

College of Education and Integrative Studies
Education Department

Clinical Practice Handbook

Credential Programs for:

- *Preliminary Multiple Subject*
- *Preliminary Single Subject*
- *Preliminary Education Specialist*



CalPolyPomona

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COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

College Mission Statement



The College of Education and Integrative Studies (CEIS) is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.

Education Department Mission Statement

We cultivate successful education professionals in a diverse community that practices innovation, discovery, and experiential student-centered learning.

Vision

The Education Department will be the model for preparing highly-qualified education professionals by inspiring creativity and innovation, embracing local and global challenges, and transforming lives through the integration of teaching, learning, scholarship, and creative activities

Values

- **Academic Excellence** – We promote academic quality and excellence through relevant teaching, learning, scholarship, and creative activities with faculty who lead by example in an evidence-based culture.
- **Experiential Learning** – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and the innovative use of technology and other tools. We value critical thinking, reflection, informed risk-taking, and continuous learning.
- **Student Success** – We are committed to educational experiences and supportive services that engage and challenge our students, build on student strengths and culture, enhance personal well-being and growth, provide career opportunities in education, and foster ethical citizenship.
- **Inclusiveness** – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity. We promote social justice through equity, access, and advocacy.
- **Community Engagement** – We foster reciprocal, meaningful, and socially just relationships with community partners and stakeholders in all spheres of education.
- **Social and Environmentally Responsibility** – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment as we shape the future in positive ways.

Part 1: INTRODUCTION TO CLINICAL PRACTICE

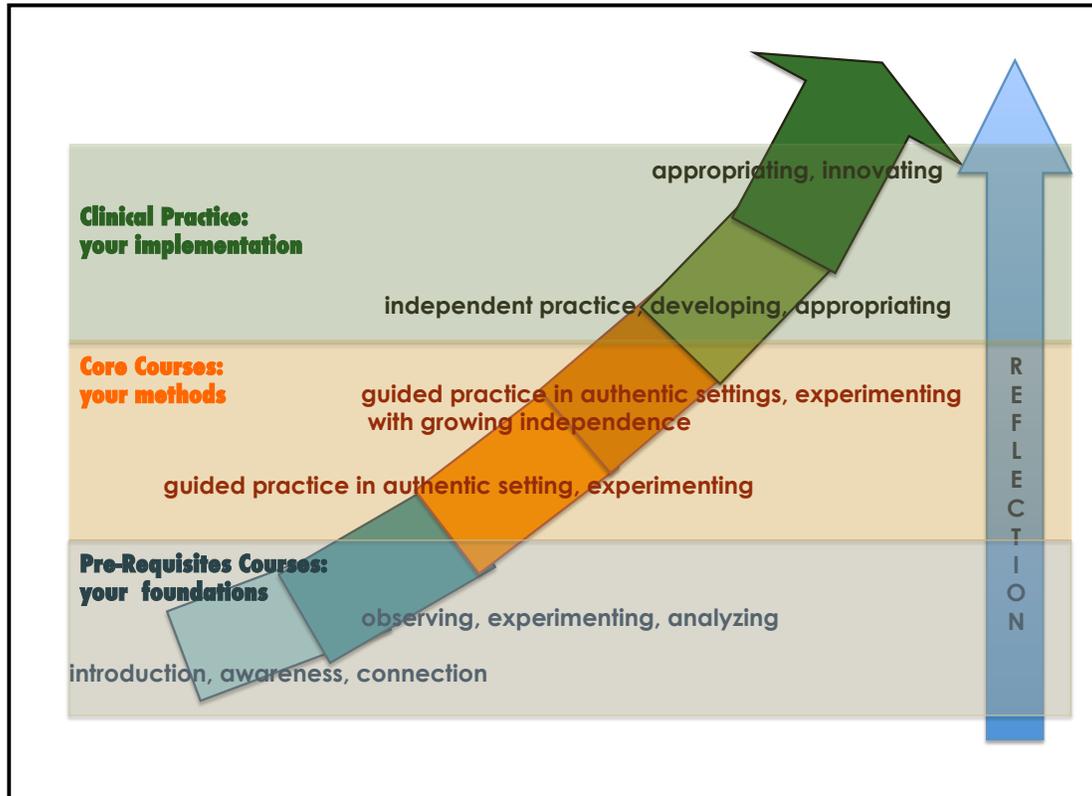
Clinical Practice (sometimes called *Student Teaching*) is the culmination of the educational prerequisites, field experience, and core courses of the Teacher Education Program for Multiple Subject, Single Subject, and Education Specialist candidates. The Education Department aims to have this experience be a challenging and engaging part of our new teachers' professional preparation.

Clinical Practice is a cooperative effort between school districts and Cal Poly Pomona. The Education Department is committed to preparing students to meet the diverse needs of our surrounding communities and educational systems. With this goal in mind, the Department identifies and establishes partnerships with teachers, public schools, and some non-public special needs schools. We aim to select partner schools that support linguistic diversity, multiculturalism, active student learning, critical thinking, and integrated and interdisciplinary curricula. The Department strives to identify teachers and schools that exemplify the highest professional standards of excellence.

Clinical Practice is a mutually beneficial and rewarding experience for everyone involved. For each Teacher Candidate, it is the long-awaited opportunity to learn first-hand, with the support of an experienced teacher, what it is really like to teach. It is also an opportunity to apply the educational theory and methodology that candidates have learned in teacher education courses. Teacher candidates bring enthusiasm and current knowledge, and they enrich the school's culture. School districts look forward to having student teachers in their schools. For teacher interns, this is an opportunity to teach, earn a salary, and receive a wide variety of professional support while learning and completing the credential program requirements. For Cooperating Teachers (the district teachers with whom Cal Poly Teacher Candidates are placed), this is a rewarding opportunity to review and share their accumulated wealth of materials, skills, and knowledge. Cooperating Teachers have a unique opportunity to make a significant contribution to the profession through their roles as mentors and educational leaders.

Clinical Practice is a comprehensive program involving mentorship, as well as formative and summative evaluation of Teacher Candidates. As the culmination of your teacher preparation experience, it enables you to apply the knowledge, skills, and abilities learned in courses and field-work in a sustained, intensive manner. The graphic below details the ways in which you can conceptualize your development as a teacher:

Pre-Service Teacher Education as Apprenticeship at Cal Poly Pomona



Preparing to teach can be understood as a process of apprenticeship¹. Accompanied by mentors, instructors, and advisors, you participate in a community of learners as you study, implement, and reflect on various elements of good teaching. Your learning trajectory moves you through stages of fuller and increasingly intensive participation as you make progress toward becoming a full member of the teaching profession.

You have had the opportunity to take pre-requisites and methods courses prior to the Clinical Practice phase of your preparation. As you completed your pre-requisites, including the Early Field Experience, you were introduced to foundational ideas in the area of your credential. You grew in your awareness of key issues and questions and began making substantive personal connections to the teaching profession. Analysis of course materials and field experiences prepared you for more in-depth work in the methods courses.

In the methods courses, you grew in your understanding of the knowledge, skills, abilities and dispositions that an outstanding teacher of diverse children must possess. With guidance you then experimented with your growing understanding, practicing in more authentic situations. Through this practice you achieved increasing independence as a prospective teacher.

As you enter the Clinical Practice phase, you will experience increasing independence in your teaching practices and through “participatory appropriation” these will become a part of who you

¹ Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

are.² We encourage you to aim for this level of expertise in all facets of your preparation during the course of Clinical Practice. In some areas you may even manage the next phase, which entails innovation. As you know, careful reflection will propel your development as a teacher.

Goals of Clinical Practice

The Education Department has several goals for the Clinical Practice experience:

1. To provide the Teacher Candidate with the opportunity to learn from and work with an exemplary teacher, resulting in on-going and positive professional growth experiences.
2. To provide a professional setting whereby the Teacher Candidate will come to understand and participate in the culture of the school.
3. To provide a realistic teaching-learning environment in which the Teacher Candidate will recognize both the educational and social components of a linguistically rich and culturally diverse population and apply this understanding to their teaching practices.
4. To provide an opportunity to observe and practice exemplary teaching.

Program Outcomes

Your work in your Clinical Practice placements will be evaluated primarily in terms of the California Teacher Performance Expectations (TPEs). Both your University Supervisor and your Cooperating Teacher (or Intern Support Provider if you are an Intern) will indicate your level of success with each of the TPEs on Midterm and Final Evaluations (copies of these forms are in the Appendix). The TPEs are organized by the six California Standards for the Teaching Profession into “elements” and “narratives” which are aligned with the California Standards for the Teaching Profession (CSTP). The titles of the TPEs are listed here; *candidates are urged to become thoroughly familiar with the complete narrative of the TPEs for their credential goal.*

[Teacher Performance Expectations-Adopted 2016](#)

Each TPE includes specific elements and a narrative.

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

Single Subject Pedagogy

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

English Language Development in Relation to Subject Specific Pedagogy

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

² Rogoff, B. (1993). “Children's guided participation and participatory appropriation in sociocultural activity,” Wozniak, Robert H. and Fischer, Kurt W. (Eds). Development in context: Acting and thinking in specific environments. The Jean Piaget symposium series, (pp. 121-153). Hillsdale, NJ, England: Lawrence Erlbaum Associates.

As of August, 2018, the TPEs for Education Specialists will be transitioning to align with the TPEs for Multiple and Single Subject candidates. Until the transition is finalized, Education Specialist's will be evaluated with the following 13 TPEs, which were adopted March 2013:

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices

a. Developmentally Appropriate Practices in Grades K-3

b. Developmentally Appropriate Practices in Grades 4-8

c. Developmentally Appropriate Practices in Grades 9-12

TPE 7 Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8 Learning about Students

TPE 9 Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10 Instructional Time

TPE 11 Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth

For the full text of the current Education Specialist Teaching Performance Expectations (TPEs), see www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

Successful Clinical Practice Collaboration: Co-Teaching

Introduction

To guide the collaboration that takes place between Teacher Candidates and Cooperating Teachers during Clinical Practice, Cal Poly Pomona's Education Department draws from the principles and strategies that comprise the Co-Teaching approach.³ This model has been adopted by the Chancellor of the California State University system for use by CSU Departments of Education. *Through the use of the co-teaching model, it is our hope that the collaboration between Cooperating Teachers and Teacher Candidates will enable Teacher Candidates to:*

1. Contribute ideas from the very beginning of the experience
2. Engage with students assisting with their learning from the very first day of their Clinical Practice experience
3. Over time, be expected to take on full leadership in planning, instruction and assessment
4. Demonstrate competencies as a teacher
5. Have opportunities to teach alone.

A Brief Overview of Co-Teaching

The Teacher Quality Enhancement Center at St. Cloud State University has defined the co-teaching approach as an approach where two teachers, in this case the Cooperating Teacher and Teacher Candidate, work together “sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.” Both teachers are actively involved and engaged in all aspects of instruction. Co-Teaching is not simply dividing the tasks and responsibilities between two people. Co-teaching is...an attitude of sharing the classroom and the students.⁴ Co-teaching offers many benefits.

1. Increased options for flexible grouping of students
2. Enhanced collaboration skills for the Teacher Candidate and Cooperating Teacher
3. Professional support for both the Cooperating Teacher and the Teacher Candidate
4. Another set of eyes to watch and help problem solve
5. Flexibility to try things you wouldn't be able to do alone
6. Collaboration in classroom and lesson preparation
7. Help with classroom management
8. Diversity and size of today's classrooms
 - a. Reduce student/teacher ratio
 - b. Increase instructional options for all students
 - c. Diversity of instructional styles
 - d. Greater student engaged time
 - e. Greater student participation levels

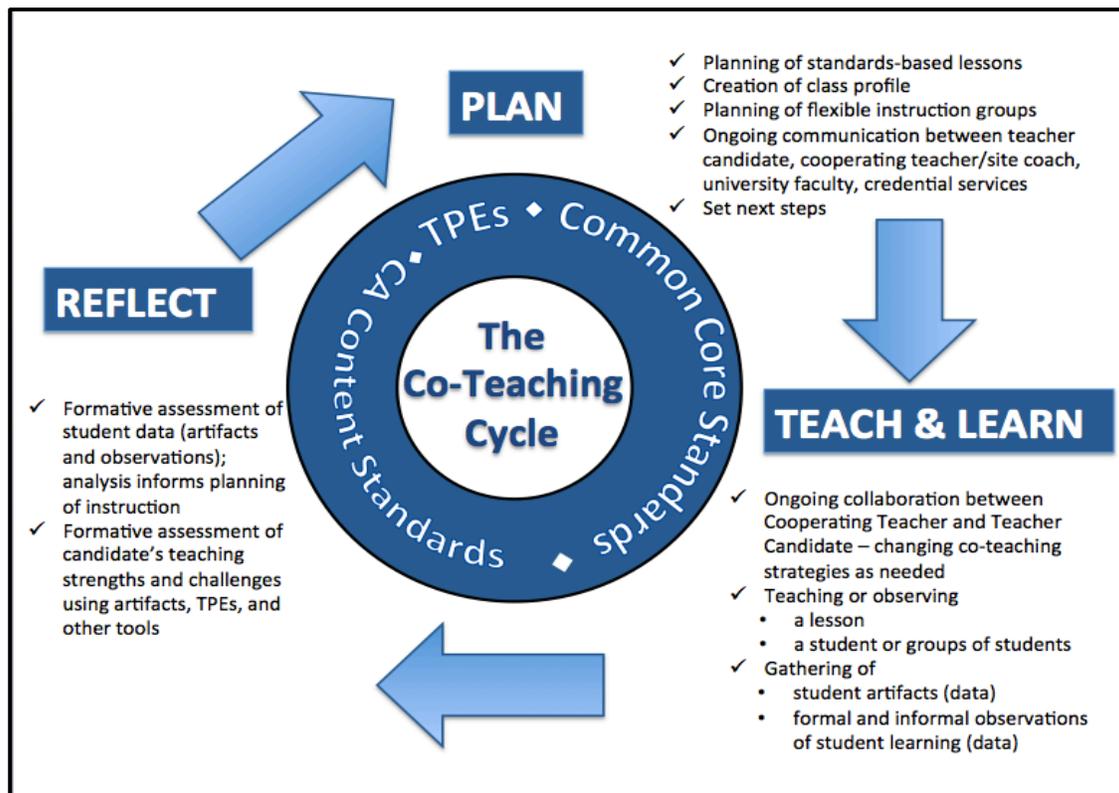
It is our hope that Teacher Candidates and Cooperating Teachers will strive to develop collegial relationships so that they both engage in ongoing cycles of inquiry. The figure below illustrates

³ Washut Heck, T. (2010). Mentoring teacher candidates through co-teaching: Collaboration that makes a difference. St. Cloud, MN: St. Cloud State University Teacher Quality Enhancement Center.

⁴ Source: <http://www.stcloudstate.edu/soe/coteaching/default.aspx>

the cyclical nature of the ideal co-teaching approach. This collaborative process will engage you and your Cooperating Teacher in cycles of planning, teaching and learning, and reflection guided by relevant academic standards and professional expectations (i.e., Teacher Professional Expectations, Common Core Standards, and where relevant, other California Content Standards).

