

# **ACCELERATED COLLABORATIVE TEACHER (ACT) PREPARATION PROGRAM**

**California State University Northridge**  
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The ACT Program Handbook is designed for teacher candidates, faculty, Cooperating/Mentor Teachers, university supervisors, and coordinators participating in the Accelerated Collaborative Teacher (ACT) Preparation Program. It is intended to provide an overview of the program, describe responsibilities of credential candidates, coordinators, and faculty participating in the ACT Program, and explain ACT policies and procedures.

**The ACT Coordinators and Faculty  
August, 2011**

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## ACT PROGRAM CONTACT LIST

The ACT Preparation Program is offered through the Michael D. Eisner College of Education at California State University, Northridge. ACT teacher candidates must meet all university and credential program requirements to participate in the program. The following information is provided to assist ACT participants in contacting appropriate offices and personnel during the program.

### ACT Office

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Dr. Renee Ziolkowska, Elementary Education (818) 677-7393  
[renee.ziolkowska@csun.edu](mailto:renee.ziolkowska@csun.edu)

### CSUN College of Education Administrative Personnel

#### Dean's Office

Dr. Michael Spagna, Dean (818) 677-2590  
Dr. Beverly Cabello, Associate Dean (818) 677-2590

#### Credential Office

(818) 677-2586  
Email address: [credprep@csun.edu](mailto:credprep@csun.edu)  
Bonnie Crawford, Director  
Estela Chacon, Assistant Director

## **PART I: ABOUT THE ACT PREPARATION PROGRAM**

The ACT Preparation Program reflects the philosophy and guiding values of the College of Education. This philosophy is expressed in the following Conceptual Framework adopted by the College.

### **Conceptual Framework – Michael D. Eisner College of Education**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic **excellence** in the acquisition of professional knowledge and skills.

We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

We value ethical practice and what it means to become **ethical and caring professionals**.

We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.

We value **creative and reflective thinking** and practice.

## Program Overview

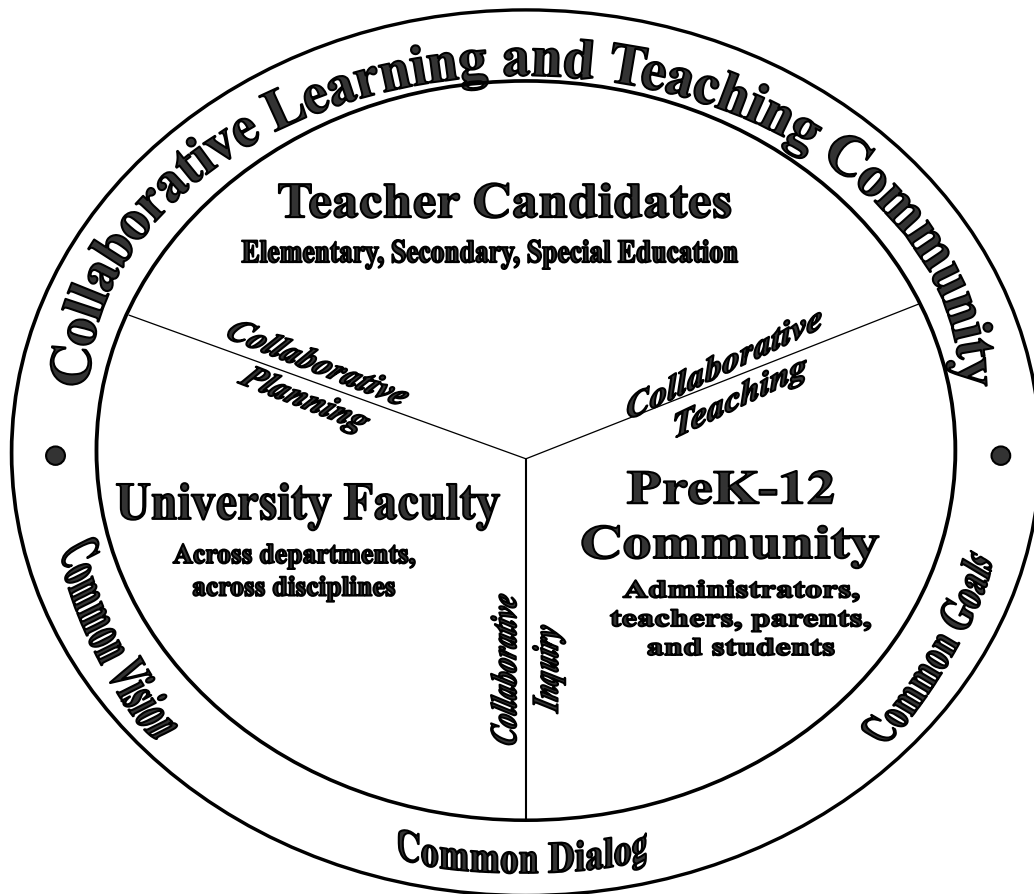
The ACT Preparation Program is offered collaboratively between the College of Education at California State University, Northridge (CSUN), the Los Angeles Unified School District, and other approved school districts. ACT is designed for teacher candidates who have completed a bachelor's degree and are interested in a one-year full time credential program. The program leads to a Preliminary Multiple Subject, Single Subject, or Education Specialist Preliminary Credential. ACT was developed through the DELTA (Design for Excellence: Linking Teaching and Achievement) Collaborative, an initiative of the Los Angeles Annenberg Metropolitan Project (LAAMP) and supported by a 5-year grant from the Weingart Foundation.

The values that the ACT Program promotes are reflected in the following **vision statement**:

*We are a collaborative, supportive, empowering community, united in the commitment to invigorate ongoing teacher education and utilize research and assessment that will inspire best teaching practices to meet the diverse needs of students and to significantly affect student achievement.*

Our goal as a Collaborative is to create and sustain a learning and teaching community that fosters collaborative planning, teaching and inquiry among teacher candidates, university faculty, and the PreK-12 community. Figure 1, which also appears on the cover of the handbook, depicts the interrelationship of the elements of such a community.

Figure 1



## **ACT Program Principles**

In the developmental stages of the program, various members of the Collaborative met to discuss elements of the ACT Program. From these elements a core of principles was derived that have guided the development and implementation of the ACT Preparation Program:

- **A standards-based program** – ACT is organized around the six interrelated domains of the California Standards for the Teaching Profession and state and district content standards.
- **A developmental approach** – The scope and sequence of the content and experiences build developmentally, one upon the other.
- **Extensive and intensive field experiences** – Teacher candidates complete a full year of fieldwork in the classrooms of exemplary teachers trained as Cooperating/Mentor Teachers.
- **Preparation to teach diverse urban learners** – ACT promotes a sensitivity to diversity and the knowledge and skills necessary to teach in multicultural and multilingual settings.
- **Alignment with the school district calendar** – The ACT calendar aligns with the district calendar so that teacher candidates experience a full year of school life.
- **Professional learning and teaching community** – Through ACT teachers, administrators, parents in the community, teacher candidates and university faculty are collectively immersed in sharing knowledge, inquiry, and problem solving.

The ACT Program offers several unique features, including:

- Guaranteed enrollment in courses
- Professional preparation in one academic year
- Personalized advisement and mentoring
- Progression through the program as a cohort
- Courses taught collaboratively by university faculty and classroom teachers
- Emphasis on field based experiences with diverse learners
- One-on-one coaching by experienced classroom teachers

ACT credential candidates enroll in coursework full time and complete field experiences and student teaching in selected schools under the supervision of exemplary teachers.

