in the university supervisor's observation and evaluation. Copies of observation and evaluation notes will be discussed with the student teacher. The original of all observation notes will be placed in the student teacher's file.

Evaluation criteria

Student teaching evaluation criteria are based on the California Standards for the Teaching Profession established by the California Commission on Teacher Credentialing. The forms are used by the master teacher and the university supervisor in assessing the student teacher's work. The student teacher is expected to demonstrate an acceptable level of skill on all Standards of Candidate Competence and Performance to pass student teaching. It is extremely important areas needing improvement be clearly documented.

Grades
If a student receives a "Not Pass," the student will:
1. Repeat the student teaching assignment in a different school or
2. Withdraw from the program.

Appeals should be directed to the associate dean. The student teaching semester may be repeated, but with the approval of the associate dean or program coordinator.

The Student Teacher

The following information is provided to the student teacher and is included here for reference.
1. The student teacher recognizes professional responsibilities are fulfilled in terms of tasks accomplished, not in terms of hours spent at school. Each student teacher is prepared to spend as much time as is necessary to complete these tasks. Successful completion of the student teaching assignment must be the principal priority.
2. The student teacher communicates ability and willingness to work with all students and is committed to the belief all students can learn.
3. The student teacher is expected to request a regular time for daily and/or weekly conferences with the master teacher; this schedule should be agreed upon early in the assignment.
4. Prior to assuming major responsibility for a class, the student teacher assists the master teacher in preparing materials, identifying student needs, and evaluating student work. The student teacher should observe all aspects of the responsibilities performed by the master teacher.
5. The student teacher is encouraged to work with a variety of teaching and learning activities, materials and grouping modes.
6. The student teacher is encouraged to try various teaching methods, including individualized instruction, team teaching, contracts approach, and cooperative learning.
7. The student teacher is expected to arrive in the classroom each day in sufficient time to arrange instructional materials, to organize needed equipment, and to supervise the arrival of the students.
8. The student teacher, throughout the assignment, devotes attention to individuals and their needs, develops strategies to provide for individual differences including gender, development, culture, race, and special needs. The student teacher stimulates student interest, maintains motivation, and facilitates the development of relevance in learning subject matters.
9. The student teacher develops skills in dealing with behavioral diversity and creates a respectful classroom environment where learning may occur. The student teacher develops rapport with his or her students and creates an effective classroom environment that promotes mutual respect.
10. The student teacher will make clarity in communication of information, ideas, and concepts one of the top priorities for the semester.

11. The student teacher uses a variety of assessment methods.
12. Throughout the instructional day, the student teacher makes critical thinking a high priority.
13. The student teacher is encouraged to reflect upon the events of the day and to seek suggestions for improvement from the master teacher and supervisors.
14. The student teacher cooperates with other faculty members and participates in faculty meetings, parent conferences, staff development, back to school night, open house, and extra-curricular activities.
15. The student teacher attends university seminars and supports the mutual growth of fellow student teachers.
16. The student teacher works with students and adults in an ethical and professional manner.

The Use of Student Teacher as Substitutes

Should a master teacher be absent, the principal may request the student teacher serve as the substitute. A student teacher acting as a substitute must have the required substitute credential and must meet the requirements of the district. A student teacher may serve as a substitute for a maximum of four days during the student teaching assignment.

Appendix

California Standards for the Teaching Profession

Teacher Performance Expectations (TPEs)

Student Teaching Observation and Evaluation Report Form

Student Teacher Evaluation of Master Teacher

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
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	6.1 Reflecting on teaching practice in support of student learning
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	6.3 Collaborating with colleagues and the border professional community to support teacher and student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	6.4 Working with families to support student learning
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	6.5 Engaging local communities in support of the instructional program
5.6 Using available technologies to assist in assessment analysis, and communication of student learning	6.6 Managing professional responsibilities to maintain motivation and commitment to all students
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.7 Demonstrating professional responsibility, integrity, and ethical conduct

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.

STUDENT TEACHING OBSERVATION AND EVALUATION REPORTS

The Student Teaching Observation and Evaluation Reports is based on the California Teaching Performance Expectations (TPE) organized in 6 major domains (see page 6 for more details about the TPEs). Please use the provided evaluation form to assess the teacher candidate's strengths, abilities, and areas for growth under each of the TPEs. Your evaluation is very important and will help determine if the candidate is ready to teach in a California school under the current regulations outlined by AB 1059, SB2042, and 5857.

Master teachers 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, please use the "Student Teaching Observation and Evaluation Report" form (see page 12).