The Co-Teaching Inquiry Cycle at Cal Poly Pomona



As you and your Cooperating Teacher consider ways of organizing your partnership, we encourage you to use this section to guide your work.⁵ The following seven approaches are the principal ways in which the roles of the Cooperating Teacher and the Teacher Candidate can vary from lesson to lesson.

One Teach, One Observe occurs when one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction? What specific behaviors are observed, and what specific language is used? It is important to remember that the Teacher Candidate and the Cooperating Teacher can take on either of these roles.

One Teach, One Assist is an extension of “*One Teach, One Observe.*” One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

⁵ Source: <http://www.stcloudstate.edu/soe/coteaching/>

Station Teaching occurs when the co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often, independent stations are used along with the teacher led stations.

In the **Parallel Teaching** approach, the students are divided into two equal groups, and each teacher instructs half of the students. The two teachers address the same instructional material and present the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student-to-teacher ratio.

The **Supplemental Teaching** strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

Alternative, or Differentiated, Teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for achieving that outcome is different. This is often necessary if, for instance, students have similar degrees of content knowledge, but varying levels of mastery of English. Through these strategies, teachers may scaffold instruction in different ways to meet the needs of different students.

Team Teaching incorporates well-planned lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From students' perspectives, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

In addition to the seven principal approaches to co-teaching, it is useful to think about the team of teachers either sharing the planning, and/or sharing the instruction. In **sharing planning**, the Teacher Candidate and Cooperating Teacher collaborate regarding:

1. What content to teach;
2. What co-teaching strategies to use;
3. Who will lead different parts of the lesson;
4. How to assess student learning; and
5. Which materials and resources to use

When **sharing instruction** the Cooperating Teacher and Teacher Candidate:

1. Share leadership in the classroom;
2. Work with all students;
3. Use a variety of co-teaching approaches;
4. Manage the classroom together; and
5. Make changes as needed during a lesson

PART 2: ADMISSION AND PLACEMENT

Requirements for Admission to Clinical Practice

Candidates must submit the Clinical Practice Application (available on the Clinical Practice website) by the due date for the semester in which they want to enroll. *Candidates may not register for Clinical Practice unless they have been notified that their application has been approved.*

- Passage of a Basic Skills Test (CBEST or equivalent—see http://www.ctcexams.nesinc.com/about_CBEST.asp)
- Demonstration of subject matter competence through completion of CTC approved course work or passage of all parts of the CSET exam.
- GPA of 2.67 overall or 2.75 during your last 60 semester units (90 quarter units).
- Completion of all program course work as listed on your Program Plan with a B average, no grade lower than a C.
- Valid Certificate of Clearance.
- Current TB clearance, valid for 4 years from date of clearance; must be valid through completion of student teaching.
- Approved Clinical Practice application.

Candidate Orientation

Upon admission to Clinical Practice, candidates will be sent an email *to their Cal Poly address* with the date, time, and location of a *mandatory* Orientation meeting on campus. Orientation meetings may be scheduled during semester breaks. *Failure to attend this meeting may result in your placement being given to any candidate still awaiting placement, and you will not be placed until you contact the Supervision Office. Placement is not guaranteed.*

Placement

Districts place Teacher Candidates as a courtesy. All placements are voluntary by the district and Cooperating Teachers. Cal Poly Pomona selects Clinical Practice placements from almost 40 different school districts within our geographic catchment area and with whom we have approved contractual relationships. *Candidates may not arrange their own placements.* Districts and schools who are partnered with Cal Poly Pomona for the purpose of providing clinical field experiences are chosen based on explicit criteria from the Commission on Teacher Credentialing (CTC) and the University's Education Department. These criteria include:

- Schools that are culturally and linguistically diverse, include English learners, students with special needs, and those who are economically disadvantaged.
- Cooperating teachers who demonstrate and consistently utilize best teaching practices, including the teaching of reading in their classrooms.
- Schools that demonstrate commitment to collaborative evidence-based practices, continuous program improvement, and place students with disabilities in the Least Restrictive Environment (LRE).

Standard placement assignments are based on the candidate's address on the application unless other arrangements have been made. Every effort is made to place candidates close to home, but *all candidates must be prepared to commute to their assignment* if necessary. The

placement process can be extremely lengthy, requiring interaction between the university, districts, school principals, and Cooperating Teachers. Students are asked to be patient during this process. The Placement Office is the only office that is authorized to work with districts to ensure that all legal requirements are met for Clinical Practice assignments. Should you have a request to be placed in a particular district or school, you must submit a written request by email to the Placement Office. No requests are guaranteed. Due to conflict of interest, candidates may not be placed with Cooperating Teachers or in schools where friends and relatives are employed or attend, or schools that the Candidate attended as a child. Due to competition with other universities, placement options at times may be limited, therefore, candidates must be willing to accept the placement offered to them.

Short-Term Permit (Long-Term Substitute) assignments must be within a district that has a current Clinical Practice contract with Cal Poly, Pomona, must be in your Credential objective, and must be for the full semester (minimum 16 weeks). A Candidate wishing to use a long-term substitute position as part of Clinical Practice must submit the Supplemental Application “Clinical Practice Supplemental Application for Long Term Assignment” to the Clinical Practice Office for approval. The Supplemental Application may be found in the Clinical Practice Office or online on the Education Department website.

Single Subject candidates must teach more than one grade level and at least two subjects within their content area (for example, Algebra I and Geometry for a Mathematics candidate) and may have one to three Cooperating Teachers.

Detailed placement information will be sent to Teacher Candidates via their *Cal Poly email address* a few weeks prior to the beginning of the semester. Block 1 Candidates will also be sent an email notice of the *mandatory* Clinical Practice Orientation date/time/location. Please monitor your email clutter and spam folders, in case these emails get directed there. Failure to attend the orientation may result in your placement being given to any candidate still awaiting placement, and you will not be placed until you contact the Placement Office.

University Supervisors are qualified to supervise teacher candidates through a process of screening by the program faculty. Minimum qualifications include:

- Advanced degree (Master’s or Doctorate) in education or related field
- Teaching credential in the areas in which they supervise
- CLAD or EL authorization
- Minimum of three years of public school teaching and/or administrative experience

Intern Support Providers must, in addition to the above:

- Possess a valid credential to teach, supervise, and/or administer in the supervised grade level
- Have three years’ experience as a successful practitioner or administrator
- Hold EL authorization
- Demonstrate effective instruction of adult populations
- Understand and support the policies and philosophy of the University program
- Be employed by a district that has signed the Teacher Education Internship Program Agreement

PART 3: POLICIES AND PROCEDURES

During Clinical Practice, all candidates continue to be governed by the Cal Poly Pomona [Student Conduct Code](#) and *all* Clinical Practice policies and procedures, including starting and finishing their CP on the dates required.

Course Enrollment

When your Clinical Practice application is approved, you will be sent an email with specific instructions about which course(s) to register for. It is your responsibility to register for and enroll in the correct course(s). *Candidates may not register for Clinical Practice unless they have been notified that their application has been approved.* Candidates who need assistance may contact the appropriate Credential Analyst.

Time Requirements

The California Commission for Teacher Credentialing requires that all Teacher Candidates complete Clinical Practice. In this handbook, Clinical Practice refers to a semester of *supervised teaching* that the CTC describes as a “developmental and sequential set of activities.” During the semester of Clinical Practice, candidates complete 16 weeks of *full-time* teaching in a classroom appropriate to the credential being earned. Interns often teach more than one semester. Teacher Candidates in schools that are on a “year-round” calendar must teach during the entire Cal Poly Pomona semester.

The Education Department does not waive any portion of Clinical Practice.⁶ Participating in Clinical Practice is part of your professional commitment to become a qualified teacher. In general, *Clinical Practice is comprised of five fully scheduled work-days each week, for a full 16-week semester.* The definition of a full work-day may change slightly from school to school, and you are asked to follow the standard practice at your placement school.

We strongly recommend that you refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming, and can be difficult at times. For example, as you take over teaching responsibilities at your school, you will become increasingly responsible for daily curricular planning and for assessment of student work after school is dismissed, including times when you are not physically on site at your school.

If your school’s calendar ends the school year earlier than that of Cal Poly Pomona work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the semester.

Multiple Subject Candidates. Some Multiple Subject Candidates may be placed in K-8 schools where the students in the upper grades (6-8) are on “block schedules” in which they remain in clusters and take core curriculum areas together. For example, they might have one Math/Science block and one Language Arts/Social Studies block. Such arrangements are also

⁶ Certain private school teachers may be exempt from this requirement. Please refer to California Commission on Teacher Credentialing (CCTC) Publication CL-834.

sometimes found in fourth and fifth grade classrooms. In such settings, 75% of the students that Multiple Subject Candidates work with must be in the same core curriculum classes.

Education Specialist Candidates. One semester of Clinical Practice is required for Education Specialist candidates who have no other credentials and for those who are seeking to add their Education Specialist credential on to an existing multiple or single subject credential. The semester is completed at a specific grade level within a setting matching the credential authorization. Dual credential candidates (i.e., both a mild/moderate and moderate/severe authorization) complete a total of two semesters of Clinical Practice, with one semester in each setting.

Bilingual Authorization Candidates. Multiple Subject candidates completing the Bilingual Authorization are required to complete one block in an English language placement, and another in a Dual Language Immersion placement. Single Subject and Education Specialist bilingual candidates complete one of their two blocks in an English language placement. As available, they complete the second block in a Dual Language placement, or conduct alternate assignments under the supervision of the Bilingual Coordinator.

Attendance

Attendance is a crucial aspect of the Clinical Practice experience. As experiences in the classroom are developmental, it is vital that the Teacher Candidate does not miss any time during the Clinical Practice assignment. It is the responsibility of each candidate to:

- Attend each day of the contractual schedule calendared by the school district
- Follow the school holiday schedule, not the University's (i.e., if the University has a holiday but your school placement does not, you must attend your placement)
- Attend each day, at the assigned school site's classroom, for the entire contractual day as specified by the school district
- Teacher Candidates may not take time off for vacations, family reunions, celebrations, and so on, during the semester
- ALWAYS be on time.

Illness and emergency-status needs are the only acceptable reasons for absence from the Clinical Practice assignment. If more than three (3) days of absence occur during the Teacher Candidate's assignment, a meeting may be held with the Program Coordinator. At that time, the Candidate may receive a Statement of Concern for absences which interfere with the Clinical Practice assignment. Interns should follow their school policy for calling in sick.

In the event of personal illness or extreme emergency, you are to **immediately** notify all listed:

- Cooperating Teacher
- School Site Administrative Assistant (who will inform the school site principal)
- University Supervisor

Appropriate Conduct

During your Clinical Practice experience, you are both a University student and a teacher in your assigned school. You are a student in terms of your relationship to Cal Poly Pomona, your Cooperating Teacher (or Intern Support Provider) and your University Supervisor. As a teacher

candidate, you represent Cal Poly Pomona and the College of Education and Integrative Studies in your respective placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university.

As a Clinical Practice teacher, you are a guest in classrooms and schools. You are a teacher to your students, their parents, the Principal, and other school personnel. As such, you also must adhere to California's legal requirements for teachers, as well as the policies, rules and regulations of the placement school.

Personal Conduct. As a newcomer to any school community, Teacher Candidates must make a special effort to display sound character, including maintaining professional relations with minors and making decisions that focus on the welfare of minors. You are encouraged to communicate with your Cooperating Teacher and University Supervisor immediately if you have any questions about unusual interactions you have with students. Candidates should report to your University Supervisor or Cooperating Teacher any situation or interaction at the school site that makes you uncomfortable.

To ensure the well-being of students, as well as your continued good standing at Cal Poly Pomona, observe the following behavioral guidelines:

- a. refrain from hugging or having physical contact with students, even when students initiate such contact
- b. avoid informal conversations with older children or adolescents who may attempt to engage you in conversations of a sexual nature
- c. always remain in view of teachers/ administrators when interfacing informally with students (e.g., during recess or lunch)
- d. do not agree to "keep secrets" for any students
- e. do not give students food, candy, or other items without first getting permission from the Cooperating Teacher or school Principal.

Electronic Devices. You may not use electronic devices, including cell phones, while in your assigned classroom. If you have an emergency, first step out of the classroom (without disrupting the class), then answer your phone. Texting during your time in classrooms is prohibited. In addition, you must follow other guidelines for the use of electronic devices that exist at the site where you are conducting your fieldwork.

Teachers and administrators have the right to ask you to leave the school. This will result in a Statement of Concern being placed in your file and may jeopardize your academic standing at Cal Poly Pomona. See the section on "Removal from Clinical Practice", below.

Professional Attire

While working at a school site as a Teacher Candidate, it is important to maintain a level of professionalism in appearance and attire. Acceptable attire for Teacher Candidates consists of "business casual" clothing; close-toed shoes are recommended. Hairstyles should be neat and clean; hats or caps should not be worn (religious head coverings are permitted). Unacceptable attire includes sweat pants, ripped clothing, pants that result in exposure of private body parts when bending or sitting, shirts/blouses/dresses with plunging necklines or see-through materials, flip-flops, bedroom shoes/slippers. All candidates should note that the exposure of tattoos, facial

piercings and hair color are left up to the discretion of the school site, as the teacher might find this to be a distraction to his/her class. Remember this might be a future site to hire you someday, so leave a good impression.

Observations by the University Supervisor

University Supervisors meet with each candidate a minimum of six times within a semester (a minimum of 6 lesson observations with debriefing meetings). Supervisors may conduct unannounced observation visits as well. New Preliminary Multiple Subject (MS) and Single Subject (SS) credential program standards include the options to conduct Clinical Practice through in-person site visits, as well as video capture or synchronous video observation archived by annotated/scripted video based on the Teacher Performance Expectations (TPEs) (Commission on Teacher Credentialing [CTC], 2015). If video capture or synchronous video observation is used, candidates will receive annotated feedback from their University Supervisor, which will be transcribed and archived. Candidates placed outside of the CPP local service area may be required to participate in video capture or synchronous video observation models.

Individual Transition Plan

The Commission on Teacher Credentialing requires that each candidate develop an Individual Transition Plan (ITP) prior to the completion of the preliminary program, which will be used to develop a meaningful Induction Plan as part of a Clear Credential. The Plan includes the individual's strengths and areas of need that will be addressed in the Clear Credential preparation program. The Plan facilitates the individual's transition from initial teacher preparation to a Clear Credential preparation program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the Preliminary Credential preparation program. The ITP form is available from the Cal Poly Pomona Clinical Practice website. *When you enroll in a Clear program, you will be required to show your ITP. Candidates are responsible for keeping their original ITP and submitting a copy to their University Supervisor.*

In-Class Supervision of Candidates

As the semester progresses and the Teacher Candidate gradually assumes primary responsibility for designated classes or portions of classes, the candidate will benefit from the Cooperating Teacher's occasional absence from the classroom. The actual amount of time the candidate is left alone in the room depends on individual cases, based on what the Cooperating Teacher and Teacher Candidate are comfortable with and what the candidate is able to handle. The aim is for all candidates to have some experience alone in the classroom. This issue should be discussed by the candidate, Cooperating Teacher, and University Supervisor at some point during the semester. Leaving the student teacher alone in the classroom occasionally during the semester is a recommended procedure and should always be considered in light of individual situations and local school policies.

