



School of Education

Student Teaching Handbook

**For Student Teachers, Mentor Teachers and Fieldwork
Supervisors**

Preliminary Multiple Subject Teaching Credential

or

Preliminary Education Specialist Instruction Credential (Mild/Moderate Disabilities)

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

- Albert Einstein

45 Eureka Street
Pasadena, CA 91103

8/2021



Congratulations on meeting this significant milestone in your preparation to become a teacher! We are proud of you and the work you have accomplished to arrive at this juncture of your educational and professional journey. As you begin your student teaching semester, a culminating experience which provides you with the opportunity to simulate what it will be like to be a teacher of record, we encourage you to carefully read through this Student Teaching Handbook. In addition to the Handbook, you will have support throughout your student teaching semester.



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Mission Statement and Core Values

“Quakers believe there is a light in each person, and that is to be honored in everyone.” —Margie Young, Pacific Oaks College ’72

Pacific Oaks College

Grounded in its social justice heritage, Pacific Oaks College prepares students to be culturally intelligent agents of change serving diverse communities in the fields of human development, education, and related family studies.

Informed by Quaker principles, Pacific Oaks Children’s School was built to bring an inclusive approach to early childhood education—teaching children to respect and embrace the differences that make others unique. Pacific Oaks College has expanded on this progressive approach to inform their approach to the fields of Early Childhood Education, Human Development, Cultural and Family Psychology, and Organizational Leadership.

Guided by four core values—respect, diversity, social justice, and inclusion—Pacific Oaks College has helped graduates change the world.

School of Education

The mission of the School of Education at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that:

- awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;
- teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support. Our courses model learning environments that consider current knowledge about human development;
- to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, standards-based instruction, evidence-based assessment and technology within a challenging and engaging curriculum.



**California Teaching Performance Expectations
for the Preliminary Multiple Subject Credential**

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

The link to the entire TPE document can be found here: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

**California Teaching Performance Expectations
for the Preliminary Education Specialist Credential**

Education Specialist: Mild to Moderate Support Needs TPEs

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

The link to the entire document can be found here: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_36



Directed Teaching Overview

Timeline

Each 3-unit Directed Teaching placement is full time, Monday-Friday for one session, which is approximately 8 weeks long. Teacher candidates must complete two 3-unit student teaching courses across two sessions (for a total of 600 hours), which is the equivalent of one semester or approximately 16 weeks. Teacher candidates seeking a Preliminary Education Specialist Instruction Credential AND a Multiple Subject Teaching Credential (Dual Credential) must complete at least 750 hours of student teaching (typically equates to one 8 week session and one 10 week session). Teacher candidates seeking a Preliminary Multiple Subject Teaching Credential or a Preliminary Education Specialist Instruction Credential will complete the entirety of their student teaching placement in one classroom setting. The placement must span at least one grading period (as defined by the district) and include a four-week solo or co-teaching period, usually near the end of the placement.

Teacher candidates who are student teaching in the fall will start and end their placement according to the district's fall calendar, not Pacific Oaks' academic calendar. Spring student teaching candidates will start student teaching according to the district's spring calendar, but will stop student teaching at the close of Pacific Oaks' spring semester.

The timeline below can be used as a general framework for the student teaching experience. Please note, this timeline may need to be adjusted based on the length of the applicable semester. The course instructor and fieldwork supervisor will communicate changes to teacher candidates and ensure that they are on track to solo or co-teach during their final four weeks.

TIMELINE			
Fall Student Teaching Timeline	Spring Student Teaching Timeline	Steps	Purpose
March 1	October 1	Complete Student Teaching Application	Teacher candidates must complete and submit all tasks outlined in the student teaching application by the appropriate deadline in order to be placed for student teaching.
March	October	Evaluation of student teaching candidacy by credential analyst and faculty advisor	Credential analyst verifies that teacher candidates have completed prerequisites to be eligible for student teaching and consults with faculty advisor if needed.
March – April	October – November	Student teaching interviews scheduled	Students will interview with their faculty advisor and the fieldwork team. The interview is intended to assist in preparing the teacher candidate with the necessary knowledge and skills required to begin the student teaching semester.
May – July	November – December	Student teaching placements confirmed	Fieldwork Coordinator finalizes student teaching placements and communicates this information to teacher candidates.



August	December	Student Teaching Orientation	Attendance at the Student Teaching Orientation is mandatory for teacher candidates, fieldwork supervisors and mentor teachers. Roles and responsibilities of key stakeholders will be communicated.
August – December	January – May	Student teaching semester (one semester = two sessions)	Fall student teachers will start and end with the district calendar. Spring student teachers will start with the district calendar and end with Pacific Oaks' academic calendar. Candidates will complete 75 hours of practicum prior to student teaching. A minimum of 600 hours of clinical practice is required during the student teaching semester for a total of 675 hours across the arc of the program. . Dual Credential students must complete a minimum of 750 hours of clinical practice. Students will be evaluated at the midpoint and conclusion of the student teaching semester. Teacher candidates are expected to participate in student teaching courses and complete requirements, familiarize themselves with school rules and the classroom, observe and assist their mentor teacher, attend staff development days if permitted by the principal, and take on increasing responsibility with each passing week, as well as keep the same hours as the mentor teacher throughout the day.
End of Fall Semester	End of Spring Semester	Evaluation of all degree and credentialing requirements	At the end of the student teaching semester, if the candidate has completed all necessary coursework, the candidate must request his/her credential by contacting the credential analyst. Upon request, the faculty advisor and credential analyst will evaluate the teacher candidate's degree and credential requirements. If all requirements have been met, the credential analyst will recommend the candidate to the CTC for his/her credential. If there are outstanding credential requirements that have not been met, the credential analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. Teacher candidates cannot receive their credential until they have paid for it on the CTC website. Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as preliminary. Candidates have five years to "clear" their credential. Some school districts will provide support but it is the candidate's responsibility to fulfill requirements to clear their credential within the allotted timeframe.



Orientation

Teacher candidates, mentor teachers and fieldwork supervisors must complete an initial two-hour Student Teaching Orientation. Orientation will be held at least one to two weeks before the start of the semester in which teacher candidates plan to enroll in student teaching. During Orientation, responsibilities, expectations, deadlines, forms and Portfolium usage will be reviewed. Teacher candidates who fail to attend Orientation will not be allowed to student teach.

Placements

The fieldwork coordinator and credential analyst will place teacher candidates in school sites once they have completed their prerequisites, submitted a complete application by the March 1 or October 1 deadlines and participated in a student teaching interview. Student teaching placements are made by the fieldwork coordinator and credential analyst in partnership with districts or public schools with whom Pacific Oaks has a current affiliation agreement (i.e., Memorandum of Understanding). Self-placements are not allowed. Every attempt will be made to place students in a district of their choosing, but there is no guarantee. Placements depend on the school meeting the CTC's diversity, curriculum, and placement requirements, school and district availability, mentor teacher qualifications and whether there is a fieldwork supervisor who is available to travel to the site. The fieldwork coordinator and credential analyst will notify teacher candidates of their assignments prior to the start of the semester in which they plan to enroll in student teaching. Fieldwork supervision may be in person or virtual.

A substitute position in which the candidate is employed on a 30-day sub permit does not qualify.

Removal from Placement or Failure to Successfully Complete Student Teaching

A teacher candidate may be removed from a placement or receive a failing grade if:

- areas of concern are not corrected within the time span identified in the Need for Improvement Action Plan (page 23);
- the host school or fieldwork supervisor requests in writing that the teacher candidate be removed from his/her placement;
- a mentor teacher and fieldwork supervisor identify a teacher candidate who needs supplemental academic, professional, and/or personal assistance to meet with success in field experiences and as a credentialed teacher; or
- the teacher candidate does not successfully complete all components of the student teaching experience.

If any of the above occurs, the Dean of the School of Education, faculty advisor, Fieldwork Team, and the fieldwork supervisor will meet to determine the next course of action. Based on the circumstances and the assessment of the teacher candidate's potential for success, the following scenarios may occur:



1. The teacher candidate receives a grade of no credit and is dismissed from the program. The teacher candidate may appeal in writing to the Dean, School of Education, within 48 hours.
 - a. Process for Appeals: If dismissal from the program becomes necessary, teacher candidates may appeal once and one level higher than the individual responsible for initial dismissal action; this appeal must be to the Dean, School of Education, or his/her designee.
 - b. Timeline for Appeals: In the event a teacher candidate has reason to appeal the decision to dismiss, the appeal must be filed in writing and submitted to the Dean, School of Education, or his/her designee within 48 hours of notification of the dismissal.
 - c. If the appeal is granted, after successfully completing a specified remediation plan developed by the Fieldwork Supervisor, , Dean, Faculty Advisor, and Fieldwork Team, the teacher candidate needs to repeat the course in which the no credit grade was earned.
2. The teacher candidate will complete the remediation plan developed by the Fieldwork Supervisor, Fieldwork Team, Dean, and Faculty Advisor. Once the remediation plan is successfully completed, the teacher candidate is given a different clinical practice placement assignment and repeats the course.

Student Grievance Policy

The primary objectives of the Student Grievance Policy are to ensure that teacher candidates have the opportunity to present grievances regarding a certain action or inaction by a member of the Pacific Oaks community and that Pacific Oaks has a consistent way of resolving those grievances in a fair and just manner.