Master teachers should submit all reports **online through a Qualtrics survey form** within 2 weeks of the evaluation. Detailed "Comments on Evaluation" and "Recommendations" also are required, as they provide specific feedback to student teachers and evidence of support and guidance provided by 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 = Below Expectations – Candidate barely meets the teacher performance expectation and needs improvement.

1 = Far 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.

Student Teacher Evaluation of Master Teacher

Dates of student teaching: _____

School: _____ District: _____

Name of your master teacher: _____
(Note: If you had more than 1 master teacher, please complete separate forms for each master teacher.)

This is an evaluation of the master teacher(s) under whom you taught as part of your student teaching requirement for your credential. Please assess your master 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 master teacher(s) until after the student teaching assignments are completed.

1. How often did your master 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
☐ Twice per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

2. How often did your master teacher observe your classroom instruction and provide feedback during your field placement?
☐ Less than once per month
☐ Once per month
☐ Twice per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

3. My master teacher (select all that apply):
☐ Was an excellent educator and a valuable role model
☐ 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 master teacher help you the most?

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

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

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

1. My master teacher took time to help me plan my lessons.   1   2   3   4

Please explain:

2. My master teacher provided guidance and encouragement as I planned and   1   2   3   4
delivered my lessons.

Please explain:

3. My master teacher took time to conference with me and critiqued my   1   2   3   4
lessons and offer suggestions.

Please explain:

4. I had confidence in my master teacher's instructional skills.   1   2   3   4

Please explain:

5. My master teacher had classroom management procedures in place that   1   2   3   4
allowed for maximum time on task.
Please explain:

6. My master teacher supported the development of my classroom management   1   2   3   4
and instructional skills.
Please explain:

7. My master teacher was responsive to my concerns.   1   2   3   4
Please explain:

8. Overall, my master teacher was a good mentor for me.   1   2   3   4

Please explain:

Additional Comments:

CHAPMAN UNIVERSITY | DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

"Changing Education. Changing the World."

Master of Arts in

Curriculum and Instruction

Student Teaching Handbook

2018-2019

COMMUNICATION PROCEDURES

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

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

- -

Student Teacher Supervisor Communication Log
Student Teacher – _____

Date	Duration of meeting	Topic

STUDENT TEACHING OBSERVATION AND EVALUATION REPORTS

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

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

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

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

Phases of performance competency are explained below:

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

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

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

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

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

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

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: _____

<u>Rating Scale</u> **1**=Below Expectations; **2**=Approaching Expectations; **3**=Meets Expectations; **4**=Exceeds Expectations

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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					

	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:

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   1   2   3   4
classroom teaching.

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   1   2   3   4
basis.

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   1   2   3   4
taught in my teacher education program courses.

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   1   2   3   4
instructional skills.

Please explain:

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

Please explain:

Additional Comments:

Student Teacher Evaluation of University Supervisor

Dates of student teaching: _____

School: _____ District: _____

Name of your university supervisor: _____

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

1. How often did your university supervisor communicate with you in person or by other means about issues related to your teaching practice?
☐ Less than once per month
☐ Once per month
☐ 2-3 times per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

2. How often did your university supervisor observe your classroom instruction and provide feedback during your field placement?
☐ Less than once per month
☐ Once per month
☐ 2-3 times per month
☐ Once per week
☐ 2-3 times per week
☐ Daily

3. My university supervisor (select all that apply):
☐ Understood current educational theory
☐ Modeled collegial practices that led to my success
☐ Was well versed in helping me work through problems in teaching
☐ Promoted reflective practice
☐ Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching
☐ Was knowledgeable about and able to provide support for field-based assignments

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

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

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

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

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

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

Please explain:

Additional Comments:

Master of Arts in Curriculum & Instruction: Elementary Education

<u>Prerequisites:</u>

IES 102: Social Construction of Difference
Exploring the social construction of race, class, gender, sexuality, and disability, students will examine how systems of stratification are formed, perpetuated, and interconnected through language and social institutions, such as schools, public policy, and media. Students will also consider how individuals might, within institutional contexts, play a transformative role in the social construction of difference. Some sections may be restricted to IES majors and IES and SEED minors only.

IES 204: Exploring Theories of Learning
This course explores questions related to how people learn, if they should be taught to learn, and why we forget so much of what was learned in school. To answer these questions, students will examine a body of theories of learning that include Socratic methods, behaviorism, constructivism, cognitive learning theories and situated learning.

IES 205: Learning Across Boundaries
While people easily slide from one role to another (teacher, student, barista, athlete), formal learning and understanding in diverse disciplines is rare. This course asks students to recognize the similarities between disciplines of knowledge and develop strategies for use in their own discipline of study.