Substituting During Clinical Practice

Upon request by a school principal, a Clinical Practice candidate may work as a substitute teacher under the following conditions. A violation of this policy may result in termination of the Clinical Practice assignment. It is not a right for a Clinical Practice candidate to substitute teach, and these opportunities vary from school to school.

1. The Teacher Candidate holds an Emergency Substitute Credential for the school district in which he/she is student teaching.
2. The Candidate receives permission from the Cooperating Teacher and the University Supervisor.
3. The substitute teaching is temporary or short term and does not impede the fulfillment of the Clinical Practice requirements.
4. If the substitute teaching experience will exceed eight days in any semester, permission must be granted from the University Supervisor and the Education Department chairperson.
5. The Candidate continues to be supervised by the University Supervisor.
6. The Education Department or the school district reserves the right at any time to limit the opportunities for Clinical Practice candidates to substitute teach.
7. It should be noted that a legal liability may occur for those Clinical Practice candidates who substitute without the proper credential and/or university authorization.

Reporting Child Abuse

The Child Abuse and Neglect Reporting Act (CANRA) mandates that teachers and other school employees report suspected child abuse or neglect. The Act does not specify “student teachers” in its definition of mandated reporters. However, Penal Code 11165.744(b) encourages reporting by anyone who has direct contact with and/or supervision of children. As contracted teachers, Interns are school employees and therefore mandated reporters. As long as student teachers are not considered employees in any way, they are not mandated reporters. However, if a student teacher suspects child abuse or neglect, he/she should notify the Cooperating Teacher and University Supervisor as soon as practically possible. For more information, go to <http://mandatedreporter.ca.com/faq/faq.htm> . If you are not sure, speak with your University Supervisor and Cooperating Teacher.

Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)

These federal laws delineate information that must be kept confidential and secure. As a teacher candidate, you will have access to certain kinds of information about your students. Please consult with your Cooperating Teacher and/or site administrator about the rules and policies in effect so that your actions remain lawful and within the guidelines established by the district in compliance with FERPA and HIPAA.

District Labor Disputes

In the event of a school or district labor dispute, Cal Poly Pomona endorses a policy of non-involvement for Teacher Candidates. If there is a strike at your placement site, report to your University Supervisor. Should a strike last longer than five consecutive teaching days, reassignment may take place. Also, if any Teacher Candidate decides to participate in strike activities, Cal Poly Pomona will no longer recognize him/her as a representative of the California State Universities, and s/he will not be authorized to student teach.

Clinical Practice in a Nonpublic School for Education Specialist Candidates

Chapter I, Section 56034 of the California Education Code defines a “nonpublic nonsectarian school” as a “private nonsectarian school that enrolls individuals with exceptional needs pursuant

to an individualized education program, employs at least one full-time teacher who holds an appropriate credential authorizing special education services, and is certified by the department”. Nonpublic schools (NPS) are occasionally used by districts when the district itself does not have the resources to provide an appropriate education to a student with disabilities. Nonpublic schools are often used for students with severe learning disabilities, severe behavior/emotional disorders, or severe developmental disabilities. Cal Poly Pomona does not allow Clinical Practice in nonpublic schools. This policy does not apply to credential candidates working in juvenile court schools and other alternative school settings.

Statement of Concern

The Education Department uses a Statement of Concern process to address issues in the Student Conduct Code and/or persistent unsatisfactory performance in courses and Clinical Practice. Performance issues in courses are handled by the instructor of record for the course. Significant performance concerns in Clinical Practice are handled by the University Supervisor, the Program Coordinator, and/or the Department Chairperson. For Clinical Practice, the Statement of Concern, written by the Program Coordinator in consultation with the University Supervisor, identifies issues that may prevent a candidate from successfully completing a credential program. An Action Plan that provides guidelines for the candidate to address the identified issue(s) must accompany the statement, with a deadline for completion. The candidate’s work is submitted to the Program Coordinator who, after consultation and careful consideration, makes a determination on consequences and/or follow-up. Consequences may include being removed from Clinical Practice.

Withdrawal or Removal from Clinical Practice

There are three types of withdrawal from Clinical Practice:

1. *Candidates who Withdraw from Clinical Practice Prior to District Confirmation of Placement*

A candidate who has submitted a Clinical Practice Application, but wants to withdraw prior to his/her district-confirmed assignment must contact the Placement Office *immediately* and complete and submit the Request to Withdraw from Clinical Practice Form (available on the Education Department website (under “Forms”) or in the Clinical Practice Office).

2. *Candidates who Withdraw from Clinical Practice After District Confirmation of a Placement Assignment or After Clinical Practice Begins*

- a. A candidate withdrawing after district confirmation of placement is required to *immediately* contact the Placement Office and discuss the situation with Clinical Practice Placement personnel and/or the Program Coordinator. This action may require that the candidate sit out for the semester and possibly the next semester depending on the circumstances of withdrawal. The Program Coordinator may write a Statement of Concern to be placed in the Candidate’s file.
- b. If the candidate is already in his/her Clinical Practice assignment with a Cooperating Teacher, he/she must contact the University Supervisor, the Placement Office, and the Program Coordinator. A Request To Withdraw From Clinical Practice form must be filed at the time of withdrawal. This action may require that the candidate sit out for the semester and possibly the next semester depending on the circumstances of

withdrawal. The Program Coordinator may write a Statement of Concern to be placed in the Candidate's file.

3. *Candidates who Withdraw from Clinical Practice for One Semester, Are a "No Show" or Refuse to Return to the Placement Assignment*

If there are no extraordinary extenuating circumstances, withdrawal from Clinical Practice for one semester or not showing up to the assigned placement (a "No Show") will result in sitting out for the current semester and the following semester. The Candidate must reapply for Clinical Practice. "No show" candidates may not withdraw again under any circumstances, or they will be permanently separated from the program. A Statement of Concern will be placed in the candidate's file.

Removal from Clinical Practice. As students at Cal Poly Pomona, all student teachers and Interns are governed by the University's [Student Conduct Code](#) as well as the policies, rules, and regulations of the placement school. *The Cooperating Teacher and the school Principal have the right and duty to remove a Teacher Candidate from a placement if the Candidate's behavior or work is significantly inappropriate.* Teacher candidates who are unable to complete the semester due to a request for removal from University or school site personnel will receive a grade of NC for the semester. A Statement of Concern will be placed in the Candidate's file. The candidate may be removed from the credential program. Reasons for removal from a placement include, but are not limited to:

- Violations of the University's [Student Conduct Code](#)
- Violations of the Cal Poly Pomona [Nondiscrimination and Sexual Harassment](#) policies
- Violations of the Cal Poly Pomona [Violence, Zero Tolerance](#) policies
- Significant lack of content knowledge
- Poor interpersonal skills with students or adults
- Inability to appropriately relate to and work with students in the classroom
- Consistently arriving at the school site late or leaving early
- Excessive absences
- Consistently inappropriate adaptations for students who are English Learners or students who have special learning needs
- Significant and consistently poor lesson planning
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers...)

Notes on Withdrawal and Removal:

1. Students who are withdrawing from *all* classes in a semester may want to fill out a Leave of Absence form which is available from the Registrar. This is a separate process and form, which is available from the Registrar's Office.
2. An Intern may not withdraw from Clinical Practice or apply for a leave of absence while employed at a school district as an Intern.
3. The Teacher Candidate may appeal any withdrawal or removal decisions to the Education Department Appeals and Reinstatement Committee. The candidate must provide verification and documentation and submit this to the Department Chairperson. A good faith effort to settle a dispute must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue. Please consult with the Department

Chair's Office as a first step in resolving any dispute. The next point of appeal would be the Associate Dean's Office, followed by the Dean of CEIS.

PART 4: CLINICAL PRACTICE ASSESSMENT AND GRADING

A continuous cycle of formal and informal, formative and summative, assessment of candidate competence characterizes the Preliminary credential programs at Cal Poly Pomona. The assessment process fulfills the requirements of the CTC Standards and ensures that the assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied directly to the TPEs.

Acceptable Evidence for TPE Assessments

The University Supervisor and Teacher Candidate may use a variety of evidence to document competencies in the Teacher Performance Expectations. Evidence may include the Clinical Practice assessment tools (e.g., Collaborative Conversation Guide, Making Content Accessible, etc.), formal and informal observations, observation and post-observation meeting notes, lesson plans, course assignments, samples of student work, written reflections, interviews/discussions with the Cooperating Teacher, and candidate's documentation of participation in school-based experiences during Clinical Practice (e.g., faculty meetings, IEP meetings, etc.). Candidates are advised to keep an organized notebook or binder with specific TPE-related documents, lesson plans, reflections, and other pertinent materials.

Formative and Summative Grading of Clinical Practice

During Clinical Practice, the University Supervisor, in consultation with the candidate and the candidate's Intern Support Provider or Cooperating Teacher, completes all Clinical Practice formative assessment tools and the Mid-Quarter and End-of-Quarter Evaluation forms, documenting that the Teacher Candidate has met all necessary competencies at the level of a beginning teacher. An earned grade of Credit (CR) is required in Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, a grade of B or higher will convert to Credit (CR). Grades lower than B- will be converted to No Credit (NC).

When a candidate is at risk of not passing Clinical Practice, the University Supervisor will work diligently with the candidate and the Cooperating Teacher to meet the required Clinical Practice competencies. By the end of the semester, should a candidate perform unsatisfactorily by failing to meet one or more of the knowledge, skills, or dispositions as delineated in credential program standards or TPEs, she/he will earn a "No Credit" (failing) grade. Any candidate who fails Clinical Practice may be required to complete an additional Clinical Practice semester or be removed from the program. The University reserves the right to enact University appeal procedures in these circumstances (see the Cal Poly Pomona University Catalog for further information).

Incomplete grades will only be authorized in cases of emergencies and/or lengthy absences due to illness. Each request for an Incomplete grade must be reviewed by the Education Department Committee consisting of the credential coordinators before this type of grade is recorded by the instructor of record.

Other Requirements Prior to Recommendation for the Credential

- A valid Infant, Child, Adult CPR certification
- Verification of the U.S. Constitution requirement if not a CSU graduate

- Completion of the Exit Surveys (see next section, below)
- RICA – all candidates for the Multiple Subject and Education Specialist credentials must pass the RICA (Reading Instruction Competence Assessment). Candidates may complete this requirement at any point during their credential program. The RICA requires an additional fee. For more information, see the RICA [website](#).

Exit Surveys

As part of the final block of Clinical Practice, Teacher Candidates are *required* to complete several online surveys to provide feedback and suggestions regarding your credential program and Clinical Practice experiences. These surveys are anonymous and confidential; data are aggregated and combined for analysis. They provide our program with valuable feedback, so we can improve and make changes as needed. All surveys are sent to you via emails, and include links to the actual surveys. You will have about two weeks to complete the surveys. Please check your Spam/Junk/Clutter folders, in case the emails are directed there. The following are surveys you will receive:

1. CSU Chancellor's Office Exit Survey (also on the "Forms" website)
2. Cal Poly Pomona General Survey of Overall Program
3. Candidate Evaluation of University Supervisor
4. Evaluation of Cooperating Teacher/Intern Support Provider and Clinical Practice
5. Bilingual Program Candidate Evaluation (for bilingual candidates)

Cooperating Teachers and Intern Support Providers also receive a survey via email so they can provide feedback and suggestions about our credential programs from their perspective. Please encourage your CT or Intern Support Provider to check their email and respond to the survey in a timely manner.

Credential Recommendation

The following must be fulfilled by the Teacher Candidate in order to be recommended to the CTC for a teaching credential:

1. Successfully complete all requirements as listed on your Program Plan
2. Maintain an overall B- average in all credential courses
3. Candidates admitted prior to July 1, 2018 may either pass CalTPA Cycles 1 and 2 or CalTPA Tasks 1–4 with a score of 3 or 4 on every task. The CalTPA Models may not be combined. Candidates that choose to complete the CalTPA Tasks up to 2 years past clinical practice completion to pass the tasks, after which they must complete the CalTPA Cycles.
4. Earn CR in Clinical Practice courses and seminars.
5. Successfully pass the RICA exam (Multiple Subject and Education Specialist candidates)
6. Complete the Individual Transition Plan
7. Complete the Exit Surveys
8. University Supervisors must submit both the Mid-Quarter and Final Evaluations.
9. File a Credential Recommendation form and the Processing Fee Form (found on the Education Department website, under "Forms")

Toward the end of your Clinical Practice, you will receive an email sent to your Cal Poly email address delineating the process for applying for your Preliminary Credential. Final credential recommendation forms are also available on the Credential Programs [website](#). The University's Credential Analysts are available to assist in this process and answer any questions candidates you may have. After the candidate submits all forms, the Credential Analyst then recommends the candidate for credential authorization online. The candidate completes the online application process and pays the CTC credential fee. A confirmation number is provided to the candidate from CTC. Within 7-10 days, the credential document is viewable and printable off the CTC website. Remember that your Preliminary Credential is good for five years and you must complete a Clear Credential before expiration of the Preliminary.

PART 5: ROLES & RESPONSIBILITIES OF CLINICAL PRACTICE PARTNERS

Clinical Practice is one of the most important experiences in your professional preparation; University and school personnel work as a team to assist in your success. All team members (the Teacher Candidate, University Supervisor, Cooperating Teacher or Intern Support Provider) have roles and responsibilities as delineated below. A helpful resource for Candidates, Cooperating Teachers and University Supervisors may be Bermudez' chapter "I Am Getting a Student Teacher - Now What?"⁷ A copy of this chapter is available on the Clinical Practice website.

Intern Teachers and Intern Support Providers may review the Roles of the Teacher Candidate and the Roles of the University Supervisor detailed below. In addition, they should contact the Intern Director for further details about Clinical Practice in the Internship context.