For more information on the Student Grievance Policy, please refer to the current [Academic Catalog and Student Handbook](#). Reference the Dispositions Policy on page 58.

Guidelines for Teacher Candidates

The student teaching experience begins on the placement school's first day, which is often pupil free. Teacher candidates are encouraged to spend this time assisting mentor teachers with back-to-school preparations and, with the permission of the principal, should accompany their mentors to any training or professional development events that may be scheduled for these initial days. Since teacher candidates start with the district/school site calendar, they should expect to begin their student teaching assignment before their student teaching courses. The teacher candidate should use these interim weeks to orient themselves and observe. While coursework and fieldwork supervisor visits do not start until the first week of the College semester, teacher candidates should log their hours from the moment they enter the classroom as these hours will count toward the 600 hours required by the California Commission on Teacher Credentialing (CTC). Teacher candidates must share these logs with the course instructor and credential analyst at the end of the placement.

After College classes begin, teacher candidates should start to assume more responsibility for lessons with small groups and the whole class, building up to their four-week solo or co-teaching. Teacher candidates



need to arrive at least one-half hour before class begins and leave no less than one-half hour after class ends. Teacher candidates will develop and maintain lesson plans according to the mentor teacher's specification as well as seminar assignments.

For more details, please see Roles and Responsibilities section on page 12 and the Timeline on pages 6 and 7.

Guidelines for Mentor Teachers

The mentor teacher remains the teacher of record and is thus responsible for their students in and out of the classroom. The mentor teacher should not leave the teacher candidate alone for long periods of time when the teacher candidate is teaching.

Mentor teachers should discuss the schedule, seating chart, materials, equipment, the workroom, class and school rules and norms and routine tasks. Two mandatory evaluations of the teacher candidate are required during the placement. Mentor teachers should introduce teacher candidates to students and school staff at the beginning of teacher candidate's placement. For more details, please see Roles and Responsibilities on page 15.

Guidelines for Fieldwork Supervisors

Fieldwork supervisor visits will start during the first two weeks of Pacific Oaks College's semester. The fieldwork supervisor may ask for lesson plans. Support for teacher candidates is provided in the form of observation, constructive feedback and evaluation of their progress toward meeting the Teaching Performance Expectations (TPEs). In addition to completing TPE-aligned observation logs, two mandatory evaluations of each teacher candidate are required during the placement. For more details, please see Roles and Responsibilities on page 16.



Student Teaching Prerequisites

Student teaching is the culminating field experience in the Preliminary Multiple Subject and Mild/Moderate (M/M) Education Specialist Credential programs. It is performed during the final semester once all other coursework has been scheduled for completion.

Preliminary Multiple Subject and Education Specialist teacher candidates must meet all of the following requirements in order to advance to student teaching:

- approved for student teaching by their faculty advisor;
- passed the CBEST;
- have a valid Certificate of Clearance or any other CTC-issued permit;
- have a valid negative TB Test;
- demonstrate subject matter competence with passing CSET scores (#101, 102/214 and 103);
- Demonstrate that RICA was attempted (passing is not required prior to the internship being approved but strongly encouraged). Passing RICA *IS* required to earn a CA teaching credential;
- complete coursework with at least a cumulative GPA of 3.00 or above;
- Have a valid infant, child, adult CPR certification;
- Pass the US Constitution Exam
- submit a Student Teaching Application by the appropriate deadline; and
- complete an interview with a faculty advisor and Fieldwork Team.

*For Multiple Subject Teaching Credential candidates, there will be two CalTPAs done within student teaching .

Student Teaching Application Deadlines

To Student Teach During	Apply By	Testing Requirements
Fall Semester	March 1	Teacher candidates must have all prerequisites in hand by March 1. Please plan your test dates accordingly.
Spring Semester	October 1	Teacher candidates must have all prerequisites in hand by October 1. Please plan your test dates accordingly.



Roles and Responsibilities

Teacher Candidate Responsibilities

The student teaching experience encompasses several areas: orientation, observation, planning, teaching and evaluation. The initial orientation period will be followed by a time of observation and limited classroom participation. This important phase of the student teaching experience is designed for the credential teacher candidate to become acquainted with classroom procedures and materials.

The teacher candidate must plan and keep a definite attendance schedule agreed upon and approved by both the mentor teacher and fieldwork supervisor. Any changes in the schedule must be made only with the consent of all parties. In case of absence or tardiness due to illness or emergencies, the teacher candidate must inform both the mentor teacher and fieldwork supervisor as far ahead of time as possible. The teacher candidate should also share the school calendar and classroom schedule with the fieldwork supervisor. The teacher candidate is expected to spend considerable time in planning and preparation and in acquainting themselves with the school community and its resources.

To avoid any potentially serious problems, it is essential that the teacher candidate notifies the fieldwork supervisor, Fieldwork Team, faculty advisor, or mentor teacher as soon as any concern with their assignment(s) arises. During student teaching, teacher candidates need to meet the same expectations placed upon other teachers in the school district. This includes following the school district's calendar, attendance policy, call-in procedures, etc. Teacher candidates should be sure to have emergency lesson plans available. Contact the fieldwork coordinator immediately if the student teaching assignment cannot be completed for any reason.

To receive full credit for the student teaching experience, all assignments must be completed as noted by the fieldwork supervisor and in the student teaching seminars. These may include, but are not limited to, daily lesson plans, which should be submitted to the fieldwork supervisor at least 24 hours prior to teaching the lesson. Lesson plans should be organized in a folder and made available to the fieldwork supervisor during observation visits. The mentor teacher should be considered a resource person in the lesson planning effort.

Multiple subject teacher candidates must complete Cal TPA Cycles 1 and 2 during student teaching. All teacher candidates will work closely with the credential analyst to ensure that any outstanding credential items are on track for completion.

Preliminary multiple subject **and** education specialist teacher candidates are also responsible for **ALL** of the following:

- becoming familiar with the school's programs, calendar, policies, regulations, community, client base and services;
- participating in an observation cycle of the mentor teacher's routines, student learning styles, teaching style, delivery of curricula and classroom management;



- developing lesson plans collaboratively with the mentor teacher that satisfies state standards and local school district curricula;
- maintaining informal, anecdotal records (noting students' learning styles, teaching strategies, what works with students, positive experiences, reactions, etc.);
- studying and modeling the school district's progress reporting system;
- learning the responsibilities and procedures required of mandated reporters;
- collecting artifacts and data for the Portfolium electronic portfolio and maintaining backup copies of portfolio artifacts;
- participating in the professional activities of a classroom teacher;
- demonstrating a professional attitude evidenced by professional dress and demeanor;
- conferring with and/or observing teaching staff involved with students instructed in special programs or services (speech, English as a Second Language (ESL), Honors (gifted) programs, special education, occupational therapy, physical therapy, etc.);
- contacting their mentor teacher prior to their arrival at the school regarding the material they will be responsible for at the start of student teaching;
- carefully designing effective lesson plans;
- utilizing a variety of teaching methods in the classroom;
- maintaining effective classroom management procedures;
- completing 675 hours across the arc of the program, which includes practicum (75 hours) and student teaching (600 clinical practice hours) Dual Credential Candidates will complete an additional 150 hours of clinical practice. ([Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates](#); CTC; 2017; p. 3);
- notifying both the mentor teacher and fieldwork supervisor if they must miss school due to illness or emergency;
- submitting complete lesson plans to the mentor teacher if they must be absent due to illness or emergency; and
- fulfilling their commitment to student teaching and the school.

Required Daily Hours

Teacher candidates must report to and remain at the school for the same contractual hours as the mentor teacher. Moreover, the teacher candidate is expected to remain after school or come in early for planning purposes in accordance with the mentor teacher's preference. Teacher candidates should expect to spend an additional two or three hours outside of the school day on planning.

Absences

Teacher candidates are required to be punctual and consistent in their attendance. In case of an unavoidable absence, the teacher candidate must inform the mentor teacher before school begins. All instructional plans and materials must be taken to school if needed. Five or more days of absence (excused or not) will require an entire extra week of teaching. Time logs will be reviewed by the department at the end of the semester.



Dress Code

School of Education teacher candidates represent Pacific Oaks College during their clinical field experiences, and as such, the expected attire differs from that of college students. As guests, professional dress is required for teacher candidates whenever they are present in the host schools.

To demonstrate professionalism all teacher candidates' attire should be professional, neat, clean and in good taste.

Casual business attire is appropriate for all experiences, regardless of the attire of the teachers who work at the school. Please see the following table for guidelines.

Men	Women
Slacks — dress or khaki	Skirt or dress of professional length
Button down shirts with collars	Slacks — dress or khaki (not capri shorts)
Ties optional (occasionally recommended)	Dress Shoes (not gym or flip-flops)
Closed-toe dress shoes (not gym shoes)	Blouse/top should have professional neckline

The attire should distinguish the teacher candidate from students in the school of placement at a glance. The following attire is not acceptable:

- shorts or T-Shirts (except on designated Spirit Days);
- sweatshirts (except on designated Spirit Days) or tank tops;
- jogging suits, workout clothing or leggings;
- short skirts (should be knee-length or longer);
- provocative, revealing, or tight clothing;
- beach clothing or footwear;
- clothing with holes or cut off edges;
- denim jeans or skirts (except on field trips if necessary for mud/dirt);
- athletic footwear or gym shoes.