IES 206: Schools in Society
This course examines the history, sociology, and philosophy of education in the United States. In addition, the course reviews school formations, current policies and practices in education, and the relationships between schools, their communities, and the larger society. Students will examine how public and non-public schools are organized and operate and will explore factors impacting educational equity, access and student success. Some sections may be restricted to integrated educational studies majors, or minors, or secondary education minors only.

IES 316: Aesthetic Education
This course will nurture appreciative, reflective, cultural, participatory engagements with the arts. Students will explore art-making in dance, music, theatre, and visual arts and will gain heighten perception and challenge preconceived notions, creating the possibility for personal and community change.

IES 340: Children's Literature
This course is designed to study the style, technique, and methods for introducing children and young adolescents to literature. Students develop perspectives of literature as instrumental in child development and lifelong learning. Students will identify characteristics of quality literature, understand its role in the curriculum and use instructional strategies to teach a range of students' needs and interests. Topics include literature genres, multicultural and international literature, censorship, technology, and current educational issues in reading.

<u>Spring Junior Year:</u>

IES 412: Teaching Writing K-12
This course is designed to introduce pre-service students to the research, theory, and practice of teaching writing in grades K-12. Participants will understand and be able to apply the theory and research of learning to write and writing to learn in a variety of genres and disciplines, using writing

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

IES 448/449: Educating with Multiple Technologies
A focused look at selected current topics centered on the infusion of technology in the field of education. Provides experiences in the practical use of technology-based tools for teaching and learning, establishing a foundation for educators to become adept in the selection, evaluation, and implementation of current technological tools. Some sections offered online or blended
                                                    -or-
EDUC 451: Educational Application of Technology
An overview of the range of educational applications of computer technology including computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, schools of the future. Meets the professional clear requirements for classroom application of computers. Some sections of this course are taught online.

MACI 311: Teaching and Learning Math Concepts, Skills, & Critical Thinking
The focus of this course is to prepare teacher candidates for teaching math concepts, skills and critical thinking in California's public schools. Candidates will become familiar with the California Common Core State Standards (CCSS) and the principles underlying how children learn math, from early childhood to middle school. Candidates will learn effective ways to design instruction in order to include all learners in accessible and rigorous problem-solving that allows students to develop both conceptual and procedural skills. The class will explore psychological aspects of mathematics learning, such as math anxiety and encouraging all students to see themselves as young mathematicians.

MACI 312: Contextual Teaching and Learning of Science
Given the diverse nature of California's populations, this course prepares future teachers with the background knowledge, skills and abilities they will need to impart science content and engage students in ways that promote critical thinking and a love of learning. Aligned with the Next Generation Science Standards and Common Core State Standards, the content focus of this course will include scientific thinking, the biological and physical sciences, and the processes of experimental inquiry, differentiating instruction for students who represent different ability, language, and experiential backgrounds.

MACI 313: History for Diverse Learners
This course prepares future teachers in the methods of teaching history/social studies from critical multicultural and social justice frameworks to all students, especially those who are racialized, classed, and gendered in society. The course examines the transformative potential of history/social studies grounded in students' lives and civic engagement. Opportunities to use models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development will be used—with application of current state standards and integration of inquiry skills into history/social studies curriculum and assessment. Some sections may be offered in blended/hybrid format.

Fall Senior Year:

MACI 410: Literacy and Learning: Teaching of Reading and Writing K-3
This course is designed to give teacher candidates an understanding of the elements of a research-based literacy learning for primary grade children within context of a balanced literacy paradigm. Candidates will understand connections between reading, writing, speaking, and listening in language arts learning

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

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

Spring Senior Year:

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

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

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

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

Summer III:

EDUC 571: Inclusion in the Public Schools
This course is designed using fundamental principles of Universal Design for Learning. Candidates will understand the special education as a system, including service delivery models, Multi-Tiered Systems of Supports, the referral process, and Individual Education Plans. Candidates will analyze overrepresentation of students of color in special education, paying particular attention to the role of racial and cultural bias.

EDUC 631: Differentiation in Academically- Diverse K-12 Classrooms
The content of the course enables candidates to increase their knowledge, skills and strategies acquired during their preliminary preparation for English language learners, students with disabilities in the general education classrooms and students in the general education classroom who are at risk. The course will address the development, refinement and application of differentiated instructional strategies and management techniques that enable students to master grade level State-adopted academic content standards at high performance levels. The course content reflects best practices that are characterized by a strong theoretical base as well as accommodate individual student readiness levels, language development levels, interests and learning styles.