## **Knowledge, Skills and Dispositions**

The ACT Preparation Program is designed to prepare candidates to be effective teachers by focusing on knowledge, skills and dispositions addressed by the six domains of the California Standards for the Teaching Profession (CSTP):

- Engaging and supporting all students in learning;
- Creating and maintaining effective environments for student learning;
- Understanding and organizing subject matter for student learning;
- Planning instruction and designing learning experiences for all students;
- Assessing student learning;
- Developing as a professional educator.

The following dispositions have been identified in the ACT Program as important qualities of effective teachers. These dispositions, often reflected in the beliefs and values of an individual, are discussed throughout the program, and assessed by ACT candidates, their instructors, university supervisors and Cooperating/Mentor Teachers.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn and is committed to serving urban students from diverse cultural and linguistic backgrounds and with special needs.
- **Commitment to Ethical Practices**: Committed to ethical professional activities in serving urban students and their families.

### **Program Components**

The two semester ACT Program consists of three components: a common core designed for all credential candidates, specialization coursework, and field experiences.

**Common Core.** The Common Core consists of two courses, one each semester of the ACT Program. All ACT candidates (i.e., elementary, secondary and special education) progress through these courses together. A team of university faculty collaborates in planning and teaching the Common Core with teachers from LAUSD, focusing on what all teachers need to learn in serving urban students from diverse cultural and linguistic backgrounds and with special needs.

**Specialization.** Building on the common core, specialization courses are designed for each specialization area (elementary, secondary and special education). Credential candidates attend the appropriate specialization courses with course content coordinated across common core, specialization courses and fieldwork.

**Fieldwork.** Fieldwork is an integral part of the ACT Preparation Program and is designed to provide extensive experiences across grade levels and increase in intensity with each semester. Credential candidates are assigned to teachers who have been selected to guide and mentor the teacher candidate in the field experience.

In semester one, credential candidates are assigned to a cooperating teacher/mentor to observe, participate and begin to assume responsibility for planning, teaching and evaluating the curriculum. In the second semester, credential candidates increase their teaching responsibility and assume greater responsibility for the classroom. It is expected that by the end of the spring semester of student teaching, the candidate will demonstrate the competencies required of a beginning teacher as reflected in the California Standards for the Teaching Profession (CSTP) and associated Teacher Performance Expectations (TPEs). Fieldwork hours vary according to specialization requirements. Table 1 provides an overview of the ACT Program for the three specializations.

**Table 1: ACT Course Requirements by Program**

		<b>Semester One - Fall</b>	<b>Semester Two - Spring</b>
<b>Common</b>	<b>All ACT Candidates</b>	<p><b>ELPS 541A</b> –Introduction to Teaching in Urban Schools (1)  <b>SPED 541B</b> - Introduction to Teaching in Urban Schools (2)</p>	<p><b>ELPS 542A</b> –Meeting the Needs of All Students in Urban Schools (2)  <b>SPED 542B</b> - Meeting the Needs of All Students in Urban Schools (1)</p>
	<b>Elementary</b>	<p><b>EPC/EED 500</b> – Fundamentals of Teaching (3)  <b>E ED 520</b> – Teaching Reading in the Elementary School (3)  <b>E ED 577</b> – Language Arts and ESL Instruction (3)  <b>E ED 565M</b> – Mathematics Curriculum and Methods (3)  <b>E ED 515</b> – Basic Technology Methods (2)</p>	<p><b>E ED 575</b> – Integrated Social Studies and Arts Curriculum and Methods (3)  <b>E ED 565S</b> – Science Curriculum and Methods (2)  <b>KIN 595PE</b> – Applied Methods for Physical Education (1)  <b>HSCI 496TH</b> – Teaching Health (1)</p>
<b>Specialization</b>	<b>Secondary</b>	<p><b>EPC 420</b> – Educational Psychology of the Adolescent (3)  <b>SED 511</b> – Fundamentals of Teaching in Multiethnic, Multilingual Secondary Schools (4)  <b>SED 525</b> – Specialized Methods (3)  <b>SED 514</b> – Computers in the Instructional Program (3)</p>	<p><b>SED 521</b> – Literacy, Language, and Learning in Secondary Schools (3)  <b>SED 529</b> - Teaching English Learners (3)  <b>HSCI 496 ADL</b> – Health Concerns of the Adolescent (1)</p>
	<b>Special Education</b>	<p><b>Special Education Core Courses</b>  <b>SPED 400</b> – Developmental Differences (3)  <b>SPED 404</b> – Learners with Social-Communication Disabilities including Autism (3) (MM)  <b>E ED 565M</b> – Mathematics Curriculum and Methods (3) (MM, MS, DHH) or <b>SED 525</b> – Methods of Teaching Single Subject (3) (MM only)  <b>SPED 406</b> – K-12 Literacy Instruction (3)</p> <p><b>Mild/Moderate Disabilities</b>  <b>SPED 501MM</b> – Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)</p> <p><b>Moderate/Severe Disabilities</b>  <b>SPED 504MS</b> - Teaching Learners: MS Disabilities  <b>SPED 640</b> - Physical and Multiple Disabilities</p> <p><b>Deaf/Hard of Hearing</b>  <b>SPED 504D</b> - Foundations of Deaf Ed  <b>SPED 560</b> - Develop and Assess Language  <b>SPED 563</b> - Audiology and English Dev for DHH</p>	<p><b>Special Education Core Courses</b>  <b>SPED 402</b> – Behavioral Assessment and Positive Behavioral Supports (3)</p> <p><b>Mild/Moderate Disabilities</b>  <b>SPED 502MM</b> – Reading/Language Arts Instruction for Learners with Mild/Moderate Disabilities (3)  <b>SPED 503MM</b> – Curriculum and Instruction in Math and Content Subjects (3)</p> <p><b>Moderate/Severe Disabilities</b>  <b>SPED 505MS</b> – Curriculum and Instruction: MS  <b>SPED 581</b>- Alternative/Augmentative Communication</p> <p><b>Deaf/Hard of Hearing</b>  <b>SPED 561D</b> – Teaching Reading: DHH  <b>SPED 565</b> – Teaching Writing: DHH  <b>SPED 566D</b> – Curriculum and Instruction DHH  <b>SPED 567D</b> – Teaching DHH Students</p>
	<b>Fieldwork</b>	<p><b>E ED 567ACT</b>–Supervised Fieldwork (4)  <b>E ED 559C</b>–Supervised Fieldwork Seminar (2)</p>	<p><b>E ED 568ACT</b> – Student Teaching (6)  <b>E ED 559F</b>–Supervised Fieldwork Seminar (1)</p>
	<b>Secondary</b>	<p><b>SED 554 and 554S</b> – Field Experience in Secondary Education and Seminar (3 + 1)</p>	<p><b>SED 555 and 555S</b> – Student Teaching Experience and Seminar (5 +2)</p>
	<b>Special Education</b>	<p><b>SPED 579ACT</b> – Fieldwork with Exceptional Learners (4) (MM and DHH) or <b>SPED 403MS</b> (3)(MS)</p>	<p><b>SPED 580ACT</b> – Advanced Fieldwork with Exceptional Learners (MM - 6) or <b>SPED 580MS</b> and <b>SPED 580S</b> (Seminar) (MS - 6+3) or <b>SPED 580D</b> (DHH - 6)</p>

## **ACT Faculty**

### **Coordinators**

University coordinators representing each of the three credential options (multiple subject, single subject, special education), and a PreK-12 Coordinator, are responsible for administering the ACT Program. They fulfill specific responsibilities related to assignment and coordination of teacher candidates during their field experiences. Coordinators oversee admissions and advisement of credential candidates in each of the three credential options.

Specific questions regarding the credential program should be addressed with the appropriate ACT Coordinator.

### **Common Core Faculty**

Faculty teaching in the Common Core represent a range of expertise and teaching interests. They collaborate with one another and with teachers, administrators, staff, and parents in the design and instruction of foundational content essential to all credential candidates. Additionally, Common Core faculty lead thematic seminars related to their areas of expertise.