The guidelines above are designed to help teacher candidates present themselves in a professional way that reflects their desire to become educators. This list is not all-inclusive but provides an idea of the expected attire. If in doubt, please choose another item of clothing!

Student Conduct Policy

Admission to Pacific Oaks College carries with it the presumption that students will conduct themselves in a manner compatible with Pacific Oaks College's function as an educational institution. All enrolled students of Pacific Oaks College School of Education must adhere to the College's student conduct policies, which can be found in the Academic Catalog under Student Rights and Responsibilities. As enrolled students of the School of Education, teacher candidates must familiarize themselves with and abide by these policies as well as the Professional Dispositions. Moreover, teacher candidates must also review and comply with the CTC-administered laws and rules that govern the issuance, denial, revocation,



suspension, and other invalidation of credentials for credential applicants and holders. This information can be accessed through the Educator Misconduct tab on the CTC website. For further information, please refer to the current [Academic Catalog](#) and the [California Commission on Teacher Credentialing website](#).

Portfolium Electronic Portfolio

Teacher candidates are required to maintain a Portfolium electronic portfolio documenting their progression through the teacher preparation program. Teacher candidates must be sure to keep all completed course assignments for possible inclusion in their portfolio.



Mentor Teacher Role

The mentor teacher is a member of a support team that includes the fieldwork supervisor, student teaching course instructor, credential analyst and faculty advisor. Mentor teachers are assigned to teacher candidates via school principals. The fieldwork coordinator, credential analyst, and principal will discuss the requirements necessary to fulfill the role of a mentor teacher, and the principal will make the recommendation.

Mentor teachers must have at least 3 years of successful teaching experience, have a California clear credential in the same credential area as the candidate is seeking, and must have an English Language Authorization of some type.

Mentor Teacher Responsibilities

The mentor teacher is responsible for:

- participating in a total of ten hours of initial orientation to the program curriculum toward which the two-hour Student Teaching Orientation will count ([Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates](#); CTC; 2017; p. 11). The orientation training provides a review of clinical practice and support, registration and completion of this training is mandatory. Second attempts will not qualify for payment of training.
- reviewing the Student Teaching Handbook;
- connecting promptly with the fieldwork supervisor and credential analyst with any questions or concerns;
- communicating with teacher candidates prior to the beginning of their assignments so that they can be introduced to school faculty and staff;
- modeling the California Standards for the Teaching Profession for the teacher candidate;
- remaining in the classroom with the teacher candidate serving as a mentor and team teacher as much as possible;
- discussing the day's events and providing feedback to teacher candidates;
- touching base with fieldwork supervisor on visitation days or corresponding via email as necessary;
- discussing the teacher candidate's future curriculum plans at least a week in advance;
- providing feedback and offering suggestions;
- reviewing teacher candidates' lesson plans to ensure that the lesson plans contain the elements of a good lesson plan as outlined on page 50 of the Student Teaching Handbook;
- completing a mid and final evaluation of the teacher candidate in Portfolium (an example of the evaluation can be found on pages 30 and 34 of the Handbook); and
- contacting the fieldwork supervisor and credential analyst if a teacher candidate is not performing to expectation.



Fieldwork Supervisor Role

Fieldwork supervisors are the liaison between the College, mentor teachers and teacher candidates. The main roles of fieldwork supervisors are to observe and oversee teacher candidates. They will provide assistance and feedback to teacher candidates and mentor teachers as well as report any findings to the course instructor and/or credential analyst.

Fieldwork supervisors must have at least 3 years of successful teaching experience, have a California clear credential in the same credential area as the candidate is seeking or an Administrative credential, and must have an English Language Authorization of some type (or equivalent experience).

Fieldwork Supervisor Responsibilities

At each visit during the student teaching semester, the fieldwork supervisor will confer with both the candidate and the mentor teacher. The fieldwork supervisor is responsible for:

- attending Orientation;
- maintaining open and prompt communication between school personnel, mentor teachers and teacher candidates;
- completing a mid and final evaluation of the teacher candidate in Portfolium (an example of the evaluation can be found on pages 30 and 34 of the Handbook);
- providing mentor teachers and teacher candidates with information about the program goals, objectives, required activities, observation appointments, timelines and record-keeping needs;
- ensuring that teacher candidates are using differentiation and strategies that support all student learners;
- supporting and encouraging the use of Pacific Oaks pedagogy, including multiple means of presentation, expression, engagement, equitable treatment of all children and awareness of social justice for all;
- asking questions of teacher candidate related to TPEs, differentiation, and multiple means of presentation and mastery;
- reviewing teacher candidates' instructional plans prior to each visit;
- participating in a minimum of one visit every other week for the duration of the student teaching placement and ensuring that the discussion includes the instructional plan;
- communicating with the mentor teacher about the behavior, achievements, instructional responsibilities and performance of the teacher candidate at least every other week during the student teaching placement;
- completing an Observation Form (pages 42 and 46) during each visit, which will be reviewed with the teacher candidate and submitted to the mentor teacher, credential analyst, course instructor, and School of Education program manager;
- facilitating an exit conference with mentor teachers and teacher candidates;
- completing an end-of-placement survey responding to the professional and instructional support of the mentor teacher;

- assisting teacher candidates and mentor teachers throughout the assignment while clearly communicating expectations, encouraging improvement and staying informed of the progress of teacher candidates;
- responding immediately to a mentor teacher's decision that a teacher candidate is not performing responsibly, professionally or meeting minimum standards of the profession and communicating any concerns to department personnel; and
- assisting teacher candidates with any improvement that is required using a Need for Improvement Action Plan (pages 23) developed in conjunction with department personnel.

Forms

General Guidelines

All forms should be completed and submitted in Portfolium, with the exception of:

- Preliminary Multiple Subject Student Teaching Application Form;
- Preliminary Education Specialist Student Teaching Application Form;
- Child Participation Authorization Letter and Form;
- Mild/Moderate Education Specialist Credential Fieldwork Supervisor Observation Form;
- Multiple Subject Credential Fieldwork Supervisor Observation Form; and
- W9.

Teacher Candidate Forms

Student Teaching Application Form (sample on page 22)

To be completed in accordance with the deadlines outlined on page 11. The Credentials Office will email student teaching applications to all credential students at least three months prior to the student teaching deadlines.

Student Teacher Weekly Time Log (page 25)

To be filled out by teacher candidates. Keep a copy of the form to transpose information into Portfolium and upload. Select course instructor as an evaluator. Please also email a copy to the credential analyst.

Mentor Teacher Profile Form

To be released in Portfolium by teacher candidate to the mentor teacher.

Mid-Point Evaluation (pages 30 and 39)

To be released by the teacher candidate to and filled out by the mentor teacher and fieldwork supervisor separately. The form will be completed according to the schedule outlined in the course syllabus.

Final Evaluation (pages 30 and 39)

To be released by the teacher candidate to and filled out by the mentor teacher and fieldwork supervisor separately. The form will be completed according to the schedule outlined in the course syllabus.

Student Teacher Candidate Reflection of Mentor Teacher (page 44)

To be filled out by teacher candidates. Keep a copy of the form for records and to transpose information into Portfolium.

Student Teacher Candidate Reflection of Fieldwork Supervisor (page 47)

To be filled out by teacher candidates. Keep a copy of the form to transpose information into Portfolium.

Pacific Oaks School of Education: Dispositions and Review Process (page 59)

To be filled out by teacher candidates and fieldwork supervisor. Keep a copy of the form for records and to transpose information into Portfolium.

Mentor Teacher Forms***Mentor Teacher Profile Form***

To be filled out by mentor teacher in Portfolium.

W9

To be filled out by the mentor teacher. This is required in order for the mentor teacher to receive their stipend. The program manager will provide mentor teachers with instructions on how to complete and return this form.

Student Teacher Weekly Time Log (page 25)

To be filled out by teacher candidates. Please review and if accurate sign.

Mid-Point Evaluation (pages 30 and 39)

This form will be released to mentor teachers by the teacher candidate in Portfolium. The form will be filled out according to the schedule outlined in the course syllabus.

Final Evaluation (pages 30 and 39)

This form will be released to mentor teachers by the teacher candidate in Portfolium. The form will be filled out according to the schedule outlined in the course syllabus.

Need for Improvement Action Plan (page 23)

To be filled out by the fieldwork supervisor if needed and shared with the mentor teacher, course instructor, credential analyst, and faculty advisor.

Fieldwork Supervisor Forms

W9

Depending on the terms of the fieldwork supervisor's contract, they may or may not be required to complete a W9. The program manager will provide fieldwork supervisors with instructions on how to complete and return this form.

Observation Form (pages 47 and 54)

Complete an Observation Form during each visit, which will be reviewed with the teacher candidate and submitted to the mentor teacher, credential analyst, course instructor, and program manager. The program manager will use these forms to issue payment.

Mid-Point Evaluation (pages 30 and 39)

This form will be released to fieldwork supervisors by the teacher candidate in Portfolium. The form will be filled out according to the schedule outlined in the course syllabus.

Final Evaluation (pages 30 and 39)

This form will be released to fieldwork supervisors by the teacher candidate in Portfolium. The form will be filled out according to the schedule outlined in the course syllabus.