Roles of the Teacher Candidate

Attendance & General Information:

1. **Give top priority in time and preparation to your student teaching assignment.** Outside employment, enrollment in other courses, child care schedules, or commuting time should not conflict with the hours of the public school teaching day, with planning times or the Clinical Practice seminar.
2. **Attend punctually and regularly.** At minimum, follow the teachers' hours for a "contract day." Plan to arrive before students arrive and plan to attend after-school staff meetings, professional development sessions, other meetings, and curriculum planning meetings that your Cooperating Teacher attends. Remain on campus for the duration of the school day. If you must arrive late or be absent, follow the school's procedures for notifying the administration. Also notify your Cooperating Teacher and university supervisor *prior* to your schedule change. Follow the school's calendar to guide your attendance. If the school is in session during a vacation or break time for our university, keep the school's calendar. Remain at the site for the entire quarter, including finals week. If your school's calendar ends the school year earlier than that of Cal Poly Pomona (i.e., Spring Semester), work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the quarter.
3. **Arrive each day well prepared, physically and mentally.** Go to your school ready to learn. Be enthusiastic and show initiative. Familiarize yourself with the district's guidelines for the conduct of teachers, and follow those guidelines. Do not engage in phone calls, texting, or Internet surfing during the school day. Ensure that you are well dressed and groomed. Exceed the standards that you observe among adults at the school.
4. **Attend any required seminars and meetings.** As part of your Clinical Practice, you may be required to attend seminars either on campus or online. There may also be school staff

⁷ Myers, S. D., & Anderson, C. W. (Eds.). (2012). *Dimensions in Mentoring: A Continuum of Practice from Beginning Teachers to Teacher Leaders*. Rotterdam, DEU: Sense Publishers. Retrieved from <http://www.ebrary.com>.

meetings (e.g., IEP meetings, Back-to-School night) to attend at your placement site. Consult with your University Supervisor and Cooperating Teacher to identify what meetings are relevant to your specific situation.

Learning & Recording:

1. **Learn by doing.** Help with all the classroom responsibilities (e.g., record-keeping, grading, organizing materials, preparing bulletin boards, etc.). Observe and take note of your Cooperating Teacher's instructional, assessment, and classroom management strategies. Participate as appropriate, following your Cooperating Teacher's and your Supervisor's mentorship. Study your content area(s) carefully and become an expert before attempting to teach content to students. Take every opportunity to learn from everyone in the building, at all times. Keep in mind that the classroom is a place to learn how to become a teacher despite differences with the Cooperating teacher's viewpoints, teaching strategies, classroom management styles, and classroom environment.

2. **Implement key concepts from your coursework.** Prepare thoroughly and carefully for each day of teaching. Initially, be prepared to write detailed lesson plans.
 - a. Plan standards-based lessons that are engaging, interactive, and student-centered.
 - b. Retrieve and record pertinent data from student folders and files such as
 - the cumulative folders
 - the Individualized Education Plans or 504 plans
 - the English Language Development records (e.g., California English Language Development Test results).

CAUTION: This material is confidential. The privacy of individual students and their families must be maintained throughout your time in Clinical Practice, and beyond.
 - c. Use assessment data to differentiate instruction for students' knowledge of English, their content area strengths and needs, their specific learning differences, and their personal interests.
 - d. Incorporate teaching approaches based on socio-cultural learning theory, such as Specially Designed Academic Instruction in English (SDAIE), as well as English Language Development (ELD) strategies intended to meet the language and learning needs of linguistically and culturally diverse students.

3. **Keep your Clinical Practice documents organized.** We suggest that you establish paper and electronic folders with the following sections, and file papers/documents at least weekly:
 - a. Student Lists and Seating Charts
 - b. Daily Lesson Plans
 - c. Lesson/Unit ideas
 - d. Student assessment information
 - e. Strategies
 - f. Clinical Practice feedback & assessment
 - g. Journal/Reflections
 - h. Resources
 - i. Miscellaneous (e.g., meeting notes, bell schedules, school calendar, etc.)

4. **Engage in self-assessment** through journaling, completing your Clinical Practice Seminar and TPA assignments, and Clinical Practice forms.
5. **Treat your Clinical Practice like an apprenticeship.**
 - a. For the first week of your semester, observe your Cooperating Teacher. Take notes about the students' and the teacher's personalities, how content is learned by students, and what the classroom management style is. Support students and the Cooperating Teacher in informal ways.
 - b. With each successive week, take on more responsibilities for teaching, assessment, and classroom management, collaborating with your Cooperating Teacher and University Supervisor to agree on the details of your increasing responsibilities. Make short-and-long-term plans for assuming the various tasks, from simple classroom routines to teaching more and more areas of the curriculum. Write this plan down and share it so everyone is in agreement about it. Use the co-teaching guidelines, and the suggested calendar for Clinical Practice, found in this Handbook.
 - c. Review lesson plans, assignments, and materials with the Cooperating Teacher *well in advance* of implementing them so that there is adequate time for revisions as needed.

Collaborating:

1. **Build collegial relationships.** Be proactive in initiating communication with your Cooperating Teacher and University Supervisor. Introduce yourself to team members and school personnel. Share ideas and work cooperatively.
2. **Communicate with others about your growth as a teacher.**
 - a. Arrange time with your Cooperating Teacher for assistance in planning and evaluating your work.
 - b. Confer with your University Supervisor during, or right after, each visit.
 - c. Ask questions and discuss professional issues. Accept feedback and put suggestions for improvement into practice.
 - d. Formally evaluate your teaching performance in consultation with your Cooperating Teacher and University Supervisor.
 - e. Complete appropriate form mid-quarter and at the end of the quarter. Keep a calendar to ensure that you complete these evaluations, and other Clinical Practice forms on time.
3. **Use the Clinical Practice Mentorship Forms** to support your collaboration with your Cooperating Teacher. Know and implement co-teaching strategies; suggest different co-teaching arrangements as the opportunities arise.
4. **Maintain confidentiality.** Do not discuss your Cooperating Teacher's personality, teaching methods, and so on, with others in the school setting (e.g., the lunch room). Do not discuss students in the school setting. Treat information learned about students and parents (including assessment data) as confidential knowledge. Discuss it only with your Cooperating Teacher or University Supervisor unless you are legally obliged to do so. If this

case arises, the teacher of record will be in charge of communicating. Please let your Supervisor know of the circumstances leading to the disclosure.

5. **Communicate during difficult times.** Inform your University Supervisor as soon as potential problem situations relating to Clinical Practice arise (e.g., personality conflicts, differences in professional decision-making, problems meeting requirements). If concerns cannot be discussed with the Cooperating Teacher and/or University Supervisor, the Program Coordinator should be notified instead.
6. **Be a Role Model.** Students are learning from you at all times. Aim to conduct yourself in ways that enable them to experience you working efficiently, interacting positively, and resolving conflicts fairly. Learn school rules for students, and enforce them. Work to develop a calm, yet firm classroom management style. Model maintaining an even temper in the face of adversity. Refrain from raising your voice. Be kind, yet firm, with students needing redirection. Do not use profanity. Take a short “time out” if you need to, and if you can, to regain your composure if you feel that you are not at your best.

Roles of the Cooperating Teacher

Thank you for agreeing to mentor a Cal Poly Pomona Teacher Candidate this semester! We are excited that you will be our partner as we work to develop the next generation of outstanding teachers.

In the Roles of the Teacher Candidate above, you can see the guidelines that we provide for our students. You may skim these to become familiar with our expectations for them during Clinical Practice. In addition to these guidelines, we suggest that you discuss your expectations with your candidate. The following provides a starting place for such a conversation.

As you build a relationship with your Teacher Candidate, keep in mind that Teacher Candidates are novice teachers developing their practice. Please view yourself as a mentor who helps to apprentice them in this developmental process. Additionally, all Candidates have to complete Teacher Credentialing requirements while completing Clinical Practice. Most importantly, Multiple and Single Subject candidates complete statewide Teacher Performance Assessments (TPAs) during approximately weeks 9 and 14.

Mentorship Guidelines

- a. **Provide a welcoming climate.** Help your Teacher Candidate to feel comfortable and welcome. Introduce him/her to other faculty members, support personnel, and administrators. Encourage him/her to get involved in classroom, and school, activities. Share your materials and your ideas with him/her.
- b. **Model the range of activities that contribute to your teaching.** Please model how you plan and implement effective teaching strategies for both native-English speakers and English Learners. Candidates report that it is especially helpful for them to learn from

Cooperating Teachers how to design and teach student-centered lessons (including group- and paired work), and how to differentiate instruction to address diverse issues, such as students' interests, their knowledge of English, their content-knowledge, and their special needs. Clinical Practice is the site where candidates actively engage in implementing classroom management in an ongoing way, so your modeling of positive discipline and planning for success through management is important. You will find that it is useful to allow Candidates to listen and watch as you "think aloud" (e.g., as you plan instruction or work to resolve a classroom management challenge).

- c. **Support the development of effective lessons.** Assist your Candidate in developing standards-based lessons that are interesting for students, and promote the development of deep content- and language- knowledge for both native English users and English Learners. As your Candidate teaches, keep a special eye out to make sure that s/he is "checking for understanding" throughout the lesson, and is not just attempting to teach with little attention to student understanding or engagement, or classroom management.
- d. **Provide ongoing mentorship.** As you know, learning to implement sound teaching and learning practices is an iterative process requiring ongoing adjustments and trials. Please be flexible, observe your Candidate regularly, and provide timely, constructive, supportive feedback. Assist the candidate in reflecting on his/her planning, teaching, and assessment practices. It may be helpful to schedule a standing daily or weekly meeting during which you can check-in on the progress of the Candidate or the students, plan, and/or exchange other important information. As part of our program, candidates are required to engage students in paired and/or small group learning. This may represent a departure from your teaching practices, but University Supervisors will be asking candidates to teach using a variety of participation structures including whole-class, individual, paired, and small group work.
- e. **Help with data collection.** Your Teacher Candidate is required to gather information about students for course assignments, and in order to develop lessons that explicitly target the demographic composition of your class(es). Please assist him/her in gathering adequate data, such as data relating to English Learner status, gifted/special education status and goals, and so on. This may require you to access data from your school database if it is not readily accessible to student teachers. We emphasize to Candidates to exercise the strictest norms of confidentiality regarding students' (and Cooperating Teachers') personal information. You may choose to reinforce this requirement with your Candidate.
- f. **Provide Input on the Candidate Evaluations.** Cooperating Teachers should provide input to the University Supervisor about the Mid-Quarter Evaluation (approximately Week 5) and End-Of-Quarter Evaluation (approximately Week 10), of your Candidate. Please consult with the University Supervisor and Teacher Candidate on using the Evaluation forms.

Professional Conduct Guidelines

- a. **Parent conferences.** While we encourage the inclusion of Teacher Candidates as observers in parent conferences, we would like you, the Cooperating Teacher, to lead,

and run, all parent conferences. Teacher Candidates should not be solely responsible for carrying out parent meetings regarding students' progress or discipline.

- b. **Student Study Team/IEP/504 plan meetings.** We encourage our Teacher Candidates to attend pre-referral, IEP, and 504 plan meetings, with parent/guardian consent as appropriate. General educators and special educators are members of the IEP team, thus all Teacher Candidates benefit from learning about and participating in the pre-referral and IEP process and meeting. Please review relevant confidentiality procedures with the candidate and review his/her role as an observer during these meetings.
- c. **Professional meetings.** We encourage our Teacher Candidates to attend all the faculty and staff meetings that you attend, and hope that you will be able to bring your Candidate along to meetings such as staff/faculty meetings, Professional Learning Community meetings, grade-level meetings, or department meetings. Please go over with the candidate his/her role as observer during these meetings, as well as appropriate participation suggestions.
- d. **Dress code.** Please address the dress code for adults at the school, so that Teacher Candidates can understand that the ways in which they dress can affect the response that the students have to them in class. For more information regarding dress, please refer to your school's dress code for teachers.
- e. **Use of electronic devices.** Please review the appropriate use of personal electronic devices for teachers at your site. At Cal Poly Pomona, we let Candidates know that throughout the school day, all cell phones and other electronic devices not related to instruction are not allowed. All emergency phone calls should be sent to the front office first, then redirected to the classroom. Personal business requiring phone usage should be done during prep- and recess-periods. Similarly, email usage during instruction is not allowed. Please notify your candidate's University Supervisor if your Candidate engages in inappropriate uses of personal electronic devices or email during class times.

Conditions Requiring Consultation

While Cal Poly Pomona makes every effort to ensure high quality Teacher Candidates, there may be circumstances during which interventions are necessary. Cooperating Teachers should contact the University Supervisor or Program Coordinator if they observe the teacher candidate engaging in any of the following behaviors consistently:

- a. Teaches with inadequate preparation
- b. Demonstrates lack of professionalism toward teaching, children, parents, staff, or yourself
- c. Has defensive responses, or excuses, when receiving constructive criticism from you, other Cooperating Teachers, and/or the University Supervisor
- d. Rarely integrates suggestions for improvement into teaching plans and/or practices
- e. Rarely demonstrates initiative for professional growth
- f. Does not make time to meet regularly with you and/or the University Supervisor

- g. Is frequently late and/or absent. This includes leaving campus during school hours, or leaving class repeatedly for extended periods
- h. Demonstrates ineffective classroom management for an extended period of time.

Roles of the University Supervisor

Orient Candidates and Cooperating Teachers To Clinical Practice:

1. If possible, contact your Teacher Candidates prior to the beginning of the semester to introduce yourself and answer any questions TC's may have. This may help address any anxiety they may be feeling before beginning their Clinical Practice.
2. Conduct an orientation for the Cooperating Teacher by the end of the first week of the quarter. Thank him/her for agreeing to mentor a Cal Poly Pomona Teacher Candidate and use this meeting to encourage open communication and the establishment of a supportive mentorship/supervision relationship. Using sections of this handbook as a guide, review the following elements of our Clinical Practice Program:
 - the purpose of Clinical Practice
 - the co-teaching model
 - the overview of sociocultural learning theory
 - the responsibilities of Cooperating Teachers
 - the suggested timeline for scheduling the candidate's work during the quarter
 - the formative evaluation and summative evaluation forms
 - the forms s/he will need to complete
 - the Teacher Candidate's responsibilities (see this handbook), with a special focus on attendance expectations
 - identify tentative dates and times when you can come back to conduct formal observations
 - exchange telephone numbers and email addresses
 - let him/her know that you may surprise the candidate with an unscheduled visit, and ask if this would work with him/her
 - discuss any questions or concerns
 - ask him/her to sign the contract in the handbook
 - leave a copy of the handbook, forms, and other pertinent materials
 - leave booklets, forms, and other materials.
3. Conduct an orientation for the Teacher Candidate by the end of the first week of the quarter. Using sections of this handbook as a guide, review the following elements of our Clinical Practice Program:
 - the purpose of Clinical Practice
 - his/her responsibilities during this time, with a special focus on attendance

- the co-teaching model
- the overview of sociocultural learning theory
- the long and short lesson plan templates
- the formative and summative evaluation forms
- the *suggested* timeline for his/her involvement in teaching during the semester
- your visits and the nature of your relationship
- your expectations for the sharing of lesson plans, schedule changes, and communication of other issues that might arise
- the possibility that you will conduct surprise visits
- discuss any questions or concerns
- exchange telephone numbers and email addresses

In short, encourage open communication and establish a supportive network to facilitate achievement of program goals.

Mentor candidates and maintain contact with Cooperating Teachers:

Meet with each candidate a minimum of seven times, as specified in the suggested timeline (a minimum of 1 meeting and 6 lesson observations with debriefing meetings). You may conduct unannounced observation visits as well. See the suggested timeline for details.

1. Conduct six or more *lesson observations*. Select the Making Content Accessible form and the Collaborative Conversation Guide which are available from the Blackboard site. Document elements of the candidate's practice as related to the selected focus.