Questions regarding the content, activities, assignments, and grading in the common core can be addressed to the assigned grading instructor in the Common Core.

### **Specialization Faculty**

Specialization faculty teaching in the ACT Program have expertise in a specific area of study, e.g., teaching students with disabilities, or methods related to a subject area discipline.

Questions or concerns related to a specialization course should be discussed with the specialization instructor.

If at any time a teacher candidate feels his or her questions and/or concerns regarding a specific course have not been satisfactorily addressed, the student should discuss the concerns with the appropriate ACT Coordinator.

## **ACT Policies, Expectations, and Professional Responsibilities**

### **Expectations of ACT Program Teacher Candidates**

- You are conscientious and professional and want the best preparation as a beginning teacher.
- You will conduct yourself in a professional manner at all times.
- You will read all assignments at least once.
- You will read course syllabi several times.
- You will question course instructor(s) if you are unclear on assignments, grading practices, and class expectations.
- You will complete assignments in a professional manner (e.g., typed, unless otherwise noted) and submit them on their due date.
- You will, if given the opportunity, redo written assignments by either implementing or intelligently critiquing suggestions offered to you.
- You will attend all class meetings and be on time unless it is impossible for you to do so.
- You will phone another student ahead of time if you need to be absent, asking this person to take notes for you and pick up any handouts so that you can keep pace in your classes and be prepared for the next class meeting.
- If you are absent from class and need assistance, you will first seek help from another student and then from your Instructor(s).
- You will participate fully in all ACT Program courses and provide Instructors honest feedback on your experiences.
- You will share your personal experiences, knowledge, skills, and talents with other participants in the program throughout the year.
- You will comport yourself as a professional at all times.

### **Expectations Candidates May Make About ACT Program Instructors**

- We will address your questions and concerns.
- We will give adequate time to prepare for class meetings.
- We will make every effort to design motivating and purposeful learning experiences.
- We will give adequate time to reviewing your assignments.
- We will return all assignments to you in a timely manner.
- We will be just and fair in our evaluation of you.

### **Registering For Classes**

Teacher candidates in the ACT Program pay fees and register for classes according to university policy and must comply with deadlines. The following deadlines apply:

<b>Semester</b>	<b>Deadline for Registering for Classes</b>
Fall Semester	End of the third week of classes
Spring Semester	End of the third week of classes

Any teacher candidate who is not registered for classes by this deadline may not participate in the ACT Program.

**Employment While Enrolled in the ACT Program**

The ACT program is designed for teacher candidates who are available for full-time study. While many students enrolled in the ACT Program are employed on a part-time basis, they must be able to arrange their work schedules to accommodate the ACT Program class and field experience schedule.

**E-Mail**

CSUN sends all official communication by email, including registration information. Therefore, all teacher candidates enrolled in the ACT Program are required to obtain and maintain a CSUN email address. Candidates may link their CSUN Webmail account to a private Internet service provider, but are responsible for checking their CSUN email address regularly for messages. To activate your CSUN email, go to <http://www.csun.edu/account>.

**Attendance and Tardiness**

Attendance for the purpose of participation in class discussions and group activities is required at all Common Core and specialization class sessions, and seminars. Teacher candidates are asked to abide by attendance policies established for each course. All class sessions will begin promptly as scheduled. If, due to an emergency, the teacher candidate must be late to a class, s/he must notify the specialization instructor one-half hour (or as soon as possible) before the start of the class session. Teacher candidates should abide by the tardiness policy established in each of the courses.

**Use of Cell Phones During Class**

All cell phones must be silenced during class. If, due to an emergency situation, the teacher candidate must take a call during class time, s/he is asked to notify the instructor(s) prior to the beginning of class.

**Assignments**

All assignments are to be completed in a professional manner. Unless otherwise specified, assignments must be typed using a standard font and margins.

## **Field Experiences and Student Teaching**

Field experiences are an integral part of the ACT Program. They provide teacher candidates opportunities to observe best practices in managing and organizing the classroom, and planning, teaching, and evaluating students. As candidates progress through the ACT program, they assume greater responsibility for organizing and maintaining the classroom environment, planning and teaching the curriculum, and assessing students. The field experience component of the program culminates in a full-time student teaching experience.

In their field experiences, teacher candidates demonstrate professional competencies related to the six domains of the California Standards for the Teaching Profession and associated Teaching Performance Expectations (TPEs):

### **California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs)**

#### **Making Subject Matter Comprehensible to Students**

TPE 1: Specific pedagogical skills for subject matter instruction

#### **Assessing Student Learning**

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

#### **Engaging and Supporting Students in Learning**

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 7: Teaching English learners

#### **Planning Instruction and Designing learning Experience for Students**

TPE 8: Learning about students

TPE 9: Instructional planning

#### **Creating and Maintaining Effective Environment for Student Learning**

TPE 10: Instructional time

TPE 11: Social engagement

#### **Developing as a Professional Educator**

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

These six domains are the basis for assessing candidates during their field experiences.

### **The Field Experience Team**

Each of the teacher candidate's two field experiences is designed and coordinated by a team consisting of the Cooperating/Mentor Teacher, the University Supervisor, the ACT Coordinator in the candidate's specialization (elementary, secondary, special education), and in the case of the Secondary ACT Program, the Subject Area Coordinator. All members of the team are specialists that have had extensive training and experience as classroom teachers and in the supervision of teachers. Open communication is a major responsibility of each member of the student teaching team. All members must be aware of the special role each has to fulfill, and that the common goal of the team is the success of the teacher candidate.

### **Cooperating/Mentor Teacher**

The Cooperating/Mentor Teacher is a tenured teacher with at least three years experience who has been carefully selected to participate as a supervisor in the ACT Program. It is the responsibility of the Cooperating/Mentor Teacher to facilitate the process by which candidates grow to be competent and reflective professional educators. The Cooperating/Mentor Teacher observes and guides the teacher candidate in developing effective practices and communicates regularly with the University Supervisor on the progress of the candidate.

### **University Supervisor**

The University Supervisor is the field supervisor for the teacher candidate and communicates closely with Cooperating/Mentor Teacher on the progress of the teacher candidate. The University Supervisor integrates the various aspects of the student teaching assignment by scheduling visits, observing the teacher candidate, conferencing with the teacher candidate and Cooperating/Mentor Teacher, and keeping communication lines open. The University Supervisor must respond quickly when needs arise, and serves as a contact and resource for both the Cooperating/Mentor Teacher and teacher candidate. The University Supervisor also conducts a teacher-education seminar for teacher candidates.

### **ACT Coordinator**

The ACT Coordinator supervises placements of teacher candidates in schools and makes adjustments in assignments as needed in collaboration with University Supervisors. The Coordinator is responsible for addressing problems and concerns that may occur between the teacher candidate, Cooperating/Mentor Teacher, and/or the university supervisor. The Coordinator is always consulted about the withdrawal of any candidate from student teaching.

### **Subject Coordinator (Secondary Program)**

The Subject Coordinator is a full-time faculty member with specialized expertise in a designated subject field. S/he assists in the recruitment and training of new Cooperating/Mentor Teacher, and in consultation with the ACT Coordinator, the placement of teacher candidates in their field experiences. The ACT Coordinator and Subject Area Coordinator work with University Supervisors and Cooperating Teachers, in the event of problems regarding teacher candidates.

## **The Student Teaching Experience**

The ACT Program faculty considers the supervised teaching experience to be the capstone of its professional training program. As the final field experience of the ACT Program, student teaching is designed as an opportunity for students to further refine practices aligned with the California Standards for the Teaching Profession. Each member of the field experience team has specific responsibilities in facilitating the transition of the teacher candidate to professional teacher.