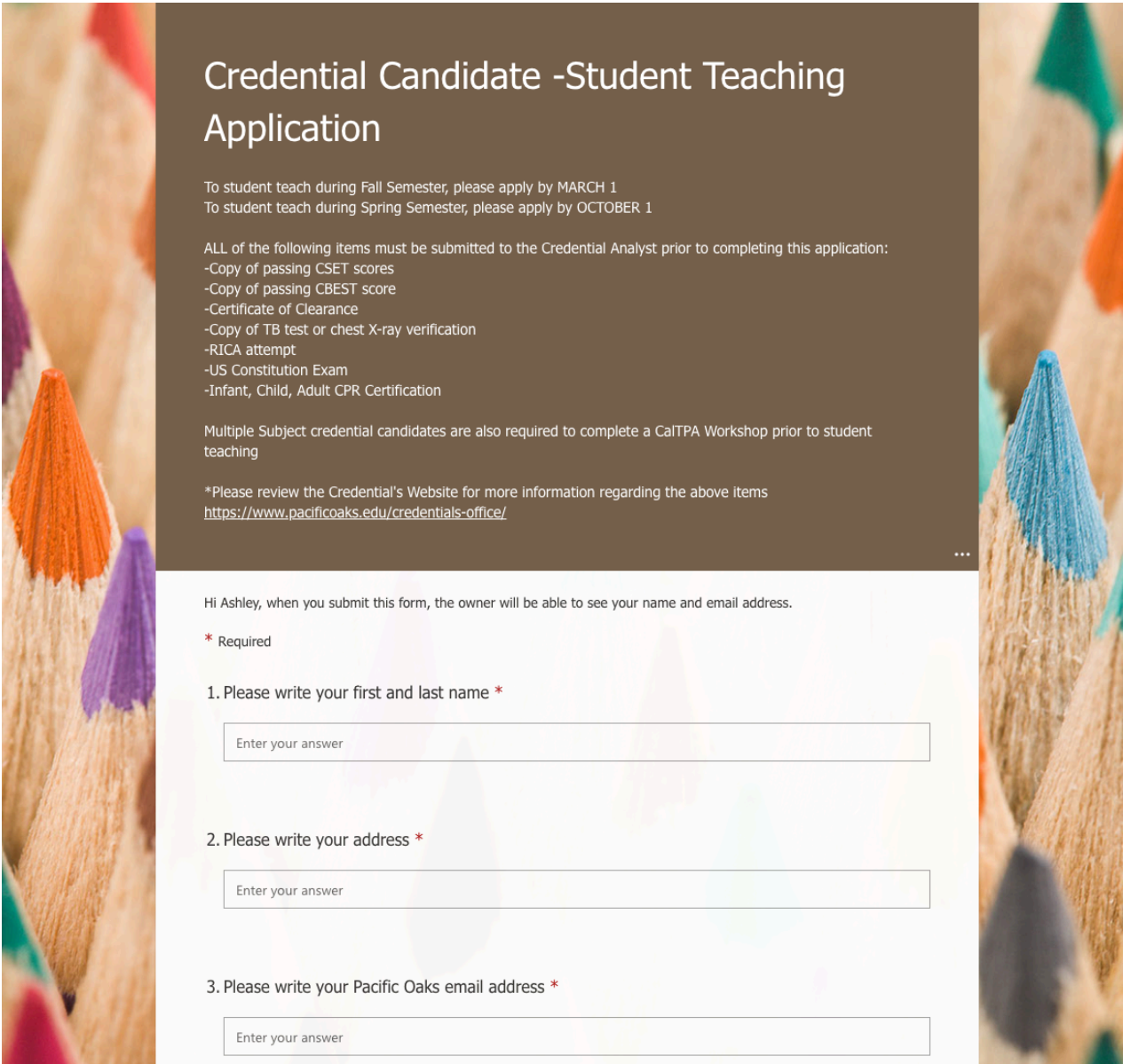
Student Teacher Candidate Reflection of Mentor Teacher (page 44)

To be filled out by teacher candidate. Please review and evaluate in Portfolium.

Need for Improvement Action Plan (page 23)

To be filled out by the fieldwork supervisor if needed and shared with the mentor teacher, course instructor, credential analyst, and faculty advisor. The fieldwork supervisor and faculty advisor are responsible for ensuring that the candidate is following the Action Plan.

Sample Student Teaching Application



Credential Candidate -Student Teaching Application

To student teach during Fall Semester, please apply by MARCH 1
To student teach during Spring Semester, please apply by OCTOBER 1

ALL of the following items must be submitted to the Credential Analyst prior to completing this application:

- Copy of passing CSET scores
- Copy of passing CBEST score
- Certificate of Clearance
- Copy of TB test or chest X-ray verification
- RICA attempt
- US Constitution Exam
- Infant, Child, Adult CPR Certification

Multiple Subject credential candidates are also required to complete a CalTPA Workshop prior to student teaching

*Please review the Credential's Website for more information regarding the above items
<https://www.pacificoaks.edu/credentials-office/>

Hi Ashley, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Please write your first and last name *

2. Please write your address *

3. Please write your Pacific Oaks email address *

****Appliation is found online. Please email Credentials@pacificoaks.edu for the link.**

Need for Improvement Action Plan

The following action plan is to be put into effect on _____ because the fieldwork supervisor or mentor teacher has identified specific areas for improvement. This plan will be reviewed by the fieldwork supervisor, faculty advisor, and teacher candidate each session to determine the amount of progress being made toward the identified goals. The date to review improvement is determined and recorded below. Failure to make significant progress toward stated goals will result in modification or termination of the student teaching assignment based upon the fieldwork supervisor's and/or faculty advisor's recommendation. Please refer to page 8 for additional information.

A. Describe the Areas of Concern:



B. Improvement Plan (specific steps, strategies and timelines are required):



C. Indicators of Success:

Next Review Date:

Teacher Candidate Name and Signature:

Date:

Faculty Advisor Name and Signature:

Date:

Fieldwork Supervisor Name and Signature:

Date:

Student Teacher Weekly Time Log

This form can be reused as many times as necessary.

Teacher Candidate Name:

Student Teaching Start Date and End Date:

Name of School and District:

Mentor Teacher Name:

Weekly Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Week #					
Date					
Start –					
End Time					
Total Hours					
Week #	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Start –					
End Time					
Total Hours					
Week #	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Start – End Time					
Total Hours					
Week #	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Start – End Time					
Total Hours					
Week #	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Start – End Time					
Total Hours					

Please add TOTAL hours and enter them here:

At the end of the session include your overall total here:

Mentor Teacher Signature:

Fieldwork Supervisor:

8/2021



Child Participation Authorization Letter and Form (English)

Dear Parent/Guardian,

I am a student teacher at Pacific Oaks College, participating in the CalTPA to fulfill a program requirement for the California Commission on Teacher Credentialing (CTC). CalTPA is a teaching performance assessment for teacher candidates, developed by the CTC. My CalTPA materials will be submitted to and scored by trained assessors in a secure system operated by Portfolium.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students, the primary focus is on my instruction, not on the students in the class. In the course of recording my lessons, there is a possibility that your child may appear in the video. I will also collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work. No student names will appear on any materials that are submitted, and materials will be kept confidential at all times.

The video recordings and student work I submit will not be made public in any way. However, the materials will be reviewed by my program at Pacific Oaks College. My assessment materials may also be used by the CTC under secure conditions for CalTPA program development and implementation, including assessor training, and to support continued program improvement activities such as future validity and reliability studies. The attached form will be used to secure your permission for these activities. If you don't want your child to be included in my CalTPA video assessment, you may indicate this on the attached form.

Thank you.

Sincerely,

(Teacher candidate signature)

(Teacher candidate name), student teacher in (mentor teacher name) classroom

Student Name: _____ Student Signature: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the Teacher Candidate assessment, and agree to the following:

(Please check the appropriate sections below.)

_____ **I DO** give permission to you to include my child's image on video as he or she participates in a class conducted at _____ (Name of School) by _____ (Teacher Candidate's Name) and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the Teacher Candidate to her/his teacher preparation program.

_____ **I DO NOT** give permission for you to include my child's image on video as he or she participates in a class conducted at _____ (Name of School) by _____ (Teacher Candidate's Name) and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the Teacher Candidate to her/his teacher preparation program.

_____ **I DO NOT** give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understood the project description given above. I understand that my performance is NOT being evaluated by this project and that my name will NOT appear on any materials that may be submitted.

_____ **I DO** give permission to you to include my image on video as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

_____ **I DO NOT** give permission for you to include my image on video as I participate in this class, but I **DO** give permission to reproduce materials that I produce as part of classroom activities.

_____ **I DO NOT** give permission to videotape me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ Date of Birth: _____ Date: _____

Child Participation Authorization Letter and Form (Spanish)

Estimado Padre / Tutor,

Soy un maestro estudiantil en Pacific Oaks College, participando en el CalTPA para cumplir con un requisito del programa para la Comisión de California de Credenciales de Maestros (CTC). CalTPA es una evaluación de desempeño de maestros para candidatos, desarrollada por el CTC. Mis materiales CalTPA serán sometidos y calificados por evaluadores capacitados en un sistema seguro operado por Portfolium.