Note: If you observe data that you can transfer to the formal mid- or end-of-semester evaluations (related to the TPEs), take note of that data in your notes as well so that you can easily record the information.

2. After each *lesson observation*, provide meaningful **written and verbal** "clinical" feedback related to the teaching practices and dispositions employed by the candidate. For each observation, use the Collaborative Conversation Guide (CCG) to conduct a debriefing meeting with the candidate. Provide the candidate with a copy of each completed guide and any other form you have completed (paper or digital). Note: You may opt to conduct some of the debriefing meetings via video conferencing or telephone if you feel that face-to-face conversations are not needed.
3. Conduct the Mid-Term Practice evaluation around week 7 and the Final Practice Evaluation during week 15 or 16.
4. Interface with the Cooperating Teacher as needed, assisting him/her to perform his/her role as outlined in this handbook.

Carefully assess and document:

1. Formally evaluate the candidate:
 - a. Conduct Mid-semester and Final *formal evaluations* using the appropriate form (Weeks 7 and 15-16, respectively). Use data that you have gathered during your lesson observations to complete these evaluations. Select evidence from your observations and written notes as well as from the candidate's artifacts (e.g., student work, lesson plans, candidate reflection, and so on).
 - b. After each *formal evaluation*, provide the candidate with meaningful **written and oral** feedback related to the teaching practices and dispositions of the candidate.

2. Informally assess the candidate
 - a. For Multiple and Single Subject candidates, informally assess the candidate's attentiveness and focus on tasks relating to Clinical Practice as well as Teacher Performance Assessments. There is a bi-weekly class meeting during which candidates are guided to stay on-track regarding the completion of the TPAs, periodic informal conversations with candidates regarding their progress would be helpful. As you know, credentials cannot be given to candidates who do not pass the TPAs, so this is a high-stakes evaluation.
 - b. Periodically, the candidate will have assignments related to Clinical Practice that should be turned in to you (for instance demographic information forms are completed during the first week of classes). Please review these and use them as springboards for conversation. For example, use the candidates' self-assessments alongside your notes or evaluations to identify areas of strength or next steps.

3. Submit all required and completed supervision paperwork to the Clinical Practice Office *within two weeks after the end of the semester*.

Timelines

These suggested timelines are designed to encourage the Teacher Candidate's (TC) smooth, steady immersion into significant classroom activity beginning early in Clinical Practice. They also promote early and numerous opportunities for the TC to benefit from formative assessments. Note that co-teaching strategies should be chosen according to what is most likely to benefit student learning. Accordingly, timelines provide flexibility in choosing from the available approaches. You may modify the timeline to better suit the unique demands and opportunities afforded by the setting, time of year, and other available resources. A summary of each timeline is provided in table form at the end of this section. The forms that are to be completed by candidates and University Supervisors are available on the Blackboard site for Clinical Practice.

Abbreviations

TC – Teacher Candidate

US – University Supervisor

CT – Cooperating Teacher

CP – Clinical Practice

Sample Curricular Timeline for Multiple Subject and Education Specialist Clinical Practice ⁸

Week 1

Mandatory orientation at Cal Poly Pomona. Notification will be sent to Teacher Candidates via email.

Week 2

During the introductory week, the University Supervisor, Cooperating Teacher, and Teacher Candidate discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing Co-Teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks during the first week (e.g. Class Profile Sheet, reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.

*Teacher Candidate:*⁹

- Contact CT as soon as possible to introduce yourself and to discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT's model lessons and discuss the observations with the CT
- Interview students informally; learn students' names
- Become familiar with specific student learning levels/ Review applicable IEPs
- Bring students in from buses, recess, line up, dismissal, etc.
- Monitor students during lessons and quiet work time, assist CT when needed.
- Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
- Receive training on electronic teaching and record keeping tools.
- Create schedule and begin data gathering for the Teaching Performance Assessment (TPA) during this week (see TPA Calendar).¹⁰

Cooperating Teacher:

- Meet with US to discuss roles, responsibilities, schedule, and calendar.

⁸ Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level.

⁹ Teacher Candidates should address all bulleted items in the timeline that are appropriate to their credential and setting.

¹⁰ All mentions of TPA in this handbook do not apply to Education Specialist candidates. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

- Orient the TC to campus locations, schedules and procedures; and discuss roles, responsibilities, and calendar.
- Immediately begin orchestrating the TC's progressive integration into classroom life and teaching.
- Facilitate the TC's efforts to access needed information and resources related to their university assignments (e.g., data gathering for TPAs).

University Supervisor:

- Meet with CT and TC for introductions, orientation and planning. Refer to guidelines for orientations in this handbook in the section on roles of the university supervisor.
- Meet and introduce yourself to the school Principal

Week 3 & 4

During weeks 3 and 4, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the candidate co-plans and team-teaches a portion of a language arts lessons during week 3 and co-plans language arts lessons or designated core curriculum area for week 4. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT's teaching.

Education Specialist Candidates

- Observe students in general education classrooms and/or in inclusive settings
- Review students' IEPs or 504 plans, focusing on goals and how they are integrated into classroom lessons/activities
- Review any Behavior Support Plans, noting specific interventions and data collection
- Observe CT use of progress monitoring and data collection practices
- Start to assist with daily living and independence skills as appropriate

All Candidates

- Welcome students at the beginning of the day, recess, lunch, etc.
- Lead small-group work in any curricular area.
- Help conduct morning and/or seatwork.
- Co-plan and team teach portions of a language arts lessons (week 3).
- Decide with Cooperating Teacher which curricular area to assume; plan week 4 lessons collaboratively with CT for co-teaching (e.g. continuation of language arts or assume responsibility for another core curriculum area)
- Assist with grading
- Continue gathering data for TPA (see TPA calendar).

Cooperating Teacher

- Observe candidate and provide feedback
- Meet with TC to decide which curricular area TC will assume first; plan week 4 lessons collaboratively with TC for co-teaching
- Facilitate the Candidate's assigned tasks/goals for the week

University Supervisor

- Observe candidate and provide feedback

Week 5 & 6

During weeks 5 and 6, the Cooperating Teacher and the Teacher Candidate team teach several lessons in the CT's designated area. The candidate will also lead instruction for a short part of the day. The TC will begin assuming responsibility for a second area of core curriculum and co-plan lessons with the CT. The University Supervisor carries out formative observation and mentoring.

Education Specialist Candidates

- Co-teach one reading or language arts lesson (or functional reading)
- Co-teach one math lesson (or functional math, e.g., cooking)
- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- Review and observe students' related services (e.g., speech, OT, PT, APE)

All Candidates

- Lead instruction for a portion of each day
- Co-teach first core curriculum area (e.g., Language Arts)
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Plan next week's lessons collaboratively with CT for co-teaching
- Continue data gathering for TPA (see TPA calendar)

Cooperating Teacher

- Observe candidate and provide feedback
- Explain IEP forms and process used at your school site and the roles of general and special education teachers
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected.
- Plan next week's lessons collaboratively with TC for co-teaching
- Facilitate the Candidate's assigned tasks/goals for the week

University Supervisor

- Observe candidate and provide feedback

Week 7 & 8

The Cooperating Teacher and the Candidate co-teach all lessons for language arts and the selected second core content area (week 7) and begin to plan for the third core curriculum area for the TC to assume responsibility for week 8. The University Supervisor may observe the Candidate, providing feedback. Education Specialist candidate conducts assessments and, with the CT, subsequently writes IEP objectives.

Education Specialist Candidates

- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance)

- With CT, write present levels of performance and IEP objectives based on assessment results

All Candidates

- Co-teach one or more curricular areas all week
- Co-teach a science or social studies lesson
- Design a learning center to be used during station teaching if applicable to classroom
- Decide with Cooperating Teacher which curricular area to assume next; plan next week's lessons collaboratively with CT for co-teaching

Cooperating Teacher

- TC provide formative feedback
- Discuss Mid-quarter Evaluation with US and TC
- Facilitate the Candidate's assigned tasks/goals for the week
- Touch base with US, as needed and for the midterm evaluation

University Supervisor

- US observe and provide feedback (if scheduled)
- Conduct Mid-practice evaluation
- Touch base with CT regarding mid practice evaluation

Weeks 9 & 10

During week 9 the Candidate is responsible for submitting a major university assignment. (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. During week 10 the TC and CT continue to co-plan and co-teach designated core curricular areas. The TC assumes responsibility for fourth area of core curriculum and co plans full week with CT. The Education Specialist gains additional practice completing other sections of IEP forms.

All Candidates

- Co-plan and co-teach curricular areas all week
- Decide with Cooperating Teacher which curricular area to assume next; plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Education Specialist: Practice completing other sections of IEP forms
- Continue writing TPA (see TPA calendar)

Cooperating Teacher

- Facilitate the Candidate's assigned tasks/goals for the week.

University Supervisor

- US observe and provide feedback

Week 11 – 14 Solo Period

The Candidate assumes primary instructional responsibility for the four-week solo period. Co-planning and co-teaching in all curricular areas continues. During week 14 the Candidate is

responsible for submitting a major university assignment (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.

All Candidates

- Take on primary instructional responsibility the entire solo period (with the exception of Week 12)
- Continue to co-plan and co-teach in all curricular areas
- Consult with CT and US on writing the Individual Transition Plan (ITP)

Cooperating Teacher

- Continue to co-plan and co-teach in all curricular areas
- Discuss ITP with TC

University Supervisor

- US observe and provide feedback
- Discuss ITP with TC
- Discuss Clear Credential pathway options with TC (University, Induction)

Week 15

The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting.

All Candidates

- Complete observations in various classroom settings and grade levels.
- Transition primary teaching responsibility back to CT
- Complete Individual Transition Plan – keep original and give a copy to US

Cooperating Teacher

- Conduct Final Evaluation meeting
- Transition primary teaching responsibility back to CT

University Supervisor

- Conduct Final Evaluation meeting

Summary of Suggested Curricular Timeline for Multiple Subject and Education Specialist Clinical Practice¹¹

Week 1
Mandatory orientation at Cal Poly
Week 2
During the introductory week, the University Supervisor, Cooperating Teacher, and Teacher Candidate discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing Co-Teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, The TC is responsible for reviewing the TPA calendar and familiarizing themselves with the weekly expectations of meeting the TPA requirements.
Weeks 3 & 4
During the second week, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The TC reviews any IEPs and Behavior Support Plans, noting any accommodations needed for students, as well as how the CT integrates IEP goals and accommodations into class lessons and activities. In particular, the candidate co-plans and team teaches a portion of a language arts or math lesson during week 3, and co-plans/co-teaches LA or math lessons for week 4. The TC and the CT determine if LA or math will be the first designated curriculum area the TC will assume responsibility for. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT's teaching.
Weeks 5 & 6
The Cooperating Teacher and the Teacher Candidate co-teach several lessons from the TCs designated curricular area (LA or math) during week five. The candidate will also lead instruction for part of the day. During week six the TC will assume responsibility for a second area of core curriculum. Education Specialist candidates observe assessment sessions, and observe and meet with various related services personnel. The University Supervisor carries out formative observation and mentoring.
Weeks 7 & 8
The Cooperating Teacher and the Candidate co-teach all lessons for language arts and math. The Teacher Candidate will assume responsibility for another area of the core curriculum (e.g., social studies, or science). The CT and TC will co-plan lessons for the third core curriculum area. Teacher Candidate leads

¹¹ Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

<p>the teaching and assessment of one or more curricular areas during week 8. The University Supervisor may observe the TC. The Cooperating Teacher continues formative assessment and co-planning/co-teaching. The Education Specialist candidate assists with assessments and, with the CT, subsequently writes sample Present Levels of Performance and IEP objectives.</p>
<p>Week 9</p>
<p>During week 9, Teacher Candidates are responsible for submitting a major university assignment (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.</p>
<p>Week 10</p>
<p>At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all lessons for 3 core curriculum areas and co-plan for the TC to assume the fourth content area during week 10. The Teacher Candidate practices differentiating instruction. The Education Specialist candidate practices writing complete IEP and preparing for IEP meeting. The University Supervisor may conduct an observation and provide feedback. The Cooperating Teacher continues to provide formative feedback.</p>
<p>Weeks 11 – 14 (Solo Period)</p>
<p>The Cooperating Teacher and Teacher Candidate plan and co-teach four curricular areas all week, with the exception of week 14. Week 14 the Teacher Candidate submits the TPA. In order to make the Candidates' workload manageable this week it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. In addition, the Teacher Candidate consults with the Cooperating Teacher and University Supervisor on writing the Individualized Transition Plan.</p>
<p>Week 15</p>
<p>The focus of this week is to transition the primary teaching responsibility back to the Cooperating Teacher. The Teacher Candidate completes observations in various classroom settings and grade levels. The Teacher Candidate finalizes the ITP and submits a signed copy to the University Supervisor. The University Supervisor and Cooperating Teacher conduct the Final Evaluation Meeting. The CT and the US conduct the final evaluation meeting.</p>

Sample Curricular Timeline for Single Subject and Education Specialist Clinical Practice ¹²

Week 1

Mandatory orientation at Cal Poly Pomona. Notification will be sent to Teacher Candidates via email.

Week 2

During the introductory week, the three parties University Supervisor, Cooperating Teacher, and Teacher Candidate discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing co-teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks this week (e.g., Class Profile Sheet, reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.

*Teacher Candidate*¹³

- Contact CT as soon as possible to introduce yourself, and to discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT's model lessons and discuss the observations with the CT
- Complete Class Profile sheet; School, Family and Community Resources; Classroom Procedures & Routines' Checklist; Interview students informally; learn students' names
- Become familiar with specific student learning levels/ Review applicable IEPs
- Monitor students during lessons and quiet work time, assist CT when needed.
- Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
- Receive training on electronic teaching and record keeping tools.
- Create schedule for, and begin, data gathering for the Teaching Performance Assessment (TPA) during this week (see TPA Calendar).¹⁴

Cooperating Teacher

- Meet with US to discuss roles, responsibilities, schedule, etc.

¹² Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

¹³ Teacher Candidates should address all bulleted items in the timeline that are appropriate to their credential and setting.

¹⁴ All mentions of TPA in this handbook do not apply to Education Specialists. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

- Orient the TC to campus locations, schedules and procedures; and discuss roles, responsibilities, and calendar.
- Immediately begin orchestrating the TC's progressive integration into classroom life and teaching.
- Facilitate the TC's efforts to access needed information and resources related to their university assignments (e.g., data gathering for TPAs).

University Supervisor

- Meet separately with CT and TC for introductions, orientation and planning. Refer to guidelines for orientations in this handbook in the section on roles of the university supervisor.
- Meet and introduce yourself to the school Principal

Weeks 3 & 4

During Weeks 3 & 4, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the Candidate co-plans and team teaches a lesson for a least one period. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT's teaching.