### **Responsibilities of the Teacher Candidate**

#### **Before Your Assignment Begins**

##### Professionalism

- Consider your student teaching assignment a full-time job, and plan accordingly.
- Adhere to professional ethics (dress code, privileged communications).
- Become familiar with school protocol regarding student teaching.
- Teach according to the school site's academic calendar, not the university calendar.
- Discuss with your Cooperating/Mentor Teacher the best method to inform him or her of any unforeseen absences from student teaching.
- Learn to conduct parent conferences in an objective and professional manner.
- Approach the assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve.
- Notify the University Supervisor of all changes in address, phone, e-mail, etc.

##### Students/School/Community

- Familiarize yourself with students and their backgrounds, and the culture of the school and the community.
- Become familiar with the community and its resources.
- Find out procedures for using equipment and obtaining supplies from the media center, teachers' workroom, and/or resource room. Assist in preparing material for dittos and teaching aids.
- Attend functions like "Back-to-School night" with your Cooperating/Mentor Teacher.
- Introduce yourself to the administrators, faculty, students, and staff.
- Decide with the Cooperating/Mentor Teacher how students will address you.

##### Planning and Instruction

- Meet with the Cooperating/Mentor Teacher to orient yourself to the classroom environment, and to review first day plans.
- Establish a mutually satisfactory daily conference time with your Cooperating/Mentor Teacher.
- Determine with your Cooperating/Mentor Teacher the lesson plan form, teaching materials and records to be used.
- Discuss with the Cooperating/Mentor Teacher school rules for managing discipline problems and the Cooperating/Mentor Teacher's preferred techniques for classroom management.
- Obtain texts and teaching materials from the Cooperating/Mentor Teacher.
- Observe the Cooperating/Mentor Teacher in class; familiarize yourself with the teaching of skill subjects, standards of behavior for different activities, class routines and procedures, and safety drills.
- Ask clarifying and probing questions about the observations you make of the Cooperating/Mentor Teacher.

## **During Your Assignment**

### Professionalism

- Approach each assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve
- Be punctual and attend daily. Arrive at least 30 minutes prior to class time.
- Keep an ongoing log of your experiences, challenges, concerns and satisfactions.
- Keep communication with the Cooperating/Mentor Teacher and University Supervisor open, discussing problems or concerns as they arise. You may also contact your ACT Coordinator.
- Take the initiative in asking questions and requesting materials. Attend staff meetings, professional conferences, and parents' meetings. Ask to sit in on a parent-teacher conference.
- Learn to conduct parent conferences in an objective and professional manner.
- Become involved in classroom, playground and lunch activities; give help and assistance when needed.
- Follow through on the expectations for the classroom aide as established by the Cooperating/Mentor Teacher.
- Attend regularly scheduled seminars. The seminar promotes articulation between common core and specialization courses and fieldwork and serves as a medium for solving specific problems in teaching and/or classroom management.
- Express appreciation at the conclusion of your assignment to all administrators, faculty, and staff who contributed to your learning experience.

### Planning and Teaching

- Establish a mutually satisfactory daily conference time with your Cooperating/Mentor Teacher. Attempt to keep communication open, discussing problems or concerns as they arise.
- Utilize the Cooperating/Mentor Teacher's methods and materials while you begin to know the students, their learning styles, and motivational needs. If you then wish to adopt different methods and materials, discuss your ideas with your Cooperating/Mentor Teacher.
- Submit written lesson plans at least 24 hours in advance of the teaching period and retain these plans in a cumulative notebook. The Cooperating/Mentor Teacher may require you to submit in writing your proposed sequence of materials and activities for the following week on Fridays, with a copy to the University Supervisor.
- Evaluate lesson plans and the classroom implementation as objectively as possible and confer with the Cooperating/Mentor Teacher on a daily basis.
- Maintain a large ring binder, which includes a unit or semester overview, unit plans, and daily lesson plans with all handouts for students. This notebook must be readily accessible in the classroom for perusal at any time by the Cooperating/Mentor Teacher and the University Supervisor.

### Assessment and Grading

- Keep a roll and grade book and confer frequently with the Cooperating/Mentor Teacher on the number and types of entries.
- Prepare copies of the class roll and daily schedule.

**NOTE:** Each specialization prescribes specific fieldwork activities related to each of the two field experiences. Please consult Part II – Section 2 of the handbook for specific information regarding the field experience and student teaching responsibilities for your specialization area.

## **Responsibilities of The Cooperating/Mentor Teacher**

The Cooperating/Mentor Teacher is legally responsible for events and situations that arise in the classroom. Hence, it is imperative that the Cooperating/Mentor Teacher instruct the teacher candidate regarding school and district policies, coverage of the district curriculum, appropriate lesson plans, appropriate grading procedures, and contact with the parents.

### **Before the Assignment Begins**

#### Professionalism

- Include the Teacher Candidate in school staff meetings, workshops, parent conferences, and other meetings, e.g., PTA.
- Acquaint the Teacher Candidate with professional organizations and encourage him/her to attend conferences.

#### Students/School/Community

- Inform your class, aides, volunteers, and parents that a teacher candidate will be joining you and what his/her role will be. Also clarify how the teacher candidate will gradually assume full classroom responsibilities.
- Introduce your teacher candidate as an associate or junior colleague to your pupils, the faculty, administrators, community persons, parents, and staff.
- Discuss with your teacher candidate the expected arrival and departure times based on the policies of your particular administration and faculty.
- Inform your teacher candidate regarding school/district policies, coverage of district curriculum, appropriate lesson plans, appropriate grading procedures, and contacts with parents.
- Inform your teacher candidate about policies concerning school personnel and resources, including fire drills and other safety procedures.
- Familiarize your teacher candidate with specific health and equipment requirements of individual students.

#### Planning, Teaching, and Student Assessment

- Provide your teacher candidate with workspace and materials.
- Establish a regular time each day to conference with the teacher candidate. Encourage self-evaluation on the part of the teacher candidate.
- Prepare a list of suggestions for directed observations, i.e., routine procedures, behavior management, special techniques for handling groups and special health needs.
- Discuss and plan the teacher candidate's schedule for participation in classroom activities.
- Help the teacher candidate plan appropriate goals, content and seatwork.
- Inform your teacher candidate of the procedures and practices used by the school for managing disciplinary problems.
- Discuss your goals and procedures for classroom management.
- Train the teacher candidate in the official use of the roll and grade book(s).

#### Assessment of the Teacher Candidate

- Take time to discuss your expectations for the teacher candidate in terms of responsibilities, contributions, performance level and how you will evaluate the teacher candidate.
- Discuss and agree upon the criteria for evaluating the teacher candidate's lesson plans.

## **During the Assignment**

### Professionalism

- Include the teacher candidate in faculty and parent meetings, parent conferences, and professional workshops as scheduled.
- Acquaint the teacher candidate with professional organizations and encourage attendance at conferences.

### Planning, Instruction, and Assessment

- Share your planning with the teacher candidate.
- Review the teacher candidate's daily lesson plans.
- Model effective teaching techniques and approaches for the teacher candidate.
- Be present in the room when the teacher candidate is teaching class in order to give accurate feedback on the strengths and weaknesses of lessons.
- Demonstrate your classroom management procedures for the teacher candidate.
- Relinquish the class "leader" role to the teacher candidate and promote students' views of teacher candidate as a teacher.
- Help students to adjust to the increasing role of the teacher candidate in the classroom.
- Unless you are team teaching with the teacher candidate, redirect students to the teacher candidate if they come to you for assistance.
- Assist in selection of pupil(s) for assessment and individualized instructional planning.
- Invite the teacher candidate to visit the classroom(s) of other teachers to learn different teaching techniques.