La evaluación de desempeño documenta una serie de lecciones que enseñare en el aula de su hijo e incluye grabaciones cortas de video. Aunque las grabaciones de video involucran tanto al profesor como a varios estudiantes, el enfoque principal está en mi instrucción, no en los estudiantes de la clase. En el curso de la grabación de mis lecciones, existe la posibilidad de que su hijo pueda aparecer en el video. También recogeré muestras del trabajo de estudiantes como evidencia de mi práctica de enseñanza, y ese trabajo pueda incluir parte del trabajo de su hijo. No aparecerán nombres de estudiantes en ningún material que se envíe y los materiales se mantendrán confidenciales en todo momento.

Las grabaciones de video y el trabajo de los estudiantes que presento no se harán públicos de ninguna manera, sin embargo, los materiales serán revisados por mi programa en Pacific Oaks College. Mis materiales de evaluación también pueden ser utilizados por el CTC bajo condiciones seguras para el desarrollo y la implementación del programa CalTPA, incluyendo la asesoría de evaluadores, y para apoyar actividades continuas para mejoramiento de programas tales como estudios futuros de validez y confiabilidad. El formulario adjunto será usado para asegurar su permiso para estas actividades. Si usted se niega a incluir a su hijo potencialmente en mi evaluación de video CalTPA, puede indicarlo en el formulario adjunto.

Gracias.

Sinceramente,

(Firma del candidato del profesor)

(Nombre de profesor candidato), maestro de estudiante en (el nombre del profesor del mentor) el salón de clase

Nombre del estudiante: _____ Firma del alumno: _____

Soy el padre / tutor legal del niño nombrado arriba. He recibido y leído su carta con respecto a la evaluación del maestro candidato, y estoy de acuerdo con lo siguiente:

(Por favor, marque las siguientes secciones.)

_____ Yo doy permiso para incluir la imagen de mi hijo en video mientras participa en una clase dirigida a _____ (Nombre de Escuela) por _____ (Nombre del profesor candidato) Y / o reproducir materiales que mi hijo pueda producir como parte de las actividades del salón de clase. Entiendo que ningún apellido aparecerá en ningún material enviado por el maestro candidato a su programa de preparación de maestros.

_____ No doy permiso para incluir la imagen de mi hijo en video ya que él o ella participe en una clase dirigida en _____ (Nombre de Escuela) por _____ (Nombre del profesor candidato) Y / o reproducir materiales que mi hijo pueda producir como parte de las actividades del salón de clase. Entiendo que ningún apellido aparecerá en ningún material enviado por el maestro candidato a su programa de preparación de maestros.

_____ No doy permiso para grabar video de mi hijo o para reproducir materiales que mi hijo produzca como parte de las actividades del salón de clases.

Firma del padre o tutor: _____ Fecha: _____

Soy el estudiante nombrado arriba y tengo más de 18 años de edad. He leído y entiendo la descripción del proyecto dada anteriormente. Entiendo que mi desempeño NO está siendo evaluado por este proyecto y que mi nombre NO aparecerá en ningún material que pueda ser enviado.

_____ Si doy permiso para incluir mi imagen en video mientras participo en esta clase y / o reproducir materiales que pueda producir como parte de las actividades del aula.

_____ No doy permiso para incluir mi imagen en video mientras participo en esta clase, pero doy permiso para reproducir los materiales que produjo como parte de las actividades del aula.

_____ No doy permiso para filmarme en video o reproducir materiales que pueda producir como parte de las actividades del aula.

Firma del alumno: _____ Fecha de nacimiento: _____ Fecha: _____

**Preliminary M/M Education Specialist Instruction Credential
Student Teaching Candidate Mid-Point & Final Evaluation**

The Fieldwork Supervisor and Mentor Teacher will complete the form separately in Portfolium.

☐ Spring I _____ ☐ Spring II _____ ☐ Fall I _____ ☐ Fall II _____

School Year: _____

Name of Teacher Candidate: _____ Date: _____

School Name: _____ Grade Level(s): _____

☐ RSP ☐ SDC ☐ Inclusion

Name of Mentor Teacher: _____

Name of Fieldwork Supervisor: _____

Completed By: _____ Date _____

Please check the appropriate boxes:

4 = Proficient (Meets Competency with Commendation) 3 = Met (TPE Competency Met)

2 = Emerging (Needs Minor Improvement) 1 = Not Observed (Needs Major Improvement)

Please review candidate's skills with them, so they know which areas need improving.

CSTP Domain 1: Engaging and Supporting All Students in Learning				
TPE 1: Engaging and Supporting All Students in Learning	1	2	3	4
U1.1 Applies 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.				
U1.2 Maintains 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.				
U1.3 Connects 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.				
U1.4 Uses 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.				
U1.5 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.				

U1.6 Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused ELD, SDAIE, scaffolding across content areas, and structured English immersion, and demonstrates 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.				
U1.7 Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
U1.8 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.				
MM1.1 Demonstrates the ability to collaboratively develop and implement IEPs, including instructional goals that ensures access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.				
MM1.2 Demonstrates the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.				
MM1.3 Demonstrates knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.				
MM1.4 Monitors student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).				
MM1.5 Demonstrates the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.				
MM1.6 Facilitates and supports students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.				
MM1.7 Uses strategies to support positive psychosocial development and self-determined behavior of students with disabilities.				
CSTP Domain 2: Creating and Maintaining Effective Environments for Student Learning				
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4
U2.1 Promotes 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.				
U2.2 Creates 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.				
U2.3 Establishes, maintains, and monitors 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. U2.4 Knows how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				
U2.5 Maintains high expectations for learning with appropriate support for the full range of students in the classroom.				
U2.6 Establishes and maintains 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.				
MM2.1 Develops accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.				
MM2.2 Demonstrates the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.				
MM2.3 Demonstrates the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.				
MM2.4 Collaborates with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.				
MM2.5 Demonstrates knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.				
MM2.6 Demonstrates the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.				
MM2.7 Understands and accesses in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated				

support for students with behavior, social, emotional, trauma, and/or mental health needs.				
MM2.8 Applies and collaboratively implements supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.				
MM2.9 Demonstrates the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.				
MM2.10 Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.				
MM2.11 Demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.				
CSTP Domain 3: Understanding and Organizing Subject Matter for Student Learning				
TPE 3: Understanding and Organizing Subject Matter for Student Learning	1	2	3	4
U3.1 Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
U3.2 Uses 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.				
U3.3 Plans, designs, implements, and monitors 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.				
U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plans for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
U3.5 Adapts 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.				
U3.6 Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
U3.7 Models and develops 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.				
U3.8 Demonstrates knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				
MM3.1 Effectively adapts, modifies, accommodates and/or differentiates the				

instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).				
MM3.2 Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.				
MM3.3 Demonstrates knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.				
CSTP Domain 4: Planning Instruction & Designing Learning Experiences for Students				
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
U4.1 Locates and applies 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.				
U4.2 Understands and applies 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.				
U4.3 Designs and implements 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.				
<p>U4.4 Plans, designs, implements and monitors 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:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 				
U4.5 Promotes 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.)				
U4.6 Accesses 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.				

U4.7 Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
U4.8 Uses 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.				
MM4.1 Demonstrates the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.				
MM4.2 Demonstrates the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state- adopted core curriculum.				
MM4.3 Demonstrates the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.				
MM4.4 Demonstrates the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.				
MM4.5 Demonstrates knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).				
MM4.6 Coordinates, collaborates, co-teaches and communicates effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.				
MM4.7 Uses person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.				
CSTP Domain 5: Assessing Student Learning				
TPE 5: Assessing Student Learning	1	2	3	4
U5.1 Applies 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.				

U5.2 Collects and analyzes assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
U5.3 Involves 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.				
U5.4 Uses technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
U5.5 Uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
U5.6 Works 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.				
U5.7 Interprets 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.				
U5.8 Uses 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.				
MM5.1 Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidate also applies knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.				
MM5.2 Utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.				
MM5.3 Demonstrates knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.				
MM5.4 Demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.				
MM5.5 Demonstrates knowledge of second language development and the distinction between language disorders, disabilities, and language differences.				
MM5.6 Knows how to appropriately administer assessments according to the established protocols for each assessment. Understands how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.				
CSTP Domain 6: Developing as a Professional Educator				

TPE 6: Developing as a Professional Educator	1	2	3	4
U6.1 Candidate reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
U6.2 Recognizes 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. Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.				
U6.3 Establishes professional learning goals and makes progress to improve their practice by routinely engaging in communication and inquiry with colleagues. U6.4 Demonstrates 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.				
U6.5 Demonstrates 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. Conducts themselves with integrity and model ethical conduct for themselves and others.				
U6.6 Understands and enacts 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.				
U6.7 Critically analyzes 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.				
MM6.1 Demonstrates the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.				
MM6.2 Identifies and understands conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.				
MM6.3 Demonstrates knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.				
MM6.4 Demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.				
MM6.5 Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.				
MM6.6 Possesses the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.				

For those areas marked “1” or “Not Observed,” please explain.

Please summarize the teacher candidate’s strengths and areas where additional improvement is needed.

Do you have any additional comments?

**Preliminary Multiple Subject Teaching Credential
Student Teaching Candidate Mid-Point & Final Evaluation**

The Fieldwork Supervisor and Mentor Teacher will complete the form separately in Portfolium.