Education Specialist Candidates

- Observe students in general education classrooms and/or in inclusive settings
- Review students' IEPs, focusing on goals and how they are integrated into classroom lessons/activities
- Review any Behavior Support Plans, noting specific interventions and data collection
- Observe CT use of progress monitoring and data collection practices
- Start to assist with daily living skills (toileting, feeding), as appropriate

All Candidates

- Welcome students at the beginning of the periods, break, lunch, etc.
- Lead small-group work on 5 occasions and tutor one-on-one.
- Grade and record assignments for at least one period
- Co-plan and team teach a lesson for at least one period.
- Together with your US, observe and reflect on the CT's teaching using the Collaborative Classroom Observation form.
- Begin long-term planning with CT; prepare curriculum map for co-teaching
- Observe in different classrooms during the week
- Continue gathering data for TPA during this week (see TPA calendar).

Cooperating Teacher

- Co-plan and team teach a lesson for at least one period.
- Observe candidate and provide feedback
- Meet with TC for long-term planning and prepare curriculum map for co-teaching
- Facilitate the Candidate's assigned tasks/goals for the week

University Supervisor

- Together with the TC, observe and reflect on the CT's teaching using the Collaborative Classroom Observation form.

Week 5

During this week, the Candidate continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The Cooperating Teacher and Teacher Candidate team teach lessons for at least one period each day. The Candidate gathers formal and informal assessment data in order to complete the Case Study assignment. The University Supervisor carries out formative observation and mentoring.

Education Specialist Candidates

- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- Review and observe students' related services (e.g., speech, OT, PT, APE)

All Candidates

- Co-plan and co-teach lessons for at least one period each day this week
- Develop formative assessment tool, grade and record
- Shadow and observe one student in other classrooms
- Observe in different classrooms during the week.
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Plan next week's lessons collaboratively with CT for co-teaching
- Data gathering for TPA continues during this week, create outline for writing (see TPA calendar)

Cooperating Teacher

- Co-plan and co-teach lessons for at least one period each day this week.
- Explain IEP forms and process used at your school site and the roles of general and special education teachers
- Observe candidate and provide feedback
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected.
- Plan next week's lessons collaboratively with CT for co-teaching
- Facilitate the Candidate's assigned tasks/goals for the week

University Supervisor

- Observe candidate and provide feedback

Week 6

The Cooperating Teacher and the Candidate co-teach at least 2 periods every day. The Candidate develops assessments where needed. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. The Education Specialist conducts assessments and, with the CT, subsequently writes IEP objectives.

Education Specialist Candidates

- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- With CT, write present levels of performance and IEP objectives based on assessment results

All Candidates

- Co-plan and co-teach at least 2 periods every day, and develop assessments.
- Design a learning center to be used during station teaching if applicable to classroom
- Co-plan next week's lessons collaboratively with CT for Station Teaching
- Observe in different classrooms during the week
- Begin writing TPA (see TPA calendar)

Cooperating Teachers

- CT observation and provide feedback
- Facilitate the Candidate's assigned tasks/goals for the week.
- Touch base with US, as needed

University Supervisor

- US observation and provide feedback
- Review self-assessment procedures with TC and indicate which TPE clusters to address.
- Touch base with CT, as needed

Week 7

During Week 7, plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Cooperating Teacher and the Candidate co-plan and co-teach at least 3 periods. The Supervisor and Cooperating Teacher each conduct a formal mid-practice evaluation. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.

All Candidates

- Co-plan and co-teach at least 3 periods every day, with different preps, if possible.
- Mid-Quarter Evaluation by US (meeting)
- Plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Observes in different subject area classrooms during the week
- Continue writing TPA (see TPA calendar)
- Education Specialist: Practice completing other sections of IEP forms

Cooperating Teacher

- Mid-Quarter Evaluation by CT (meeting)
- Facilitate the Candidate's assigned tasks/goals for the week.

University Supervisor

- Mid-Quarter Evaluation by US and (meeting)

Week 8

At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all at least 4 periods each day, with different preps if possible. The Teacher Candidate practices differentiating instruction. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.

Education Specialist Candidates

- Practice writing complete IEP and preparing for IEP meeting
- Teach an alternative, and a differentiated lesson in any content area not yet taught
- Co-plan and co-teach 3 curricular areas all week

All Candidates

- Co-plan and co-teach for at least 4 periods, with different preps if possible.
- Focus on special areas of development for differentiation (subject area, ELL, students with special needs, designing assessment tools, questioning strategies, student engagement, grouping).
- Continue writing TPA (see TPA calendar)
- Turn in self-evaluation to US
- Observe in different subject area classrooms during the week

Cooperating Teacher

- CT observation—provide feedback
- Review mid-quarter evaluation with TC

University Supervisor

- US observation—provide feedback
- Review mid-quarter evaluation with TC

Week 9

During week 9 the Candidate is responsible for submitting a major university assignment. (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.

All Candidates

- Co-plan and co-teach curricular areas all week
- Decide with Cooperating Teacher which curricular area to assume next; plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Education Specialist: Practice completing other sections of IEP forms
- Continue writing TPA (see TPA calendar)

Cooperating Teacher

- Facilitate the Candidate's assigned tasks/goals for the week.

University Supervisor

- US observe and provide feedback

Week 10

The Cooperating Teacher and Teacher Candidate co-plan and co-teach 4 periods per day, including lesson development, presentations, assessments and follow-ups. The University Supervisor and Candidate discuss the self-evaluation.

All Candidates

- Co-plan and Co-teach 4 periods per day including lesson development, presentations, assessments and follow-ups
- Observe in different classrooms as possible
- Discuss self-evaluation with US
- Continue writing TPA (see TPA calendar)

Cooperating Teacher

- Facilitate the Candidate's assigned tasks/goals for the week

University Supervisor

- Discuss self-evaluation with TC

Weeks 11-14 Solo Period

The Candidate assumes primary instructional responsibility for the four-week solo period. Co-planning and co-teaching in all curricular areas continues. During week 14 the Candidate is responsible for submitting a major university assignment (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.

All Candidates

- Take on primary instructional responsibility the entire solo period
- Continue to co-plan and co-teach in all curricular areas
- Education Specialist: Continue to co-plan and co-teach in all curricular areas

Cooperating Teacher

- Continue to co-plan and co-teach while permitting the Candidate to assume primary instructional responsibility the entire solo period
- Discuss ITP with TC

University Supervisor

- US observation and provide feedback
- Discuss ITP with TC
- Discuss Clear Credential pathway options with TC (University, Induction)

Week 15

The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting.

All Candidates

- Complete observations in various classroom settings and grade levels
- Transition primary teaching responsibility back to CT
- Complete Individual Transition Plan; keep original and give a copy to US

Cooperating Teacher

- Conduct Final Evaluation meeting
- Transition primary teaching responsibility back to CT

University Supervisor

- Conduct Final Evaluation meeting

Summary of Suggested Curricular Timeline for Clinical Practice

Single Subject and Education Specialist Settings¹⁵

Week 1
Mandatory orientation at Cal Poly
Week 2
During the introductory week, the three parties (University Supervisor, Cooperating Teacher, and Teacher Candidate) discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing co-teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks this week (e.g., Class Profile Sheet, Reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.
Weeks 3 & 4
During Weeks 3 & 4, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the Candidate co-plans and team teaches a lesson for a least one period. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT's teaching.
Week 5
During this week, the Candidate continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The Cooperating Teacher and Teacher Candidate team teach lessons for at least one period each day. The Candidate gathers formal and informal assessment data in order to complete the Case Study assignment. The University Supervisor carries out formative observation and mentoring.
Week 6
The Cooperating Teacher and the Candidate co-teach at least 2 periods every day. The Candidate develops assessments where needed. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. The Education Specialist assists with assessments and, with the CT, subsequently writes IEP objectives.

¹⁵ Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level.

Week 7
During Week 7, plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Cooperating Teacher and the Candidate co-plan and co-teach at least 3 periods. The Supervisor and Cooperating Teacher each conduct a formal mid-practice evaluation. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.
Week 8
At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all at least 4 periods each day, with different preps if possible. The Teacher Candidate practices differentiating instruction. The Education Specialist candidate practices writing complete IEP and preparing for IEP meeting. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.
Week 9
During week 9 the Candidate is responsible for submitting a major university assignment. (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.
Week 10
The Cooperating Teacher and Teacher Candidate co-plan and co-teach 4 periods per day, including lesson development, presentations, assessments and follow-ups. The University Supervisor and Candidate discuss the self-evaluation.
Weeks 11-14
The Candidate assumes primary instructional responsibility for the entire week. Co-planning and co-teaching in all curricular areas continues. During week 14 the Candidate is responsible for submitting a major university assignment (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists.
Week 15
The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting.

PART 6: APPENDICES

- A. Lesson Plan Templates
 - 1. Lesson Plan with Adaptations
 - 2. Lesson Plan without Adaptations
 - 3. Short Lesson Plan
 - 4. Lesson Plan for Moderate/Severe Credential Candidates (with example)
 - 5. Co-Teaching Lesson Plan
- B. Multiple Subject/Single Subject Evaluation
- C. Education Specialist Evaluations

Lesson Plan Templates

You have the option of using any of the following four lesson plan templates, or a lesson plan template provided to you by your Cooperating Teacher/University Supervisor.

1. The first lesson plan template presented here has areas for you to include your adaptations/differentiation for specific students.
2. The second lesson plan template has no place for adaptations, and might be used to work rather quickly, but in a detailed way, through the planning of a lesson once you understand your students' adaptation needs, and once you have conferenced with your University Supervisor and Cooperating teacher about your progress in this area.
3. The third lesson plan is a "Short" lesson plan template that can also be used after consultation with you University Supervisor and Cooperating Teacher.
4. Lesson plan for use by candidates in the Moderate/Severe Credential program working in classrooms for students with moderate/severe disabilities. This lesson plan is introduced and practiced in EDS 505; candidates may want to review their class notes and materials on the use of this plan.

Cal Poly Pomona Basic Lesson Plan with Adaptations¹⁶

Version: 09_09_13

ONLY COMPLETE THE CLASSROOM CONTEXT SECTION ONCE FOR EACH UNIT
The small, blue text and the footnotes in this document provide guidelines for your work.
You may choose to delete these once you have finished your lesson plan.

Name: _____ Date: _____

Lesson Name: _____

Unit Name & Lesson # (if applicable): _____

Classroom Context

General Context

Select a class and a content area. Provide a detailed description of academic, language, and social factors that will influence your planning.

A. <i>Grade level, content area</i>	
B. <i>Academic Context¹⁷</i>	
C. <i>Language Context¹⁸</i>	
D. <i>Social Context¹⁹</i>	

Students Needing Adaptations

Differentiating instruction to meet the needs of individual learners in your class is important. *You can use this section to indicate which students will require that you differentiate your lesson. Differentiation of your lesson(s) will be necessary for students whose needs differ in important regards from those of the majority of your students. Modifications may be needed for several reasons, such as: students' English Learner status, their interests, their Special Education needs, and so on.*

A. <i>Academic Background</i>	
B. <i>Language Background</i>	

¹⁶ Use this version of the lesson plan if you need to develop adaptations in writing for yourself, your University Supervisor, or your Cooperating Teacher. NOTE: The "Checking For Understanding" sections have been deleted from this version to simplify your lesson planning. Please ensure that throughout your lesson you are checking with individuals and groups that they are not only getting the correct answers, but that at each stage of the lesson they understand the concepts and the language of the content.

¹⁷ **Academic Context:** Students' (Ss) learning levels in this content area, for example, Ss' prior knowledge about objectives; Ss' special needs or circumstances.

¹⁸ **Language Context:** For example, Ss' L1s & L2s; ELD levels; Ss' non-standard varieties of Eng. other.

¹⁹ **Social Context:** For example, #s of boys/ girls; social/ emotional considerations; cultural/ethnic/socio-economic backgrounds; intellectual engagement: (involved, cooperative, compliant, oppositional, defiant); extra-curricular interests/ experiences; future aspirations.

<i>C. Social/ Cultural; Emotional Background</i>	
--	--

I. Content Standards and Objectives

Identify the Content Area Standards, English Language Arts Standards (ELA – Common Core) and English Language Development Standards (California ELD – Common Core) standards that you are using to develop your objectives. For content and language arts standards, show the number of the standard (e.g., 1.2.4 a). Include the strand where applicable). After you select the ELA standards for your lesson or unit, retrieve the ELD Common Core standards for the grade level. Identify which ELD standards have been mapped onto the ELA standard(s) of your choice. Select the ELD standards based on your ELA standards and the specific language uses required of students in your lesson/unit. Indicate the level of the standard you are selecting, according to the demographic profile of your EL students: Emerging, Expanding, Bridging.

Content Area Standards	
English Language Arts Standards (Common Core)	
ELD Standards²⁰	

Your Lesson Objectives (below) should be aligned with your Standards (above). Next to the objectives that you develop below, indicate the level(s) of Blooms Taxonomy that you are targeting: **Creation/Innovation, Evaluation, Synthesis, Analysis, Application, Comprehension; Knowledge**

Objectives		<u>Bloom's Taxonomy Level</u>
<i>Content Area Objectives</i>	1.	
<i>English Language Arts Objectives</i>	1.	
<i>English Language Development Objectives</i>	1.	
<i>Social Objectives</i>	1.	

List any modified objectives for student(s) needing adaptations, and provide your rationale.

Modified Objectives & Rationale	<u>Bloom's</u>
--	-----------------------

²⁰ Use California's new ELD Standards. These are available at the [CDE ELD Resources webpage](http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf), or at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>.

		<u>Taxonomy Level</u>
Content Area Objectives	What? Why?	
English Language Arts Objectives		
Language Objectives	What? Why?	
Social Objectives	What? Why?	

II. Instructional Resources

List all instructional resources needed to carry out this lesson. Provide bibliographic information for book, audio, and visual resources.

Instructional Resources
•

List any modified instructional resources for student(s) needing adaptations, and provide your rationale.

Adapted Instructional Resources
•

III. Teaching the Content

Plan an appropriate lesson for your class profiled in the Classroom Context to meet objectives listed in section I. In the first column, list what you will do for each component of your plan. In the second column, provide a detailed description of how you will do it and provide a rationale for your decisions.

A. Introduction/Anticipatory Set²¹

Tasks ²² & Rationale ²³	Participation Structure(s) ²⁴ & Process ²⁵
	(Add or delete rows as needed.)

For All "Adaptations" sections, list any modifications for student(s) needing adaptations, and provide your rationale.

Adaptations for the Introduction/Anticipatory Set	
Tasks and Rationale	Participation Structure(s) & Process

²¹ How will you prepare the learners for the lesson? (e.g., introduce students to the objectives, access prior knowledge, preview concepts and vocabulary)

²² Task examples: mini-lecture, think-pair-share, quick-write, group brain-storm, round-robin, compare-contrast diagram, reading with a focus, journal writing, group reports, whip, collaborative poster, mind-mirror...