### Troubleshooting

- Inform the University Supervisor immediately, if the teacher candidate is having difficulties or encounters problems that appear to be insurmountable.

### Assessment of the Teacher Candidate

- Write out observations, comments, and evaluations for activities in which the candidate is engaged. Provide the teacher candidate with a copy and keep another copy on file.
- Avoid making suggestions or correcting the mistakes of the teacher candidate in front of the class or any place in the presence of students, unless the destruction of property or safety of students is involved.
- Conference with the teacher candidate at the time of midterm and final evaluation to explain the ratings, being careful to denote the teacher candidate's strengths and areas for improvement.
- Complete and discuss the midterm evaluation with the teacher candidate and university supervisor.

## **Responsibilities of The University Supervisor**

### Students/School/Community

- Become familiar with school programs and schedules.
- Become familiar with the candidate's previous teaching experiences.
- Inform yourself as to the school schedule for lunch, recess, and special events, so you can schedule your visits at opportune times. Observe school protocol during these visits.

### Visitations

- Schedule visits to the classrooms of teacher candidates and be punctual in those visits.
- Observe the teacher candidate in the classroom on a regular basis. Schedule additional

observations if you feel they are needed or if requested by the Cooperating/Mentor Teacher or teacher candidate.

- Schedule two and three-way conferences with the Cooperating/Mentor Teacher and/or the teacher candidate at regular intervals and at times that are mutually convenient. Provide the Cooperating/Mentor Teacher and teacher candidate with written summaries of the conference, including specific objectives for the teacher candidate.
- Provide resources for the Cooperating/Mentor Teacher and teacher candidate as requested or when appropriate.

#### Troubleshooting

- Be alert to interpersonal problems between the teacher candidate and Cooperating/Mentor Teacher and be receptive to the ideas and suggestions for change from both.
- Discuss problems or concerns you have about teacher candidate skills or the appropriateness of the setting with the Cooperating/Mentor Teacher and the ACT Coordinator. Prescribe possible resolutions to problem(s), including reassignment, additional preparatory experience, or withdrawal from the program, if necessary.
- Inform the appropriate ACT Coordinator of concerns involving the teacher candidate.

#### Assessment of the Teacher Candidate

- Discuss the content of feedback and criteria for evaluation. Discuss the mid-term evaluation completed by the coach/collaborating teacher. Complete final evaluation and discuss with the teacher candidate. Submit copies of the final evaluation form to the appropriate ACT Coordinator.

## **Students Teaching Policies**

### **Credit for Previous Teaching Experience**

All ACT teacher candidates must participate in the prescribed field experiences and student teaching. ACT does not allow the substitution of student teaching for experience.

### **Eligibility to Student Teach**

Teacher candidates must be approved by the credential office to student teach in the second semester of the ACT Program (spring). Approval includes completion of all requirements listed on the Credential Progress Report (CPR) including the following, listed below by specialization.

#### ***Multiple Subject Credential Candidates***

- Successful passage of CSET
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

#### ***Single Subject Credential Candidates***

- Passage of CBEST
- Professional Education Program Plan coordinated with completion of subject matter requirements
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course)
- Successful completion of all Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

#### ***Special Education Credential Candidates***

- Appropriate CSET subject matter examination or commission approved subject waiver program
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of all Fall (and Spring for Moderate/Severe candidates) semester coursework (3.0 GPA and a grade of “C” or better in all courses)

### **Student Teaching Placement**

Student teaching is expected to be completed in LAUSD or other approved districts/sites. Specific student teaching requirements for each of the credential programs offered in the ACT Program are described below.

#### ***Multiple Subject Credential Program***

Teacher candidates complete two supervised field experiences, one in the fall semester (EED 567 ACT) and the other in the spring semester (EED 568 ACT). One of the assignments will be at the primary (K-2) level and one at the upper elementary (3-5) level. There will be a minimum two grade level difference between the two assignments, e.g., second grade and fourth grade. Each of these supervised field experiences is preceded by a 40-hour observation/participation (O/P) experience in the classroom in which the candidate will complete the supervised field experience. The 40-hour O/P experience is completed in visits to the assigned elementary classroom during the first 6-7 weeks of the semester.

Fall Semester – The fall semester supervised field experience is completed during the morning hours when reading/language arts/ELD and mathematics are taught in the

elementary classroom. The exact hours and times will vary according to school. This assignment is for an eight week period beginning mid-October and continuing to mid-December.

Spring Semester - In the spring semester, student teaching is an 8-week, full-time requirement beginning early to mid-March and continuing to approximately mid-May.

Please note that the exact schedule for the candidate's involvement in the schools will vary according to the daily schedule at the school to which the candidate has been assigned. Moreover, the beginning and ending dates of the candidate's supervised field assignment will depend upon a number of factors, including the calendar of the school to which the candidate has been assigned.

### ***Single Subject Credential Program***

Students must complete two field experiences, one in the fall semester (SED 554: Field Experience in Secondary Education and Seminar) and the other in the spring semester (SED 555C: Student Teaching Experience and Seminar). During the first field experience in fall, students spend one period a day in an assignment. In the spring semester, students spend four periods a day in an assignment, three teaching periods and one conference period. One of the assignments will be at the middle school level and one at the senior high school level.

The length of the student teaching experience is based on the calendar at the school site at which the teacher candidate is placed. For example, traditional calendar schools have 20 week semesters. Year-round calendar schools are based on 16-week semesters tracks. All student teachers teach the same number of minutes whether on a traditional or year-round calendar.

### ***Special Education Credential Program***

Students complete a student teaching assignment in the spring semester. The assignment is completed in a classroom setting appropriate to the candidate's specialization, i.e., mild/moderate, moderate/severe, or deaf and hard of hearing.

See Part II – Section 2 for a description and expectations for the supervised field experiences and grading policies specific to each specialization.

### **Cross-Cultural Requirement**

The Commission on Teacher Credentialing (CTC) requires that at least one student teaching experience expose prospective teachers to the rapidly changing demographics of the State. In compliance with this mandate, at least one supervised field experience must provide the teacher candidate a cross-cultural experience defined as a classroom setting of mixed racial/ethnic compositions and in which 25% of the pupils are of a different racial minority than the teacher candidate.

### **Student Teaching Seminars**

Attendance is required at all seminars associated with field experiences and student teaching.

### **Absences During Student Teaching**

Teacher candidates are expected to attend daily during the assignment, except in instances of illness or family emergency. If the candidate is absent more than three days from the assignment, the candidate's assignment will be extended an additional week. If the candidate is absent for more than five days, the candidate's assignment will be extended an additional two weeks. Absences totaling ten or more school days will automatically withdraw the candidate from the assignment. The absence policy may vary depending upon your specialization. Please consult Part II – Section 2 for any variations on the policy regarding absences from student teaching.

### **Teacher Candidate Evaluations**

ACT teacher candidates completing a Multiple and Single Subject Credential are graded on a Credit/No Credit basis in their field experiences and student teaching. ACT teacher candidates completing an Education Specialist credential receive a letter grade in their field experiences and student teaching. Credit for student teaching is dependent upon the teacher candidate's performance in the classroom and demonstration of a satisfactory level of **competency** as established by each specialization. "Credit" requires a successful experience in supervised teaching as evaluated by the Cooperating/Mentor Teacher in consultation with the University Supervisor. Special education credential candidates must receive a "B" or better to pass student teaching.

See Part II – Section 2 for specific criteria for evaluating the teacher candidate in his or her field experiences and student teaching.

### **Change in Placement**

In a few situations, a placement may not be viable for the candidate or the school. In this situation, the candidate, ACT supervisor or coordinator, or coach/collaborating teacher or school administrator may ask for a placement change. This request should be initiated in writing with a rationale for the change and should include whether the assignment will need to be extended. The candidate and the ACT Coordinator should sign the document. Only one other attempt will be made to place the student for each assignment.