Fall:

MACI 600: Professional Seminar
This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

EDUC 550: TPA
In this course candidates will review the Teaching Performance Expectations (TPEs), which are elements of the California Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. Multiple and single subject credential candidates will examine the following domains: making subject matter comprehensible to students; assessing student learning, engaging and supporting students in learning; planning instruction and designing learning experiences for students; creating and maintaining effective environments for students; and developing as a professional educator. During the course, multiple and single subject credential candidates will complete the teaching performance assessments (TPAs), which are required by the California Commission on Teacher Credentialing. Successful completion of the TPAs is a credential requirement.

MACI 582: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

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

Spring:

MACI 600: Professional Seminar
This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

MACI 582: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

Summer I:

MACI 582: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public elementary school classroom. This course is taken for 3 credits per semester, three semesters, four credits per semester for one semester and repeated (fall, interterm, spring, summer) until a minimum of 13 credits is earned. Candidates are required to assume full teaching responsibilities for at least 12 weeks within the 13 credit experience. May be repeated for credit.

MACI 575: Critical Analysis of Educational Practice
This is the final course in the MACI program and should be taken during the final semester. In this course, students engage in critical analysis of their own educational practice and of the various factors that affect and are affected by their educational practice. Students critically reflect upon their classroom experiences, teacher preparation processes, and overall development as an educator. Students also explore current social, political, and economic issues and trends, at both the national and local levels,

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

Master of Arts in Curriculum & Instruction: Secondary Education
Prerequisites:

IES 102: Social Construction of Difference
Exploring the social construction of race, class, gender, sexuality, and disability, students will examine how systems of stratification are formed, perpetuated, and interconnected through language and social institutions, such as schools, public policy, and media. Students will also consider how individuals might, within institutional contexts, play a transformative role in the social construction of difference. Some sections may be restricted to IES majors and IES and SEED minors only.

IES 204: Exploring Theories of Learning
This course explores questions related to how people learn, if they should be taught to learn, and why we forget so much of what was learned in school. To answer these questions, students will examine a body of theories of learning that include Socratic methods, behaviorism, constructivism, cognitive learning theories and situated learning.

IES 206: Schools in Society
This course examines the history, sociology, and philosophy of education in the United States. In addition, the course reviews school formations, current policies and practices in education, and the relationships between schools, their communities, and the larger society. Students will examine how public and non-public schools are organized and operate and will explore factors impacting educational equity, access and student success. Some sections may be restricted to integrated educational studies majors, or minors, or secondary education minors only.

IES 340: Children's Literature (Required of English Single Subject students)
This course is designed to study the style, technique, and methods for introducing children and young adolescents to literature. Students develop perspectives of literature as instrumental in child development and lifelong learning. Students will identify characteristics of quality literature, understand its role in the curriculum and use instructional strategies to teach a range of students' needs and interests. Topics include literature genres, multicultural and international literature, censorship, technology, and current educational issues in reading.

Spring Junior Year:

IES 412: Teaching Writing K-12
This course is designed to introduce pre-service students to the research, theory, and practice of teaching writing in grades K-12. Participants will understand and be able to apply the theory and research of learning to write and writing to learn in a variety of genres and disciplines, using writing across the curriculum as well as single-subject emphases to explore the power of writing as a vehicle for learning.

IES 448/449: Educating with Multiple Technologies
A focused look at selected current topics centered on the infusion of technology in the field of education. Provides experiences in the practical use of technology-based tools for teaching and learning, establishing a foundation for educators to become adept in the selection, evaluation, and implementation of current technological tools. Some sections offered online or blended

<div align="center">-or-</div>

EDUC 451: Educational Application of Technology
An overview of the range of educational applications of computer technology including computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, schools of the future. Meets the professional clear requirements for classroom application of computers. Some sections of this course are taught online.

MACI 311: Teaching and Learning Math Concepts, Skills, & Critical Thinking (Required of Math Single Subject students)
The focus of this course is to prepare teacher candidates for teaching math concepts, skills and critical thinking in California's public schools. Candidates will become familiar with the California Common Core State Standards (CCSS) and the principles underlying how children learn math, from early childhood to middle school. Candidates will learn effective ways to design instruction in order to include all learners in accessible and rigorous problem-solving that allows students to develop both conceptual and procedural skills. The class will explore psychological aspects of mathematics learning, such as math anxiety and encouraging all students to see themselves as young mathematicians.

MACI 312: Contextual Teaching and Learning of Science (Required of Science Single Subject students)
Given the diverse nature of California's populations, this course prepares future teachers with the background knowledge, skills and abilities they will need to impart science content and engage students in ways that promote critical thinking and a love of learning. Aligned with the Next Generation Science Standards and Common Core State Standards, the content focus of this course will include scientific thinking, the biological and physical sciences, and the processes of experimental inquiry, differentiating instruction for students who represent different ability, language, and experiential backgrounds.