☐ Spring I _____ ☐ Spring II _____ ☐ Fall I _____ ☐ Fall II _____

School Year: _____

Name of Teacher Candidate: _____ Date: _____

School Name: _____ Grade Level(s): _____

Name of Mentor Teacher: _____

Name of Fieldwork Supervisor: _____

Completed By: _____ Date _____

Please check the appropriate boxes:

4 = Proficient (Meets Competency with Commendation) 3 = Met (TPE Competency Met)

2 = Emerging (Needs Minor Improvement) 1 = Not Observed (Needs Major Improvement)

Please review candidate's skills with them, so they know which areas need improving.

CSTP Domain 1: Engaging and Supporting All Students in Learning				
TPE 1: Engaging and Supporting All Students in Learning	1	2	3	4
U1.1 Applies 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.				
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U1.3 Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
U1.4 Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design for 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.				
U1.4 Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem-solving, responding to and framing meaningful questions, and reflection.				

U1.6 Provides 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 demonstrates 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.				
U1.7 Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
U1.8 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.				
CSTP Domain 2: Creating and Maintaining Effective Environments for Student Learning				
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4
U2.1 Promotes 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.				
U2.2 Creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect the diversity and multiple perspectives, and are culturally				
U2.3 Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognizes and appropriately addresses instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
U2.4 Knows how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				
U2.5 Maintains high expectations for learning with appropriate support for the full range of students in the classroom.				
U2.6 Establishes and maintains clear expectations for positive classroom behavior and student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				
CSTP Domain 3: Understanding and Organizing Subject Matter for Student Learning				
TPE 3: Understanding and Organizing Subject Matter for Student Learning	1	2	3	4
U3.1 Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
U3.2 Uses knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and makes accommodations and/or modifications as needed to promote student access to the curriculum.				

U3.3 Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and designs and implements disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plans for effective subject matter instruction and uses multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
U3.5 Adapts 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.				
U3.6 Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
U3.7 Models and develops 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.				
U.3.8 Demonstrates knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				
CSTP Domain 4: Planning Instruction & Designing Learning Experiences for Students				
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
U4.1 Locates and applies 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				
U4.2 Understands and applies 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.				
U4.3 Designs and implements 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.				

U4.4 Plans, designs, implements and monitors 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:				
<ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 				
U4.5 Promotes 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.)				
U4.6 Accesses 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.				
U4.7 Plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
U4.8 Uses 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.				
CSTP Domain 5: Assessing Student Learning				
TPE 5: Assessing Student Learning	1	2	3	4
U5.1 Applies 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 the use of scoring rubrics.				
U5.2 Collects and analyzes assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
U5.3 Involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise or reframe their work based on assessment feedback.				
U5.4 Uses technology as appropriate to support assessment administration, conducts data analysis, and communicates learning outcomes to students and families.				
U5.5 Uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				

U5.6 Works 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.				
U5.7 Interprets English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and uses this information in planning instruction.				
U5.8 Uses 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.				
CSTP Domain 6: Developing as a Professional Educator				
TPE 6: Developing as a Professional Educator	1	2	3	4
U6.1 Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
U6.2 Recognizes 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 works 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.				
U6.3 Establishes professional learning goals and makes progress to improve their practice by routinely engaging in communication and inquiry with colleagues.				
U6.4 Demonstrates 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.				
U6.5 Demonstrates 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.				
U6.6 Understands and enacts professional roles and responsibilities as mandated reporters and complies with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.				
U6.7 Critically analyzes 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.				

For those areas marked “1” or “Not Observed,” please explain.

Please summarize the teacher candidate’s strengths and areas where additional improvement is needed.

Do you have any additional comments?

Teacher Candidate Reflection of Mentor Teacher

Mentor Teacher:

Teacher Candidate:

This form is intended to help you to organize your reflections about the productive practices employed and the mentoring support provided by your Mentor Teacher.

Part A: For each of the practices identified, please check the rating frame that best describes your experiences. The rating frame abbreviations are:

C= Consistently F = Frequently S = Seldom N = Never

R = If Requested (by candidate and/or Mentor Teacher)

Productive Practice	C	F	S	N	R
Prior to your observation of the Mentor Teacher/other teachers, the purpose(s), expectations and procedures were clearly established.					
The Mentor Teacher established expectations for your participation in the monitoring of students.					
Prior to your assuming responsibility for instruction, the Mentor Teacher identified, sufficiently modeled and discussed modeling of each instructional procedure.					
Prior to your assuming responsibility for instruction, the Mentor Teacher identified, sufficiently modeled and discussed modeling of each specific content area instruction.					
The Mentor Teacher identified district and school resources and made available basic materials, texts, and equipment needed for instruction.					
Prior to teaching, you <u>and</u> your Mentor Teacher met to plan/discuss lessons, teaching constraints and responsibilities.					
Your written lesson plans were appropriately reviewed prior to being taught; the Mentor Teacher guided adjustments, and/or suggested changes.					
The Mentor Teacher observed your teaching, providing appropriate and constructive feedback orally .					
The Mentor Teacher observed your teaching, providing appropriate and constructive feedback in writing .					
The Mentor Teacher identified and reinforced your productive teaching and professional actions, as well as your progress/improvements.					
In addition to informal feedback and planning, the Mentor Teacher established and observed specific times for feedback and planning.					
The Mentor Teacher completed or participated in the timely completion of required paperwork.					

Part B: Specifics

What are the two most significant ways that your Mentor Teacher supported the building of your teaching practice?

What are the two most significant ways that the Mentor Teacher might have better helped you build your teaching practice? What would you have liked the Mentor Teacher to do more of in order to help you?

Part C: Recommendation

Do you recommend that your Mentor Teacher continues to be involved in the Pacific Oaks Student Teaching program? ☐Yes ☐No

Why or why not?

Teacher Candidate Reflection of Fieldwork Supervisor

Fieldwork Supervisor:

Teacher Candidate:

This form is intended to help you organize your reflections about the productive practices employed and the mentoring support by your university supervisor. For each of the practices identified, please check the rating frame that best describes your experience. The rating frame abbreviations are:

C = Consistently F = Frequently S = Seldom N = Never

R = If Requested (by candidate and/or Fieldwork Supervisor)

Productive Practice	C	F	S	N	R
1. The Fieldwork Supervisor helped you to inform the mentor teacher (and other educators) about the program goals, required activities, timelines, and record-keeping/assessment needs.					
2. The Fieldwork Supervisor maintained productive and open communication with your Mentor Teacher.					
3. The Fieldwork Supervisor worked with you to schedule observations and post-observation conferences.					
4. The Fieldwork Supervisor observed your teaching and provided reinforcing and constructive feedback orally .					
5. The Fieldwork Supervisor observed your teaching and provided reinforcing and constructive written feedback.					
6. The Fieldwork Supervisor reviews your Observation Form and other evidence about your developing teaching practice.					
7. Conferences with the Fieldwork Supervisor provided a productive opportunity for you to reflect on your teaching as well as consider options, concerns, constraints and next teaching targets.					
8. The Fieldwork Supervisor completed or participated in the timely completion of required conferences and paperwork.					

1. What are the most significant ways that your Fieldwork Supervisor supported the building of your teaching practice?
2. What do you think the Fieldwork Supervisor could have done to better help you build your teaching practice?
3. What would you have liked the Fieldwork Supervisor to do more often to help

Mild/Moderate Education Specialist Instruction Credential Fieldwork Supervisor Observation Form

Teacher Candidate:

Mentor Teacher:

Fieldwork Supervisor:

This evaluation is based on the Teacher Candidate's mastery of the Teaching Performance Expectations (TPEs).

4 = Clear, consistent, convincing evidence

3 = Clear evidence

2 = Partial evidence

1 = Little or no evidence

0 = Not observed

				Date of Observation			
CSTP Domain 1: Engaging and Supporting All Students in Learning							
TPE 1: Engaging and Supporting All Students in Learning							
MM1.1 Demonstrates the ability to collaboratively develop and implement IEPs, including instructional goals that ensures access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.							
MM1.2 Demonstrates the ability to identify the appropriate supports of students with complex communication needs, and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.							
MM1.3 Demonstrates knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.							
MM1.4 Monitors student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).							

MM1.5 Demonstrates the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.							
MM1.6 Facilitates and supports students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.							
MM1.7 Uses strategies to support positive psychosocial development and self-determined behavior of students with disabilities.							
CSTP Domain 2: Creating and Maintaining Effective Environments for Student Learning							
TPE 2: Creating and Maintaining Effective Environments for Student Learning							
MM2.1 Develops accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.							
MM2.2 Demonstrates the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier-free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.							
MM2.3 Demonstrates the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.							
MM2.4 Collaborates with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and							

classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.							
MM2.5 Demonstrates knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.							
MM2.6 Demonstrates the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.							
MM2.7 Understands and accesses in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.							
MM2.8 Applies and collaboratively implements supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.							
MM2.9 Demonstrates the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.							
MM2.10 Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.							
MM2.11 Demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.							

CSTP Domain 3: Understanding and Organizing Subject Matter for Student Learning							
TPE 3: Understanding and Organizing Subject Matter for Student Learning							
MM3.1 Effectively adapt, modifies, accommodates and/or differentiates the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)							
MM3.2 Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.							
MM3.3 Demonstrates knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.							
CSTP Domain 4: Planning Instruction & Designing Learning Experiences for Students							
TPE 4: Planning Instruction and Designing Learning Experiences for All Students							
MM4.1 Demonstrates the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.							
MM4.2 Demonstrates the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state- adopted core curriculum.							
MM4.3 Demonstrates the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.							