### **Assistance Plan**

When a Teacher Candidate is not demonstrating satisfactory progress in the student teaching assignment, the Cooperating/Mentor Teacher and the university supervisor will jointly develop a **Student Teaching Assistance Plan** based on the California Standards for the Teaching Profession. The Student Teaching Assistance Plan will specify competencies that the teacher candidate will need to demonstrate within a defined period of time in order to successfully complete the student teaching assignment. Completion of the student teaching requirement can occur within the semester the Student Teaching Assistance Plan is written, or in a subsequent semester when the Teacher Candidate re-enrolls in student teaching. The ACT Coordinator for the candidate's credential option will review the Student Teaching Assistance Plan. A copy of the Student Teaching Assistance Plan remains with the teacher candidate and the appropriate ACT Coordinator. The ACT Coordinator will assume the responsibility of informing personnel in the Credential Preparation Office to remove the Student Teaching Assistance Plan from the candidate's file once the candidate successfully completes the student teaching assignment.

### **Withdrawal from Student Teaching**

In a few situations, the teacher candidate's teaching may be significantly deficient. When this occurs, it is best for the teacher candidate to withdraw from the assignment. Any decision regarding withdrawal of a candidate from student teaching must be discussed with the ACT Coordinator and school site administrator in charge of student teaching. Final approval of the decision to withdraw a candidate from student teaching is made by the appropriate coordinator. If the teacher candidate chooses to discontinue student teaching during a semester, the candidate is expected to notify the Cooperating/Mentor teacher, University Supervisor and the appropriate ACT Coordinator. If a candidate withdraws from student teaching, an Assistance Plan should be written, summarizing the candidate's performance and providing a plan for the candidate to be successful in another placement. A candidate who has withdrawn three times from student teaching (twice in special education) is ineligible for future placement.

### **Removal of a Teacher Candidate from an Assignment**

In the event that the teacher candidate does not fulfill obligations to the assignment, to the students, or to the Cooperating/Mentor Teacher, or if for any other reason, the assignment needs to be terminated, the teacher candidate may be removed from the student teaching assignment. Removal is initiated by the Cooperating/Mentor Teacher upon a discussion with the University Supervisor, ACT Coordinator, and the school site administrator in charge of student teachers.

### **Grade of “No Credit” (NC) Assigned for Student Teaching (Special Education candidates are assigned a letter grade for student teaching.)**

A grade of NC is given by the ACT Coordinator in consultation with the Coordinator of Supervised Teaching. A grade of “No Credit” is based on the recommendations made by the Cooperating/Mentor Teacher and the University Supervisor. Every student has the right to challenge any grade given by an instructor. This includes a grade of “No Credit” (NC) for student teaching. The student who wishes to appeal a grade of NC should bring the case to the Academic Grievance and Grade Appeals Board. The procedure for doing this can be obtained in the Office of the Vice President for Student Affairs.

### **Appealing Unfavorable Decision(s)**

Every student has the right to appeal any unfavorable decision. To protect the rights of the student, the ACT Program follows procedures established by the College and University for appealing decisions regarding involuntary withdrawal from the teacher preparation program and a grade of “No Credit” for student teaching (see “Student Teaching Policies”).

### **Involuntary Withdrawal from the Teacher Education Program**

In instances in which the teacher candidate consistently demonstrates poor work habits or unprofessional behavior, he or she may be involuntarily withdrawn from the Teacher Education Program. This action is initiated between ACT Program faculty and the Coordinator for the candidate’s specialization area. The action is communicated in writing to the Executive Secretary of the Selection and Admission Committee. The student is informed of the existence of the negative written communication per the Family Privacy ACT of 1974. Thereafter the Executive Secretary begins the procedures identified in the Credential Preparation Office memorandum of August 18, 1988, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate’s right to free speech and provide an opportunity to face the person(s) who wrote a negative communication about the candidate. The procedures are on file in the Credential Preparation Office.

## **PART II: SINGLE SUBJECT FIELDWORK AND STUDENT TEACHING**

### **Supervised Fieldwork**

#### **Introduction**

For the ACT Teacher Candidates enrolled in the Single Subject Credential Program at California State University, Northridge, the supervised fieldwork experience is a highlight of the teacher preparation program. This section of the handbook focuses in depth on the Single Subject field experiences. This section is divided into the following topics: the field experience, supervised instruction placements, legal aspects of supervising a non-credentialed teacher candidate, evaluation of the teacher candidate, withdrawal of the teacher candidate, and the policy on appealing unfavorable decisions.

#### **Duration of Placement**

Candidates at a traditional-track school complete fall and spring fieldwork for **20 weeks during each semester**. Almost all candidates will be placed at schools with traditional calendars. Candidates at a year-round, 3-track school complete fall and spring fieldwork in 16 weeks during each semester.

### **Responsibilities of the Teacher Candidate**

#### **Planning**

Thoughtful planning is essential to becoming an accomplished teacher. As a teacher candidate you are required to:

- Set up a scheduled time when you can meet regularly with the Cooperating Teacher to review your plans, **before** teaching the class
- Prepare a semester overview in writing within the first 2-4 weeks of the beginning of your teaching semester. The University Supervisor or the Cooperating Teacher may suggest a format.
- Write weekly overviews to show the proposed sequence of material and activities for the following week. These are submitted and discussed with the Cooperating Teacher on the schedule determined by the University Supervisor.
- Write a daily lesson plan for each preparation and submit these to the Cooperating Teacher at least 24 hours in advance of the class being taught. The format of the lesson plan may be determined by the school policy, the Cooperating Teacher, or by the University Supervisor. The degree of detail is such that any competent teacher in the subject field could teach from the lesson plan.

**The semester overview, weekly plans, daily plans, and student handouts for each preparation must be kept chronologically in a three ring binder. This notebook must be readily available in the classroom for perusal at any time by the University Supervisor whose visits are often unannounced. Near the notebook, place copies of the student texts being used. Position these materials where the University Supervisor can always expect to find them.**

**Note:** Although we find lesson plans essential to be best practice, we **do not recommend** making semester plans, until a few weeks before beginning the assignment. Your assignment may be changed due to unexpected numbers of students or student abilities that require changes in the master schedule at the school site. We also do not recommend writing daily lesson plans, until your teaching assignment is firmly set, and you have conferred with your Cooperating Teacher Cooperating Teacher.

### **The Field Experience**

The field experience begins with observation and participation and spirals, building on each successive experience to the advanced planning and teaching experience found in your assigned classroom of students. Secondary students are at a middle school site one semester and a high school the next, or the reverse.

The experience begins in fall Semester for 4 units of credit, in which you begin teaching by modeling your Cooperating Teacher, team teaching, and finally taking over the classroom on your own, with supervision, for one period a day plus one period of planning/conference. In spring Semester, for 6 units of credit, you will be teaching 3 periods a day under the guidance of your Cooperating Teacher in your subject field, with one additional conference period at the school site.

The following describes each semester with selected experiences and expectations for each teacher candidate:

#### **Fall Semester SED 554/554S: Field Experiences in Secondary Education and Seminar**

(3 +1 units)

#### **ACT Teacher Candidate Activities**

All teacher candidates in the first semester of fieldwork are on campus one period a day. The following is a suggested sequence of experiences based on the 16 or the 20-week school calendar. If, in the judgment of the university supervisor, Cooperating Teacher, and candidate, the candidate is ready to team-teach or stand-alone teach sooner than 8 weeks, the candidate may do so, but only in agreement with and approval of the Cooperating Teacher and supervisor.

**IMPORTANT NOTE:** See the SED554S syllabus distributed by the seminar leader, for more information/timetable on specific requirements for the fall semester of student teaching.

### **Weeks 1 to 8: Observation and Assistance**

Teacher Candidates will observe and assist their Cooperating Teachers one class period a day with a recommended additional conference and planning period. Candidates are also encouraged to attend faculty and staff development meetings, and school/parent events, as permitted by the Cooperating Teacher and school administrator(s).

Examples of teacher candidate experiences during the first 8 weeks are:

- Observe the Cooperating Teacher focusing on classroom management
- Keep a journal of promising lessons for future application
- Tutor individual students and take observation notes on students
- Teach small groups
- Take attendance
- Grade papers
- Teach small pieces of lessons, i.e. vocabulary
- Monitor group work
- Assist with bulletin boards

### **Weeks 8-12: Team Teaching**

Teacher candidates will team-teach one period a day, with a recommended additional hour of planning/conference at the school site. Each teacher candidate will develop his/her own planning by:

- Preparing daily lesson plans
- Teaching, reflecting, and assessing their teaching performance
- Participating with Cooperating Teacher in parent/teacher conferences

### **Weeks 12-16 (three-track school) or 16-20 (traditional track school): Stand-Alone Teaching**

The Teacher Candidate will teach one period a day, with a recommended additional hour of planning/conference at the school site. Each candidate will develop his/her own planning by:

- Planning long term and daily and unit plans, fulfilling the requirements necessary for teaching an effective lesson; and
- Working closely with Cooperating Teacher in developing as a professional educator.

In addition, the teacher candidate may observe other classes, meet with parents, and participate in certain site activities, such as attending teachers' meetings or other activities related to the teaching assignment.

### **SED 554S Fieldwork Seminar (1 unit)**

Teacher Candidates meet biweekly for 2 hours with their Seminar Leader. Weekly lesson plans and semester overviews are required of all teacher candidates. A three-ringed notebook of daily lesson plans will be available for the University Supervisor to review upon visitation to the candidate's classroom. The University Supervisor will visit the candidate's classroom for a total of 4 visits and submit an optional midterm evaluation and a required final student teacher evaluation to the ACT candidate and CSUN Secondary Education Office. Students will begin preparation of their PACT TE (Performance Assessment for California Teaching Event). Evaluation forms for SED554 can be found

online at the Dept. of Secondary Education Web site at [http://www.csun.edu/~bfoley/COE\\_OEGuide/](http://www.csun.edu/~bfoley/COE_OEGuide/) and <http://www.csun.edu/education/sed/>.

### **Spring Semester SED 555/555S: Student Teaching Experience and Seminar**

(5 +1 units)

The second assignment is for three teaching periods per day with a required additional hour for planning and conference at the school site. In this assignment, the Teacher Candidate may have two different Cooperating Teachers and usually has two different preparations. A fourth period is required to confer with Cooperating Teachers and participate in activities associated with becoming a professional educator. This assignment is at a teaching level (middle school/high school) different from the first assignment. In this second teaching assignment, the teacher candidates take over their assigned classes on the first day. They plan and prepare their lesson plans, weekly overviews, and long term semester goals under the guidance of their Cooperating Teachers.

In addition, the teacher candidate may observe other classes, meet with parents, and participate in certain site activities, such as attending teachers' meetings or other activities related to the teaching assignment.

Evaluation forms can be found online at the Department of Secondary Education Web site at <http://www.csun.edu/education/sed/> or [http://www.csun.edu/~bfoley/COE\\_OEGuide/](http://www.csun.edu/~bfoley/COE_OEGuide/).

### **SED 555 Seminar**

Teacher Candidates meet weekly for one hour or biweekly for 2 hours with their University Supervisor. Weekly lesson plans and semester overviews are required of all teacher candidates. A three-ringed notebook of daily lesson plans will be available for the University Supervisor to review upon visitation to the candidate's classroom. The candidate will continue and complete the PACT TE (Performance Assessment for California Teaching Event). The University Supervisor will visit the candidate's classroom twice before the mid-term evaluation and in addition, twice before the final evaluation of teacher candidate performance in the classroom.

### **Supervised Instruction Placements**

The University determines where the teacher candidate will be assigned for all fieldwork. The decision is made by the ACT Coordinator or the university subject area coordinator, in joint consultation with the administrator in charge of student teacher placements at the cooperating school. The placement is based on availability of qualified University Supervisors and school site Cooperating Teachers within local districts or approved sites, geographic constraints, teaching needs of the assignment, and personal requests made by the candidate to the ACT and/or the Subject Coordinator. All factors are considered when determining the teacher candidate's fieldwork placement. According to the best interests of the candidate, every effort is made to pair the teacher candidate with a compatible Cooperating Teacher. A request by a teacher candidate to be assigned to the high school from which he or she has graduated or has been employed is considered inappropriate.

Teacher candidates will benefit from participating in an educational environment other than the one they had as students or employees.

School sites for placement are located within a 20-mile radius of CSUN. Exceptions may be made, dependent upon the availability of a University Supervisor and the practicality of the Supervisor traveling beyond the given boundaries.

### **Legal Aspects of Supervising a Non-Credentialed Teacher Candidate**

In any student teaching situation, the Cooperating Teacher is legally responsible for what happens in the classroom. Thus, the Cooperating Teacher must work closely with the teacher candidate on the following:

- **Curriculum**

Ensure the course content, as determined by the District and daily lesson plans, is being taught and learned.

- **Grades**

Be sure there is a very clear understanding about how classroom grading is to be accomplished. Initially, the students' grades may be assigned by the Teacher Candidate. However, the grades must be reviewed and signed by the Cooperating Teacher, who is ultimately responsible as the teacher of record.

- **Parent Conferences**

It is important that the Teacher Candidate have the experience of working with parents. However, the candidate is speaking for the Cooperating Teacher and as such, the Cooperating Teacher needs to monitor the conference closely.

### **Evaluation of the Teacher Candidate**

**Overview:** All field experiences address The California Standards for the Teaching Profession's six areas of teaching competencies and the Teaching Performance Expectations (TPEs). These standards and indicators are the basis for evaluation and assessment of teacher candidate performance. The California Standards for the Teaching Profession are these:

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

The Teaching Performance Expectations (TPEs) are these:

1. Specific Pedagogical Skills for Subject Matter Instruction
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally-appropriate Teaching Practices
7. Teaching English Learners
8. Learning about Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, and Ethical Obligations
13. Professional Growth

### **Midterm and Final Evaluation Procedures**

**Online Evaluation Forms:** Links to the online evaluation form for SED554 fall fieldwork and SED555 spring student teaching can be found at the Department of Secondary Education Web site at <http://www.csun.edu/education/sed/>. For more information on passwords and how to access/submit the online evaluation form, please contact the Department of Secondary Education at (818) 677-2580. Evaluations are conducted at the midpoint and near the end of each semester of fieldwork by the Cooperating Teacher and the university supervisor. Ratings and criteria are discussed below.

**Evaluation Features:** A successful experience in supervised teaching requires a grade of "Credit." The evaluations are to be discussed in a three-way conference involving the Teacher Candidate, the Cooperating Teacher, and the University Supervisor. After the evaluations have been read and discussed, the Teacher Candidate must sign each evaluation in the presence of the evaluator and receive a copy. Should the Teacher Candidate disagree with a part of the evaluation, s/he still signs the form and submits a written reply to the ACT Coordinator and the Coordinator of Student Teaching.

The teacher candidate will receive two evaluations from both the Cooperating Teacher and the University Supervisor. One evaluation is at midterm to reflect the work in progress. This evaluation is usually issued during the 8<sup>th</sup> or 10<sup>th</sup> week of the public school semester. The final evaluation is issued during the last week of the University grading period. The PACT TE (Performance Assessment for California Teaching Event) is due on an announced date near the end of the spring semester.