MACI 313: History for Diverse Learners (Required of History Single Subject students)
This course prepares future teachers in the methods of teaching history/social studies from critical multicultural and social justice frameworks to all students, especially those who are racialized, classed, and gendered in society. The course examines the transformative potential of history/social studies grounded in students' lives and civic engagement. Opportunities to use models of culturally responsive teaching that support student engagement, critical thinking, and character/ethical development will be used—with application of current state standards and integration of inquiry skills into history/social studies curriculum and assessment. Some sections may be offered in blended/hybrid format.

Fall Senior Year:

MACI 420: Secondary Content Area Literacy
This course studies literacy processes and their relationship to the secondary school curriculum and adolescent lives. Areas of focus will include the integration of reading and writing in the content areas, literacy assessment, vocabulary strategies, comprehension strategies, the use of fiction and non-fiction

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

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

Spring Senior Year:

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

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

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

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

Summer III:

EDUC 571: Inclusion in the Public Schools

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

EDUC 631: Differentiation in Academically- Diverse K-12 Classrooms
The content of the course enables candidates to increase their knowledge, skills and strategies acquired during their preliminary preparation for English language learners, students with disabilities in the general education classrooms and students in the general education classroom who are at risk. The course will address the development, refinement and application of differentiated instructional strategies and management techniques that enable students to master grade level State-adopted academic content standards at high performance levels. The course content reflects best practices that are characterized by a strong theoretical base as well as accommodate individual student readiness levels, language development levels, interests and learning styles.

Fall:

MACI 600: Professional Seminar
This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

EDUC 550: TPA
In this course candidates will review the Teaching Performance Expectations (TPEs), which are elements of the California Commission on Teacher Credentialing (CTC) 2042 Teacher Preparation Program Standards. Multiple and single subject credential candidates will examine the following domains: making subject matter comprehensible to students; assessing student learning, engaging and supporting students in learning; planning instruction and designing learning experiences for students; creating and maintaining effective environments for students; and developing as a professional educator. During the course, multiple and single subject credential candidates will complete the teaching performance assessments (TPAs), which are required by the California Commission on Teacher Credentialing. Successful completion of the TPAs is a credential requirement.

MACI 583: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Interterm:

MACI 583: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Spring:

MACI 600: Professional Seminar
This course provides candidates the opportunity to gain professional development on important topics at critical times during the teaching residency year. Candidates will enroll in the proseminar course each semester during the fifth year of the program. Seminars will take place on campus and at professional development sites, and are facilitated by university faculty and educator practitioners. Post-baccalaureates will participate in these seminars, creating professional communities among teacher candidates, educational practitioners and university faculty. Seminars will cover important topics that include, but are not limited to, teacher professionalism, health and wellness, child development, models of co-teaching, and child abuse reporting.

MACI 583: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

Summer I:

MACI 583: Teacher Residency
This fieldwork experience is designed to be completed during the Teacher Residency Year of the Master of Arts in Curriculum and Instruction program. Candidates are required to work under the supervision of a credentialed teacher in an appropriate public school secondary classroom. This course is taken for 3 credits per semester and repeated (fall, interterm, spring, summer) until a minimum of 12 credits is earned. Candidates are required to assume full co-teaching responsibilities for at least 12 weeks within the 12 credit experience.

MACI 575: Critical Analysis of Educational Practice
This is the final course in the MACI program and should be taken during the final semester. In this course, students engage in critical analysis of their own educational practice and of the various factors that affect and are affected by their educational practice. Students critically reflect upon their classroom experiences, teacher preparation processes, and overall development as an educator. Students also explore current social, political, and economic issues and trends, at both the national and local levels, that affect the educational settings they are entering. Particular attention is given to diverse perceptions of schooling held by multiple stakeholders, such as students, parents, teachers, administration, student support services, community members, special interest groups, and policy makers. Students will finalize and orally defend their yearlong portfolio project in order to fulfill the requirements of the Master's degree in this course.

Deposition Statement

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

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

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

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

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

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

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

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

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

CHAPMAN | DONNA FORD ATTALLAH UNIVERSITY | 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.	
Alignment to TPEs and CSTP	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Feedback from University Supervisor and/or Faculty Advisor	

For additional goals, please copy and paste the above table

University Supervisor Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

California Standards for the Teaching Profession (CSTP) 2009

STANDARD ONE:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:
ASSESSING STUDENTS FOR LEARNING

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

STANDARD FOUR:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD SIX:
DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

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

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