MM4.4 Demonstrates the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.							
MM4.5 Demonstrates knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).							
MM4.6 Coordinates, collaborates, co-teaches and communicates effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.							
MM4.7 Uses person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.							
CSTP Domain 5: Assessing Student Learning							
TPE 5: Assessing Student Learning							
MM5.1 Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidate also applies knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.							

MM5.2 Utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.							
MM5.3 Demonstrates knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.							
MM5.4 Demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.							
MM5.5 Demonstrates knowledge of second language development and the distinction between language disorders, disabilities, and language differences.							
MM5.6 Knows how to appropriately administer assessments according to the established protocols for each assessment. Understands how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.							
CSTP Domain 6: Developing as a Professional Educator							
TPE 6: Developing as a Professional Educator							
Punctual, self-motivated, dependable, prepared; demonstrates ability to be part of a team (collegiality).							
Proficient in written communication (good punctuation and spelling in planned and spontaneous writing).							

Exhibits intellectual integrity; serves students honestly; respects student work; protects student privacy.							
Assesses his/her own progress; accepts professional advice; considers constructive criticism.							
Engages in professional development (example: staff meetings, workshops, etc.).							
MM6.1 Demonstrates the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.							
MM6.2 Identifies and understands conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.							
MM6.3 Demonstrates knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.							
MM6.4 Demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.							
MM6.5 Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.							
MM6.6 Possesses the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.							

Please summarize the Teacher Candidate's growth during the course of Student Teaching as well as areas for improvement.

Multiple Subject Credential Fieldwork Supervisor Observation Form

Name of Teacher Candidate:

Mentor Teacher:

Fieldwork Supervisor:

This evaluation is based on the Teacher Candidate's mastery of the Teaching Performance Expectations (TPEs).

4 = Clear, consistent, convincing evidence

3 = Clear evidence

2 = Partial evidence

1 = Little or no evidence

0 = Not observed

	Date of Observation						
PROFESSIONALISM							
Arrives on-time, prepared, and appropriately dressed (TPE 6.5)							
Conducts regular reflection on performance that is evidence-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)							
Meets regularly with Mentor Teacher and Fieldwork Supervisor to set goals (TPE 6.3)							
Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4)							
Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media							
Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)							
LESSON DESIGN AND ASSESSMENT							
Written lesson plan is clear, complete, and standards-based (TPE 3.1)							
Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)							

Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) and a language objective, presented in student-friendly language (TPE 3.3, 4.1, 4.4, 5.8)							
Lesson plan includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)							
Lesson plan includes a step by step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis, with respect for students' prior knowledge, background, and experiences (TPE 3.1, 3.2, 3.3, 4.4)							
Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)							
Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)							
Lesson plan includes opportunities for students to actively think critically. (TPE 1.5, 4.6, 4.7)							
Lesson plan includes opportunities for students to work collaboratively (TPE 1.5, 4.7)							
Lesson objectives and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2, 4.4)							
Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)							
LESSON IMPLEMENTATION AND ASSESSMENT							
Materials are prepared, utilized effectively, and options are provided for student action and expression (TPE 3.2, 4.3, 4.4, 4.8)							
Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)							

Lesson is taught in alignment with specified standards and uses accurate content (TPE 4.3)							
Instruction is aligned with objective/learning target and includes teacher and/or student modeling of content (TPE 4.4, 4.7)							
Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)							
A variety of critical thinking questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)							
The results of formative assessment strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)							
Involves students in self-assessment (TPE 4.5 5.3)							
Uses appropriate wait time during questioning (1.5, 1.6)							
Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.4)							
Makes adjustments to lesson content or pacing as needed. (TPE 1.1, 1.3, 1.8, 4.3, 4.4)							
Exhibits positive dispositions of caring, support, acceptance, and fairness. (TPE 6.2)							
CLASSROOM MANAGEMENT AND ENVIRONMENT							
Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)							
Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)							
Implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)							
Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)							

Implements management strategies that are consistent and provides evidence of caring, support, acceptance, and fairness to all students. (TPE. 6.2)							
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Please summarize the Teacher Candidate's growth during the course of Student Teaching as well as areas for improvement.

Lesson Plan Template

(Please use this template for all coursework. Click [HERE](#) for the latest version in Google Docs.)

PO - General Lesson Plan Template

In order to help you complete the lesson plan, you will find resources that are hyperlinked. It is expected that you use these hyperlinked resources, and any you find on your own, to inform your responses. You will also find that each response area has a “response expectation” with comments that indicate the type of response that is expected. **After** you type your response, you should delete the “response expectation” guideline comments.

To download the lesson plan template onto your own computer, click on “FILE” in the upper left corner, then download as Microsoft word. Alternatively, you could also make a copy of this via Google Docs, fill it out online, then download it as a PDF file.

Grade level
<i>Type your response here.</i>
Subject area
<i>Type your response here.</i>
California State Content Standards: Include the California Content Standards that you are planning to teach. Include at least one standard that you'd like your students to master by the time your lesson is complete.
<i>Type your response here. Response expectation - Choose at least 1-2 standards. Copy/paste the entire standard (including number and letter)</i>
<i>Example: 2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</i>
Content learning objective/goals: Make sure that you include all parts of a learning goal. 1) Begin with “students will be able to...” 2) Follow with a measurable verb (at the analysis, synthesis, evaluate/create levels) ; 3) Add some language that is similar and aligned to the standard 4) Information about the assessment that you'd collect as evidence.
<i>Type your response here. Response expectation - Choose at least 1-2 learning goals that perfectly align to the standards above. You should have at least one learning goal per standard. It is HIGHLY SUGGESTED that you include a learning objective/goal that supports higher order thinking skills. This is best demonstrated by using a measurable verb (#2 above) that is at the analysis, synthesis, or evaluate/create levels of Bloom's Taxonomy.</i>
<i>Example: Students will be able to compare and contrast numbers to 1000 using base-ten numerals, number names, and expanded form by completing a worksheet with ten problems.</i>
ELD Standards: Identify at least one English Language Development (ELD) standard(s) that will be taught and assessed in this lesson.
<i>Type your response here. Response expectation - Choose at least one ELD standard. Copy/paste the entire</i>

DS - 8.11.2021

Pacific Oaks College School of Education: Dispositions and Review Process

Dispositions refer to the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as professionals interact with students, families, and colleagues. The Disposition rubric covers specific topics addressing Professionalism, Ethical Practice, and Shaping Change through six disposition areas: Responsibility and Accountability, Creating Positive Climate, Cross Cultural Humility, Collaboration, Inquiry and Innovation, and Social Justice. As candidate's complete coursework, the non-verbal behaviors expected of professionals are impacted positively or negatively in interactions with students, families, colleagues, and communities. Being cognizant of the tone of assignment submissions, email exchanges, phone calls, and face-to-face communications reflects an individual's desire to demonstrate respect and consideration for others, seeking positive harmonious relationships even in conflict.

Directions:

Use this rubric to evaluate the candidate's growth in each of the disposition areas. For self-assessments, candidates will complete using the same rubric. See evaluation levels and examples below.

Disposition	Growth Level
PROFESSIONALISM	Provide Level and Evidence
Responsibility and Accountability: Candidate is creative and self-reliant in finding solutions to problems and ethical dilemmas, and is open to constructive feedback, managing conflict peacefully, and takes responsibility for own actions.	
Creating Positive Climate: Develops curricula and programs that provide equitable access to learning opportunities for every student and educator through content and processes; promotes a professional and safe environment where learning is valued.	
ETHICAL PRACTICE	
Cross-Cultural Humility: Promotes respect for various funds of knowledge generated through interactions with self, students, colleagues, and families from diverse cultures. Upholds a learning environment with the belief that everyone can learn. The candidate practices consistent self-reflection to assess any biases and attitudes that may impact the learning environment.	
Collaboration: Actively engages in a community of learners that develops professional relationships with colleagues and educational agencies to improve the quality of education for every student. Seeks opportunities to contribute to the field at the local level.	
SHAPING CHANGE	
Inquiry and Innovation: Is prepared to engage in and to foster life-long learning through professional development, continuous reflection, and	

research. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Promotes knowledge-building technologies and fosters experiential approaches to learning when appropriate.	
Social Justice: Seeks to understand own privileges and prejudices. Assesses embedded stereotypes in educational materials and systems, and works to address cultural biases that may interfere with student learning.	

RUBRICS FOR PERFORMANCE LEVEL	
1=Emerging: rarely demonstrates disposition 2=Approaching: occasionally demonstrates disposition 3=Proficient: consistently demonstrates disposition 4=Advanced: exceeds demonstration of disposition	
Evidence Examples for Proficient to Advanced: Assignments, certificates, presentations, evaluations from supervisors or mentor teachers, professional communication in emails or Canvas discussions, and interactions with faculty and staff, and peers.	
Evidence of Emerging to Approaching: Communications via email or in Canvas discussions, classroom interactions, and assignments/presentations.	

OVERALL RATING: ____ Performance level most descriptive of overall performance throughout the session.

3.27.18



Individual Development Plan

Institution: Pacific Oaks College

Institution Contact: Dr. Jerrell Hill, Dean School Of Education

Contact: jhill1@pacificoaks.edu; 626.529.8417

For Pacific Oaks College Credential's Office to complete:

Enrollment Dates:

Pathway Type:

Preliminary Credential Recommendation Type:

Credential Analyst Name: Ashley Gossett

Contact: agossett@pacificoaks.edu 626.529.8420

Teacher Candidate: _____

Credential Area(s): _____

Faculty Advisor Name: _____

Faculty Advisor Email and Phone: _____

Clinical Practice School/District: _____

Mentor Teacher Name: _____

Mentor Teacher Email and Phone: _____

Fieldwork Supervisor Name: _____

Fieldwork Supervisor Email and Phone: _____

☐ I have completed at least 600 hours of Clinical Practice.

☐ I have completed hours in various settings and grade levels as required by my program.

Please indicate if you have *NOT* completed the following mandatory program requirements prior to program completion. Preliminary credential holders who have not completed these requirements will be required to complete them during their induction program.

AY 2020-21 COVID_19 Teacher Candidate Program Modifications to complete in Induction		
Credential Program Modifications	Incomplete	Current Status & Plan for Completion
RICA		
TPA Cycle 1 (Multiple Subject Credential Only)		
TPA Cycle 2 (Multiple Subject Credential Only)		

Please check the box(es) that clarify the ***predominate*** type of classroom instruction experience you practiced during student teaching/internship

Types of Classroom Instruction	Predominate Experience	Comments
Taught to students in person on a daily basis		
Taught to students in person on a weekly basis		
Taught to students both in person and online on a daily basis		
Taught to students both in person and online on a weekly basis		
Taught to students		

online on a daily basis		
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This Individual Development Plan is to be completed before exiting your preliminary credentialing program through Pacific Oaks College. This plan serves as a portable document to assist you in transitioning into a clear/induction program. Your Mentor Teacher and Fieldwork Supervisor will collaborate with you to make recommendations for professional development and growth for your clear credential program. Based on your clinical experience or previous years of teaching experience, your areas of strength and areas of growth are:

Areas of strength:

Areas of growth:

Objectives for year one:

CSTP 1: Engaging All Students	CSTP 2: Effective Environment	CSTP 3: Subject Matter
<p>Initial CSTP & TPE Element Focus: (For example: 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks)</p> <p>Initial Growth Goal: (Attend professional development on district adopted curriculum.)</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>	<p>Initial CSTP & TPE Element Focus:</p> <p>Initial Growth Goal:</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>	<p>Initial CSTP &TPE Element Focus:</p> <p>Initial Growth Goal:</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>
CSTP 4: Planning Instruction	CSTP 5: Assessing for Learning	CSTP 6: Developing as a Professional
<p>Initial CSTP & TPE Element Focus:</p> <p>Initial Program Growth Goal:</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>	<p>Initial CSTP & TPE Element Focus:</p> <p>Initial Program Growth Goal:</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>	<p><i>*In completing this section, the candidate and mentor teacher must review the three completed Disposition surveys completed during the program.</i></p> <p>Initial CSTP & TPE Element Focus:</p> <p>Initial Program Growth Goal:</p> <p>Feedback from Fieldwork Supervisor and/or Faculty Advisor:</p>

Additional Goals: (Examples- advanced certifications, case management, collaboration with para-professionals, co-teaching, etc.)

Using the California Standards for the Teaching Profession (see Appendix A) and Teacher Performance Expectations, create preliminary goals with your Mentor Teacher and Fieldwork Supervisor by choosing one element from each standard as a focus. These are initial goals, which can be modified throughout your future Induction process.

Instructions: Choose a TPE element from the attached document and create an initial goal for growth:

Mentor Teacher Signature: _____

Date: _____

Fieldwork Supervisor Signature: _____

Date: _____

Faculty Advisor Signature: _____

Date: _____

Appendix A

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 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 THREE:	STANDARD FOUR:

<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content 	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
<p>STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families 	<p>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ul style="list-style-type: none"> 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.

Resources

California Department of Education

<http://www.cde.ca.gov/>

Teacher Performance Expectations

<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

Common Core - California Department of Education

<http://www.cde.ca.gov/re/cc/>

Common Core Resources – California Department of Education

<https://www2.cde.ca.gov/ccsr/>

California Commission on Teacher Credentialing

www.ctc.ca.gov

Scholastic Teaching Resources

<http://www2.scholastic.com/teachers/teaching-resources>

Preliminary Education Specialist Teaching Credential Teaching Performance Expectations (TPEs)

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2014-pdf.pdf?sfvrsn=8e2ef6ac_6

Preliminary Multiple Subject Teaching Credential Teaching Performance Expectations

(https://tcsedsystem-my.sharepoint.com/:w:/g/personal/mprabhakar_pacificoaks_edu/ETn-ld8C-1LiBeNtMgrjO8BczlXHI-6eq2QX_qMy5j7PA?e=gCxxgn)

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Lavoie, R. (2005). *It's so much work to be your friend: Helping the child with learning*

disabilities find social success. New York, NY: Touchstone

Levine, M. M.D. (2002). *A mind at a time*. New York, NY: Simon & Schuster. The Iris Center.

(n.d.). <http://iris.peabody.vanderbilt.edu/>

Turnbull, R., Huerta, N., Stowe, M. (2012). *What Every Teacher Should Know About: The*

Individuals with Disabilities Act as Amended in 2004 (2 Ed). New York: NY, Pearson Education.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms (2 Ed)*.

Alexandria, VA: Association for Supervision & Curriculum Development.

U.S. Department of Education. (2016, July 26). U. S. Department of Education Releases Guidance on Civil Rights of Students with ADHD [Press release]. Retrieved from <https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-civil-rights-students-adhd>

Achieve the Core
www.achievethecore.org

LearnZillion
www.learnzillion.com

California Science Teachers Association (CSTA)
<https://cascience.org>

Chevron's Fuel Your School (STEM)
<http://fuelyourschool.com/>

BetterLesson
<http://betterlesson.com/>

Teaching Performance Assessment (TPA) Policy and Procedures

1. TPA Background

- a. The California Teaching Performance Assessment (CalTPA) is one of several assessments required to earn a Preliminary Multiple Subject Teaching Credential, and is designed to measure a candidate's knowledge, skills and ability in relation to the Teaching Performance Expectations (TPEs). As of July 1, 2008, all candidates in a Commission-approved multiple and single subject teacher preparation program must meet the TPA requirement.
- b. Beginning fall 2018, the state will use a revised Teaching Performance Assessment model that aligns with the TPEs adopted in June 2016. Per the CTC, any candidate starting a program after July 1, 2018 will be required to take the revised CalTPA.
- c. The revised CalTPA, launched in fall 2018, and it is structured around two instructional cycles based on the pedagogical sequence of plan, teach and assess, reflect, and apply. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles should be completed during student teaching placement.
- d. Teacher candidates must register for each CalTPA Cycle during their student teaching by navigating to the Pearson CalTPA site located at this link: https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html.
- e. Similar to the CBEST, CSET or RICA, the CalTPA is a state-mandated assessment and both Cycles of the TPA must be passed prior to issuance of a California credential.

2. Original Work Statement

Candidates are required to certify that the work they submit is their own and that any work that is not theirs is appropriately cited according to college policies on academic integrity. A Task without this certification cannot be submitted or scored. For more information on Pacific Oaks' Academic Integrity policy, please refer to the [Academic Catalog](#).

3. Acknowledgement Request

Candidates acknowledge that their CalTPA submissions and scores, with the exception of the video component, may be used anonymously for teaching, research, and accreditation purposes. Scores will not be released to outside agencies other than the California Commission on Teacher Credentialing (CTC) without prior consent of individual candidates. If you do not consent to your scores being used for the above purposes, please indicate this writing to credentials@pacificoaks.edu.

4. Confidentiality

CalTPA Task submissions are confidential. Passage of the CalTPA is reported to the CTC as part of the credential recommendation process. Unless written approval has been obtained

from the individual candidate, CalTPA submissions will not be released to other persons or institutions. Aggregate scores are used for program evaluation and improvement purposes.

5. Scoring and Reporting the CalTPA

- a. The CalTPA is a high-stakes assessment completed during the credential program, during student teaching.
- b. Each CalTPA Task is scored by an assessor who has been calibrated and trained by Pearson.
- c. CalTPA Tasks are anonymously submitted and blind-scored. The identity of assessors and candidates will not be revealed to one another.
- d. Faculty or staff can support candidates with the CalTPA, but are not allowed to provide direct and specific feedback on individual responses that will be submitted to Pearson for evaluation.

6. Miscellaneous

- a. Both cycles of the CalTPA require that video recordings take place while the candidate is teaching in a classroom. The video must show the candidate and their students, therefore some K-12 schools require that parental permission slips be obtained for recording. These parental permission slips are not to be submitted to Pacific Oaks College. They are only required if the candidate's K-12 school site requests them, and they should be submitted directly to school personnel.
- b. For information on passing score requirements, test dates, and cost to register – please navigate to the Pearson CalTPA website, or contact their customer service number at 916-928-4081.

ATTN: Education Credential Analyst
Pacific Oaks College
45 Eureka Street
Pasadena, CA 91103