A grade of Incomplete will be given to students whose evaluations (from both the Cooperating Teacher and the University Supervisor) have not been received by the deadline date for entry of grades for CSUN. The incompletes will be cleared by the Secondary Education Department through the end of the last month of the candidate's semester at the school site. Thereafter, candidates will take the responsibility to clear the Incomplete from their record.

### **Basis for Evaluation**

The evaluation is based on a realistic appraisal of the candidate's teaching competence and suitability for a career as a teacher by two professionals: the Cooperating Teacher and the University Supervisor. The teacher candidate's performance in the classroom is the primary basis for the evaluation. The criteria are identified on the evaluation form and reflect the California Standards for the Teaching Profession. Attendance at the regular

seminar and fulfillment of requirements of the seminar are part of the Teacher Candidate's professional responsibilities.

Evaluation of the teacher candidates' skills and abilities are assessed in fall and spring semesters on different assessment forms (see Appendix B).

### **Explanation of Ratings for SED 554: Field Experiences in Secondary Education and 554S Seminar**

The teacher candidate progress form is based on stages of growth from Initial to Intermediate to Advanced. In fall Semester, the teacher candidate develops his or her teaching skills over time – the 16 week or 20 week semester. Thus, at midterm, the teacher candidate will be demonstrating skills and abilities in the Initial and Intermediate stages of growth. The final progress report should show ratings in the Intermediate and Advanced Stages. Phases of performance competency in SED554 fall fieldwork are placed on a continuum from Strong to Unsatisfactory or No Opportunity to Observe.

### **Explanation of Ratings for SED 555– Student Teaching Experience and Seminar**

In spring Semester, the student teacher evaluation report is used for the midterm and final evaluations.

**5 Outstanding.** Reserved for rating the teaching performance at an unusually high level of proficiency, which is sustained at that outstanding level throughout the semester. It is rarely achieved by first semester candidates. Indicates that the Teacher Candidate who has reached this exceptional nature of mastery could serve to demonstrate a teaching lesson for other teachers.

**4 Strong.** Demonstrates a high level of teaching performance which indicates enough competence to warrant making independent decisions about planning and implementation of lessons without the constant direction by the Cooperating Teacher. Ensures generally that the goals of the lessons are met satisfactorily by the students in the classroom.

**3 Satisfactory.** Indicates an adequate level of understanding of the principles involved but needs to put them into practice more skillfully.

**2 Marginal.** Reveals a low level of performance stemming from an inability to comprehend or demonstrate essential skills in planning and teaching. Generally these deficiencies signal a correlative problem in classroom management and control. A teacher candidate who receives **four or more marks at this level** on the final evaluation will receive a grade of N/C and will **not** be recommended for a credential.

**1 Unsatisfactory.** Indicates an unacceptable level of performance. Teacher Candidates who are rated at this level on **one or more competencies will not receive credit** for their supervised instruction and will **not** be recommended for a credential. If even one competency is marked "Unsatisfactory" at the midterm evaluation, serious consideration should be given to terminating the assignment unless the Teacher Candidate shows dramatic improvement within a few weeks.

**N** No opportunity to observe

Marginal Teacher Candidates are encouraged to either withdraw from the program or commit themselves to an additional semester of training, in order to improve their performance and meet the California Standards for the Teaching Profession and the Teaching Performance Expectations.

A Teacher Candidate who receives a grade of NC for two semesters will be ineligible for placement thereafter. The candidate may ask the Committee on Selection, Admission, and Retention in the Credential Office for a review of this decision.

### **Withdrawal of a Teacher Candidate**

In some situations, the teacher candidate's teaching may be significantly deficient. When this situation occurs, the Teacher Candidate should withdraw from the assignment as early in the semester as possible. Before the midterm evaluation, the University Supervisor and the school-site Cooperating Teacher shall:

- Confer with the Teacher Candidate and Cooperating Teacher
- Develop a specific Supervised Teaching Assistance Plan to foster improvement
- Submit assistance plan to ACT Secondary Coordinator, candidate, and Cooperating Teacher for review and consultation
- Assess the teaching performance objectively
- Evaluate the situation

**If the host school initiates a written request through the principal that the teacher candidate leave, the student teaching assignment is immediately terminated.**

Decisions regarding the withdrawal from the assignment and possible transfer to another school site are made among the Teacher Candidate, the University Supervisor, the Cooperating Teacher, the ACT and Subject Coordinators. The Coordinator of Student Teaching is also kept informed.

If a candidate chooses to discontinue supervised instruction during a semester, s/he is expected to notify the Cooperating Teacher, University Supervisor, and the Department of Secondary Education (818/677-2580). Further, the teacher candidate shall return all school property (books, records of grades, keys) to the Cooperating Teacher. Because of the discontinuance, the candidate shall receive a grade of W. An Incomplete will not be given. Further, if the candidate expects to be assigned to another semester of supervised instruction, the candidate shall notify the Coordinator of Student Teaching (818/677-2580) in November for a spring assignment or in April for a fall assignment.

A candidate who has withdrawn two times from supervised instruction is ineligible for future placement. A candidate who has withdrawn once and received a NC for one semester will only be given one more opportunity to pass student teaching.

## **Other Policies**

### **Absence**

Candidates are expected to attend regularly, except for illness or a family emergency. Candidates must notify their Cooperating Teacher and school site promptly about any absences. Absences exceeding ten school days automatically withdraw the candidate from the assignment.

### **Policy on Appealing Unfavorable Decision(s)**

A candidate has the right to appeal for just cause an unfavorable decision. To protect the rights of the candidate, the Department of Secondary Education has established the following reasons for appeal:

- Denial of Admission to the Teacher Preparation Program

Every student who has fulfilled all requirements is admitted to the Teacher Preparation Program. Any student not wishing or unable to fulfill some entrance requirement(s) may appeal for a waiver from the requirement(s) to the Credential Preparation Office, weekdays during office hours.

- Involuntary Withdrawal from the Teacher Training Program

A teacher candidate may be involuntarily withdrawn by a member of the CSUN faculty or staff, communicated in writing to the Director of the Credential Preparation Office. The student is informed of the existence of the negative written communication per the Family Privacy Act of 1974. Thereafter the Director of the Credential Preparation Office begins the procedures identified in the Credential Preparation Office memo of May 1999, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate's right of free speech and provide an opportunity to face the person(s) who wrote a negative communication about the candidate. The procedures are on file in the Credential Preparation Office and are available for inspection during regular office hours.

- Grade of NO CREDIT (NC) Assigned for Student Teaching.

Every student has the right to challenge for just cause any grade given by an instructor. In the case of supervised instruction, the grade NC is actually given by the University Supervisor, who bases the grade on the recommendations made by the Cooperating Teacher and the supervisor's own evaluations. The student who wishes to appeal a grade of NC should bring the case to the Academic Grievance and Grade Appeals Board. The procedure for doing this can be obtained in the Office of the Vice President for Student Affairs.

- Decision NOT to Recommend a Teacher Candidate for a Preliminary Credential.

In order to be recommended for a preliminary credential, the candidate must receive a grade of CREDIT for all required units of supervised instruction. If the candidate does not receive this credit, the candidate will not be recommended for the preliminary credential. Any student may appeal through the procedures identified earlier.

## **Appendix A: SED554 and SED555 student teaching evaluation forms**



Student teaching evaluation forms can be found online at the CSUN Department of Secondary Education Web site at

<http://www.csun.edu/education/sed/>.

Online evaluation forms can be found at

[http://www.csun.edu/~bfoley/COE\\_OEGuide/](http://www.csun.edu/~bfoley/COE_OEGuide/).

Passwords for evaluators must be obtained from the Dept. of Secondary Education at (818) 677-2580.