²³ Rationale examples:

- Types of Scaffolding: Modeling, Contextualization, Bridging, Schema-building, Text Re-Presentation, Metacognitive Development. . For review, see pp. 170-177 of the article: Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

- Types of Assessment: Diagnostic, Formative, Summative; Informal, Formal

²⁴ Participation Structure examples: Paired work, small-group work, whole class work, individual work

²⁵ Process: Step-by-step procedures

B. Focus/ Direct Instruction²⁶

Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

<i>Adaptations for the Focus/Direct Instruction</i>	
Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

C. Guided Practice

Tasks, and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

<i>Adaptations for the Guided Practice</i>	
Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

D. Closure

Tasks, and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

<i>Adaptations for the Closure</i>	
Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

E. Independent Practice and/or Assessment²⁷

Tasks, and Rationale	Participation Structure(s) & Process

<i>Adaptations for the Independent Practice</i>	

²⁶ How will you introduce the purpose of the lesson, the introductory content, and the processes for learning that students will use to interact with the texts during Guided Practice? (e.g., introduce students to the objectives, access prior knowledge, introduce key concepts and disciplinary vocabulary, and so on)

²⁷ Independent practice may take place in the classroom, or it may be provided as homework, depending on different teachers' practices.

Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

F. Next Steps

1. How will you re-teach material to students who did not show mastery in the independent practice/assessment?
2. What types of lesson extensions might you provide for students who have met the objectives?
3. What lesson will you teach next?

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Cal Poly Pomona Lesson Plan with No Adaptations²⁸

Version: 09_09_13

ONLY COMPLETE THE CLASSROOM CONTEXT SECTION ONCE FOR EACH UNIT
*The small, blue text and the footnotes in this document provide guidelines for your work.
 You may choose to delete these once you have finished your lesson plan.*

Name: _____ Date: _____

Lesson Name: _____

Unit Name & Lesson # (if applicable): _____

Classroom Context

General Context

Select a class and a content area. Provide a detailed description of academic, language, and social factors that will influence your planning.

<i>E. Grade level, content area</i>	
<i>F. Academic Context²⁹</i>	
<i>G. Language Context³⁰</i>	
<i>H. Social Context³¹</i>	

I. Content Standards and Objectives

Identify the Content Area Standards, English Language Arts Standards (ELA – Common Core) and English Language Development Standards (ELD – Common Core) standards that you are using to develop your objectives. For content and language arts standards, show the number of the standard (e.g., 1.2.4 a). Include the strand where applicable). After you select the ELA standards for your lesson or unit, retrieve the ELD Common Core standards for the grade level. Identify which ELD standards have been mapped onto the ELA standard(s) of your choice). Select the ELD standards based on your ELA standards and the specific language uses required of students in your lesson/unit. Indicate the level of the standard you are selecting, according to the demographic profile of your EL students: Emerging, Expanding, Bridging.

Content Area Standards	
English Language Arts Standards	

²⁸ Use this version of the lesson plan if you are not developing adaptations in writing. NOTE: The “Checking For Understanding” sections have been deleted from this version to simplify your lesson planning. Please ensure that throughout your lesson you are checking with individuals and groups that they are not only getting the correct answers, but that at each stage of the lesson they understand the concepts and the language of the content.

²⁹ **Academic Context:** Students’ (Ss) learning levels in this content area, for example, Ss’ prior knowledge about objectives; Ss’ special needs or circumstances.

³⁰ **Language Context:** For example, Ss’ L1s & L2s; ELD levels; Ss’ non-standard varieties of Eng, other.

³¹ **Social Context:** For example, #s of boys/ girls; social/ emotional considerations; cultural/ethnic/socio-economic backgrounds; intellectual engagement: (involved, cooperative, compliant, oppositional, defiant); extra-curricular interests/ experiences; future aspirations.

(Common Core)	
ELD Standards³²	

Your Lesson Objectives (below) should be aligned with your Standards (above). Next to the objectives that you develop below, indicate the level(s) of Blooms Taxonomy that you are targeting: **Creation/Innovation, Evaluation, Synthesis, Analysis, Application, Comprehension; Knowledge**

Objectives		<u>Bloom's Taxonomy Level</u>
<i>Content Area Objectives</i>	2.	
<i>English Language Arts Objectives</i>	2.	
<i>English Language Development Objectives</i>	2.	
<i>Social Objectives</i>	2.	

II. Instructional Resources

List all instructional resources needed to carry out this lesson. Provide bibliographic information for book, audio, and visual resources.

<i>Instructional Resources</i>
•

III. Teaching the Content

Plan an appropriate lesson for your class profiled in the Classroom Context to meet objectives listed in section I. In the first column, list what you will do for each component of your plan. In the second column, provide a detailed description of how you will do it and provide a rationale for your decisions.

A. Introduction/Anticipatory Set³³

Tasks³⁴ & Rationale³⁵	Participation Structure(s)³⁶ & Process³⁷
--	---

³² Use California's new ELD Standards. These are available at the [CDE ELD Resources webpage](http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf), or at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

³³ How will you prepare the learners for the lesson? (e.g., introduce students to the objectives, access prior knowledge, preview concepts and vocabulary)

³⁴ Task examples: mini-lecture, think-pair-share, quick-write, group brain-storm, round-robin, compare-contrast diagram, reading with a focus, journal writing, group reports, whip, collaborative poster, mind-mirror...

³⁵ Rationale examples:

- *Types of Scaffolding*: Modeling, Contextualization, Bridging, Schema-building, Text Re-Presentation, Metacognitive Development. For review, see pp. 170-177 of the article: Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

	(Add or delete rows as needed.)

B. Focus/ Direct Instruction³⁸

Tasks and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

C. Guided Practice

Tasks, and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

D. Closure

Tasks, and Rationale	Participation Structure(s) & Process
	(Add or delete rows as needed.)

E. Independent Practice and/or Assessment³⁹

Tasks, and Rationale	Participation Structure(s) & Process

F. Next Steps

1. How will you re-teach material to students who did not show mastery in the independent practice/assessment?
2. What types of lesson extensions might you provide for students who have met the objectives?
3. What lesson will you teach next?

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-
- *Types of Assessment:* Diagnostic, Formative, Summative; Informal, Formal

³⁶ Participation Structure examples: Paired work, small-group work, whole class work, individual work

³⁷ Process: Step-by-step procedures

³⁸ How will you introduce the purpose of the lesson, the introductory content, and the processes for learning that students will use to interact with the texts during Guided Practice? (e.g., introduce students to the objectives, access prior knowledge, introduce key concepts and disciplinary vocabulary, and so on)

³⁹ Independent practice may take place in the classroom, or it may be provided as homework, depending on different teachers' practices.

**Suggested Instructional Plan Template
Moderate/Severe Credential Program**

Candidates in the Moderate/Severe credential program have been trained to use this lesson plan format (also known as an Instructional Plan). See the example, following, also. This format is based on the SEACO Curriculum Guide (Special Ed Administrators of County Offices).

IEP Goal or Objective	
Common Core, alternate standard or functional skill domain	
Specific Stimuli (Antecedent events, environment)	
Attending Behaviors (student behaviors indicating ready to learn/work)	
Stimulus Prompts (materials presented with prompts)	
Prompt hierarchy & time delay	
Task Analysis (what the student does; steps to do the skill)	
Instructional Plan (what the teacher does, step-by-step, to teach the skill)	
Reinforcement (list reinforcers and when they will be given)	
Error Correction Procedures	
Evaluation procedures/Data collection (what type of data will you collect; how will you evaluate if mastery has occurred):	

Instructional Plan Example: Common Core - Writing⁴⁰

IEP Goal or Objective	By November 4, 2016, given a short story, the student will identify the proper sequence of events, such as the beginning, middle, and end, in 4 out of 5 trials done over two consecutive weeks as observed by the teacher.
Common Core or alternate standard OR functional skill domain	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Essential Understandings Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter).</p>
Specific Stimuli (Antecedent events, environment)	English Language Arts time, in the classroom, after coming inside from recess
Attending Behaviors (student behaviors indicating ready to learn/work)	<p>Sitting in chair at desk and waiting quietly in the classroom for directions.</p> <p>Looking at the teacher.</p> <p>The desk of the student is free of distractions.</p>
Stimulus Prompts (materials presented with the Response Cue)	<ol style="list-style-type: none"> 1. Book or other reading material. 2. Worksheet with 3 boxes. Each box is labeled beginning, middle, and end. 3. Pictures related to the story that will be glued to the worksheet in the appropriate order. 4. Glue stick.
Prompt hierarchy & time delay	<ul style="list-style-type: none"> • Least to most hierarchy – verbal, gesture, model, partial physical, full physical • 5 second constant delay
Task Analysis (steps to do the skill)	<ol style="list-style-type: none"> 1. Open book 2. Read story assigned by teacher 3. Finish reading story 4. Raise your hand to get worksheet, pictures, and glue stick from teacher 5. Organize pictures of what happened in the beginning, middle, and end, in order on your desk 6. Glue the beginning picture in the first box, middle

⁴⁰ Instructional Plan by Diana Valdivia. Used with permission.

	<p>picture in the second box, and last picture in the third box on your worksheet.</p>
<p>Instructional Plan (what the teacher does, step-by-step, to teach the skill)</p>	<ol style="list-style-type: none"> 1. Teacher says “Today you will be reading this story. After you finish reading it, raise your hand to receive your worksheet, glue stick, and pictures.” 2. Give verbal prompts for each item of the task analysis. 3. If student does not respond within 5 seconds, move on to least to most prompt hierarchy. 4. Repeat steps 2 and 3 until task is completed and reinforce student as tasks are completed.
<p>Reinforcement (list reinforcers and when they will be given)</p>	<ul style="list-style-type: none"> • Teacher will observe the student completes the assignment. For each task item that the student does correctly, the student will be provided verbal praise along with “high fives.” • Once all of the tasks are completed, student will play with a highly preferred item.
<p>Error Correction Procedures</p>	<p>Stop the learner immediately by gently intercepting the learner.</p> <ol style="list-style-type: none"> 1. Return to the beginning of the sequence. For example, if student organizes the pictures in the wrong order, prompt them with a statement, such as “Remember, beginning means what happened first in the book.” 2. Repeat response with more intrusive prompt, such as gesturing to the correct picture. Increase level of prompt as needed. 3. Repeat the sequence again with less help.
<p>Evaluation procedures/Data collection (what type of data will you collect; how will you evaluate if mastery has occurred)</p>	<ul style="list-style-type: none"> • Student will be evaluated every day of the week during English Language Arts until he is successful for 2 consecutive weeks based on the observations of the teacher. • Teacher will collect data by creating a calendar for the student and filling in the results on the date he was evaluated. A plus sign will be written in the box if he was successful and a negative sign if he was unable to complete the task. • Goal is met after reviewing the calendar for two consecutive weeks with 4 out 5 plus signs for each week.

Cal Poly Pomona Mid-Term Evaluation

Please refer to full text of Teacher Performance Expectations.

Student Name: _____ Bronco ID: _____

Univ. Supervisor/ Coop. Teacher: _____ Date: _____

4	Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate's work. Required no additional support.
3	Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate's work. Rarely required additional support.
2	Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate's work. Required some additional support.
1	Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate's work. Cannot meet standard even with additional support.
NE	No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.

TPE 1: Engaging and Supporting All Students in Learning

Descriptor	Score
1. Apply knowledge of students' interests, needs, and backgrounds to engage them in learning and communicate progress with parents as needed.	
2. Promote critical thinking and active learning by connecting subject matter to real-life contexts, and using inquiry and reflection to adjust instruction.	
3. Use principles of UDL and MTSS to support access to the curriculum and environment for all learners.	
4. Use research-based approaches to support instructional and linguistic needs of students acquiring Standard English, with a disability, or both.	

Comments:

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Descriptor	Score
1. Use positive intervention and culturally responsive practices to encourage positive interactions among students and reflect diverse perspectives.	
2. Use content-specific pedagogy to design, implement, and monitor disciplinary and cross-disciplinary learning; engage students in using multiple means of representing knowledge.	
3. Adapt and modify academic language instruction to support all students' access to standards-based content; employ diverse resources and technology.	
4. Establish and maintain clear expectations for positive classroom behavior and student interactions with teacher and peers.	

Comments:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Descriptor	Score
1. Use knowledge about students, standards, and objectives to organize curriculum and promote understanding of subject.	
2. Establish and maintain inclusive and safe learning environments, and address instances of intolerance among students.	

3. Maintain high expectations for learning and clear expectations for positive classroom behavior.	
4. Apply technology standards to develop students' digital literacy, support their learning, and promote digital citizenship.	

Comments:

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

Descriptor	Score
1. Plan short- and long-term learning using knowledge of typical and atypical child development and data about academic status, learning goals, EL proficiency, and cultural background.	
2. Access appropriate resources to design and implement instruction that reflects the connections between disciplines and development of competencies across the curriculum.	
3. Provide opportunities for students to evaluate their own progress, advocate for their individual needs, and successfully participate in transition plans.	
4. Apply contemporary understandings of the role of language, interaction, and participation to promote a range of communication strategies and participation structures to facilitate learning.	

Comments:

TPE 5: Assessing Student Learning

Descriptor	Score
1. Apply knowledge of the purposes, characteristics, and uses of assessments to establish learning goals, and to plan, differentiate, make accommodations and/or modify instruction.	
2. Collect and analyze assessment data from multiple measures to plan and modify instruction, document learning, and assist students and families in understanding student progress.	
3. Work with specialists to interpret assessment results to distinguish between various types of English learners, and identify their level of academic proficiency in English to inform instruction.	
4. Involve students in self-assessment and reflection on learning goals and progress, and provide students with opportunities to revise or reframe work based on assessment feedback.	

Comments:

TPE 5: Developing as a Professional Educator

Descriptor	Score
1. Recognize their own values and biases and their potential effect on instruction, and mitigate any negative impact; exhibit positive dispositions toward students, families, and colleagues.	
2. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
3. Demonstrate professional and ethical conduct for all aspects of learning and classroom management, and policies regarding privacy, health, and safety of students and families.	
4. Enact professional responsibilities as mandated reporters and comply with all related laws, including the responsible use of social media and other digital platforms and tools.	

Comments:

Student Signature

Date

Univ. Sup./ Coop. T. Signature

Date

PRELIMINARY EDUCATION SPECIALIST – MILD/MODERATE CREDENTIAL TEACHING PERFORMANCE EXPECTATIONS CLINICAL PRACTICE ASSESSMENT			
Teacher Candidate		Bronco ID #:	
Cal Poly E-Mail:			
University Supervisor:		Cooperating Teacher:	
Student Teacher CP Block (1,2,3,4, or other):		Quarter/Year:	
Intern CP Block (1,2,3,4,):		Site Support Provider (if intern):	
Mid-Quarter Evaluation Date:		End-of-Quarter Evaluation Date:	

DIRECTIONS: Candidate assessment of ES M/S TPEs is made at the *novice* teacher level. University supervisors incorporate input and feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate. Record the Sub-Total after each Domain.

On page 1 in the table above, please fill in ALL INFORMATION in the table section at the top of p. 1 of the assessment form. On page 8, record the sub-total of each domain and calculate the total score. Lastly, sign the appropriate assessment and secure signatures of the candidate and others (if appropriate). Hard copies of signature pages must be submitted to the Placement Office (6-103). Signatures must be obtained in order for the evaluation to be valid. Mid-Quarter Evaluations should be completed no later than the 6th week of the quarter. End-of-Quarter Evaluations should be completed no later than the 11th week of the quarter (Final Exam week). To receive credit for each ES M/M TPE and pass Clinical Practice, the candidate must receive a Meets (3) rating on each TPE element in the final block of Clinical Practice at the End-of-Quarter evaluation.

Assessment Rubric and Score Levels

- **1 Does Not Meet** (the standard) – Candidate provides little or no evidence demonstrating the competency. Evidence is inaccurate, missing, or incomplete. Requires significantly more understanding, instruction, and/or experience.
- **2 Approaching** (meeting the standard) – Candidate provides partial evidence demonstrating the competency. Evidence is appropriate, relevant, and accurate. Understands but requires additional coaching or clarification.
- **3 Meets** (the standard) – Provides clear, consistent evidence demonstrating the competency. Evidence is appropriate, relevant and accurate. Meets the standard as stated in the ES M/M TPE at the level of a novice teacher.
- Be sure you enter a score for each item on every page. If you are not entering a score for an item, then write N/A. That way we know that you are skipping it on purpose, and that the lack of a score was not just an oversight.

CSTP Domain A: Making Subject Matter Comprehensible to Students

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

Rubric Score			
Mid-Qtr.	End-of-Qtr.	Mid-Qtr.	End-of-Qtr.
			1.1 Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment
			1.2 Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned academic subjects based on students' IEPs
			1.3 Understands disabilities and their effects on learning, skills development, and behavior
			1.4 Implements appropriate assessment and instructional accommodations for students as described in each student's IEP
			1.5 Adapts and supplements the instruction of students with identified specific disabilities
Sub-Total Score (total possible points = 15)			
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)			

CSTP Domain B: Assessing Student Learning

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

Rubric Score					
Mid-Qtr.		End-of-Qtr.			
				2.1	Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards
				2.2	Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students' products
				2.3	Anticipates, checks for, and addresses common student misconceptions and misunderstandings
				3.1	Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability
				3.2	Can explain to students and their families, students' academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum
				3.3	Uses and understands the purposes of different diagnostic methods and tools (i.e., special education eligibility, baseline determination, progress monitoring, ELL proficiency; summative assessment, special assessment for individual student)
				3.4	Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction
				3.5	Accurately interprets individual and group assessment results to develop and modify instruction
				Sub-Total Score (total possible points = 24)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)					

CSTP Domain C: Engaging and Supporting Students in Learning

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices

TPE 7 Teaching English Learners

Rubric Score				
Mid-Qtr.		End-of-Qtr.		
			4.1	Participates in developing and implementing IEP instructional goals aligned with California content standards
			4.2	Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures
			4.3	Selects and uses various instructional strategies, supports, and resources to facilitate student learning and access to curriculum
			4.4	Prioritizes and sequences content
			5.1	Provides students opportunities to engage in academic and social pursuits based on their developmental and performance levels
			5.2	Uses strategies (e.g., transition planning) to support students to develop independence, practice self-determination, and engage in pragmatic interaction skills
			5.3	Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners
			6.1	Sets student expectations based on knowledge of typical and atypical development
			6.2	Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education
			6.3	Develops instructional and behavior support plans specific to the age and severity of disability of each student with an IEP
			7.1	Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities
			7.2	Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content

			Sub-Total Score (total possible points = 36)
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)			

CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students

TPE 8 Learning About Students

TPE 9 Instructional Planning

Rubric Score				
Mid-Qtr.	End-of-Qtr.			
			8.1	Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement
			8.2	Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
			8.3	Demonstrates a variety of research- based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
			9.1	Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations
			9.2	Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs
			9.3	Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals
			Sub-Total Score (total possible points = 18)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)				

CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning

TPE 10 Instructional Time
TPE 11 Social Environment

Rubric Score			
Mid-Qtr.	End-of-Qtr.		
		10.1	Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional activities
		10.2	Allocates and adjusts use of instructional time to maximize student access to and learning of CA academic standards
		10.3	Maximizes instruction time by establishing and applying rules, procedures, and routines
		11.1	Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students
		11.2	Creates a positive learning climate through clear academic and social expectations and caring, equitable treatment of students and their families
		11.3	Teaches students to work collaboratively and independently
		11.4	Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes
		Sub-Total Score (total possible points = 21)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)			

CSTP Domain F: Developing as a Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth

Rubric Score					
Mid-Qtr.		End-of-Qtr.			
				12.1	Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement
				12.2	Knows and uses district policies and federal law to respond to dangerous student behavior
				12.3	Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment
				12.4	Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel
				12.5	Models ethical behavior and honors laws relating to professional misconduct
				13.1	Engages in the cycle of planning, teaching, reflecting, problem identification, and instructional adjustment to improve teaching
				13.2	Sets professional goals for increasing subject matter knowledge and teaching effectiveness
				Sub-Total Score (total possible points = 21)	
<p>Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)</p>					

Scoring Summary

Domain	Sub-Score Mid-Quarter	Sub-Score – End of Quarter
CSTP Domain A: Making Subject Matter Comprehensible to Students	/15	/15
CSTP Domain B: Assessing Student Learning	/24	/24
CSTP Domain C: Engaging and Supporting Students in Learning	/36	/36
CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students	/18	/18
CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning	/21	/21
CSTP Domain F: Developing as a Professional Educator	/21	/21
Total Score (135 possible)	/135	/135

**PRELIMINARY EDUCATION SPECIALIST – MILD/MODERATE CREDENTIAL
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT
Signature Page**

Teacher Candidate Name:	Bronco ID #:
Quarter/Year:	

Mid-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate
Signature: _____

Date: _____

CPP Supervisor
Signature: _____

Date: _____

Other
Evaluator: _____

Date: _____

Other Evaluator (print name &
title): _____

Date: _____

End-of-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate
Signature: _____

Date: _____

CPP Supervisor
Signature: _____

Date: _____

Other Evaluator: _____

Date: _____

Other Evaluator (print name &
title): _____

Date: _____

**PRELIMINARY EDUCATION SPECIALIST –MODERATE/SEVERE CREDENTIAL
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT**

Teacher Candidate		Bronco ID #:	
Cal Poly E-Mail:			
University Supervisor:		Cooperating Teacher:	
Student Teacher CP Block (1,2,3,4, or other):		Quarter/Year:	
Intern CP Block (1,2,3,4,):		Site Support Provider (if intern):	
Mid-Quarter Evaluation Date:		End-of-Quarter Evaluation Date:	

DIRECTIONS: Candidate assessment of ES M/S TPEs is made at the *novice* teacher level. University supervisors incorporate input and feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate. Record the Sub-Total after each Domain.

On page 1 in the table above, please fill in ALL INFORMATION in the table section at the top of p. 1 of the assessment form. On page 8, record the sub-total of each domain and calculate the total score. Lastly, sign the appropriate assessment and secure signatures of the candidate and others (if appropriate). Hard copies of signature pages must be submitted to the Placement Office (6-103). Signatures must be obtained in order for the evaluation to be valid. Mid-Quarter Evaluations should be completed no later than the 6th week of the quarter. End-of-Quarter Evaluations should be completed no later than the 11th week of the quarter (Final Exam week). To receive credit for each ES M/S TPE and pass Clinical Practice, the candidate must receive a Meets (3) rating on each TPE element in the final block of Clinical Practice at the End-of-Quarter evaluation.

Assessment Rubric and Score Levels

- **1 Does Not Meet** (the standard) – Candidate provides little or no evidence demonstrating the competency. Evidence is inaccurate, missing, or incomplete. Requires significantly more understanding, instruction, and/or experience.
- **2 Approaching** (meeting the standard) – Candidate provides partial evidence demonstrating the competency. Evidence is appropriate, relevant, and accurate. Understands but requires additional coaching or clarification.
- **3 Meets** (the standard) – Provides clear, consistent evidence demonstrating the competency. Evidence is appropriate, relevant and accurate. Meets the standard as stated in the ES M/M TPE at the level of a novice teacher.
- Be sure you enter a score for each item on every page. If you are not entering a score for an item, then write N/A. That way we know that you are skipping it on purpose, and that the lack of a score was not just an oversight.

CSTP Domain A: Making Subject Matter Comprehensible to Students

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

Rubric Score			
Mid-Qtr.		End-of-Qtr.	
			1.1 Understands disabilities and their effects on learning, skills development, and behavior
			1.2 Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned subjects based on students' IEPs
			1.3 Uses knowledge of the characteristics of students with moderate/severe disabilities (e.g., eligible in the categories of autism, emotional disturbance, moderate/severe mental retardation, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities; physical/orthopedic disabilities) and their effects on learning, skills development, and behavior to develop and deliver appropriate instruction
			1.4 Effectively develops and implements lessons and activities to teach core academic skills and functional skills, based on students' needs and IEP goals.
			1.5 Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
Sub-Total Score (total possible points = 15)			
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)			

CSTP Domain B: Assessing Student Learning

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

Rubric Score				
Mid-Qtr.	End-of-Qtr.			
			2.1	Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately and adjusts instruction systematically to promote maximum learning and academic achievement
			2.2	Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students' products
			3.1	Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability
			3.2	Knows how to assess and identify students' verbal and nonverbal communication skills and use the data to 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement communication and social skills instruction, 4) structure opportunities for interaction, and 5) develop communication methods so students can demonstrate academic knowledge
			3.3	Can explain to students and their families, students' academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum
			3.4	Knows and uses assessment data from multiple sources including a) person-centered and family-centered planning, b) strength-based assessment, and c) functional and ecological assessment across classroom and non-classroom contexts to lead to a student's progress toward IEP goals and meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum
			3.5	Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability
			3.6	Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction
			Sub-Total Score (total possible points = 24)	
Evidence (list all):				

(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)

CSTP Domain C: Engaging and Supporting Students in Learning

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices

TPE 7 Teaching English Learners

Rubric Score				
Mid-Qtr.		End-of-Qtr.		
			4.1/ 6.1	Designs instructional plans, prioritizes and sequences content, and uses various instructional strategies, supports, and resources responsive to the unique needs of the student to facilitate student learning and access to curriculum in inclusive general education settings
			4.2	Knows how to support the movement, mobility, sensory, and specialized health care needs for a student to participate fully in classrooms, other school settings, and the community
			4.3	Knows about and uses augmentative and alternative communication systems and devices and services to facilitate communication and improve academic performance and skill development of students
			4.4	Prioritizes and sequences content
			5.1	Provides students opportunities to engage in academic and social pursuits based on their developmental and performance levels
			5.2	Uses strategies to support students to develop independence and practice self-determination and self-advocacy
			6.2	Has knowledge and advocacy skills regarding the various transitions students experience as they move from infancy to adulthood
			6.3	Sets student expectations based on knowledge of typical and atypical development
			7.1	Knows and uses a) English Language Development principles and instructional practices, b) students' prior learning and background, c) analysis of students' oral and written language errors, and d) assessment of students' verbal and non-verbal communication abilities to provide instruction differentiated to develop students' English language, literacy, communication, and social interaction abilities

			7.2	Has students express understanding in various ways (e.g., augmentative and alternative communication systems and technology) and uses primary language resources (e.g., peers, books, paraeducators, students' primary language skills) to develop academic language, comprehension, and knowledge of curriculum content
			Sub-Total Score (total possible points = 30)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)				

CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students

TPE 8 Learning About Students

TPE 9 Instructional Planning

Rubric Score				
Mid-Qtr.		End-of-Qtr.		
			8.1	Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement
			8.2	Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
			8.3	Demonstrates a variety of research- based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
			9.1	Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations
			9.2	Develops and sequences instructional activities and materials for student learning.
			9.3	Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals
			9.4	Effectively utilizes space, time, equipment and technology
			Sub-Total Score (total possible points = 21)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)				

CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning

TPE 10 Instructional Time
TPE 11 Social Environment

Rubric Score				
Mid-Qtr	End-of-Qtr.			
			10.1	Coordinates, communicates, and consults effectively with other special education service providers, general educators, paraprofessionals, volunteers, and parents to maximize instructional time and provide appropriate, safe, and consistent student support and instructional activities across all school and community setting
			10.2	Maximizes instruction time by establishing and applying rules, procedures and routines
			11.1	Facilitates students' communication abilities and increases the extent and variety of social interactions in order to achieve and expand meaningful social relationships across settings
			11.2	Establishes and maintains an educational environment free from coercion and punishment and where interventions are positive, proactive, and respectful of students
			11.3	Knows how to and participates in school-wide positive behavior support processes
			11.4	Uses a variety of effective instructional strategies, including methods for promoting positive behavior and social skills for building constructive relationships among all students, to increase learner competence
			11.5	Knows how to design and implement a Positive Behavior Support Plan and interventions based upon functional behavior assessments
			Sub-Total Score (total possible points = 21)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)				

CSTP Domain F: Developing as a Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth

Rubric Score				
Mid-Qtr.	End-of-Qtr.			
			12.1	Knows CA and federal laws, procedures, and policies pertaining to students with IEPs, English learners, RTI, 504 plans, eligibility and placement, and mandated considerations for augmentative and alternative communication technology and specialized health care in educational settings
			12.2	Knows and uses district policies and federal law to respond to dangerous student behavior
			12.3	Knows and uses techniques, procedures, materials, educational and assistive technology, and other adaptive equipment that maintain dignity and are appropriate and safe
			12.4	Knows and uses district guidelines to report and respond to dangerous student behavior and suspected cases of child abuse, neglect, or sexual harassment
			12.5	Models ethical behavior and honors confidentiality, health, and safety obligations for students, families, and school personnel
			13.1	Engages in the cycle of planning, teaching, reflecting, problem identification, and instructional adjustment to improve teaching
			13.2	Sets professional goals for increasing knowledge about evidence-based practices and their teaching effectiveness
			Sub-Total Score (total possible points = 21)	
Evidence (list all): (LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)				

Scoring Summary

Domain	Sub-Score Mid-Quarter	Sub-Score – End of Quarter
CSTP Domain A: Making Subject Matter Comprehensible to Students	/15	/15
CSTP Domain B: Assessing Student Learning	/24	/24
CSTP Domain C: Engaging and Supporting Students in Learning	/30	/30
CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students	/21	/21
CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning	/21	/21
CSTP Domain F: Developing as a Professional Educator	/21	/21
Total Score (132 possible)	/132	/132

**PRELIMINARY EDUCATION SPECIALIST –MODERATE/SEVERE CREDENTIAL
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT
Signature Page**

Teacher Candidate Name:	Bronco ID #:
Quarter/Year:	

Mid-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate

Signature:

Date:

CPP Supervisor

Signature:

Date:

Other

Evaluator:

Date:

Other Evaluator (print name &
title):

Date:

End-of-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate

Signature:

Date:

CPP Supervisor

Signature:

Date:

Other Evaluator:

Date:

Other Evaluator (print name &
title):

Date: