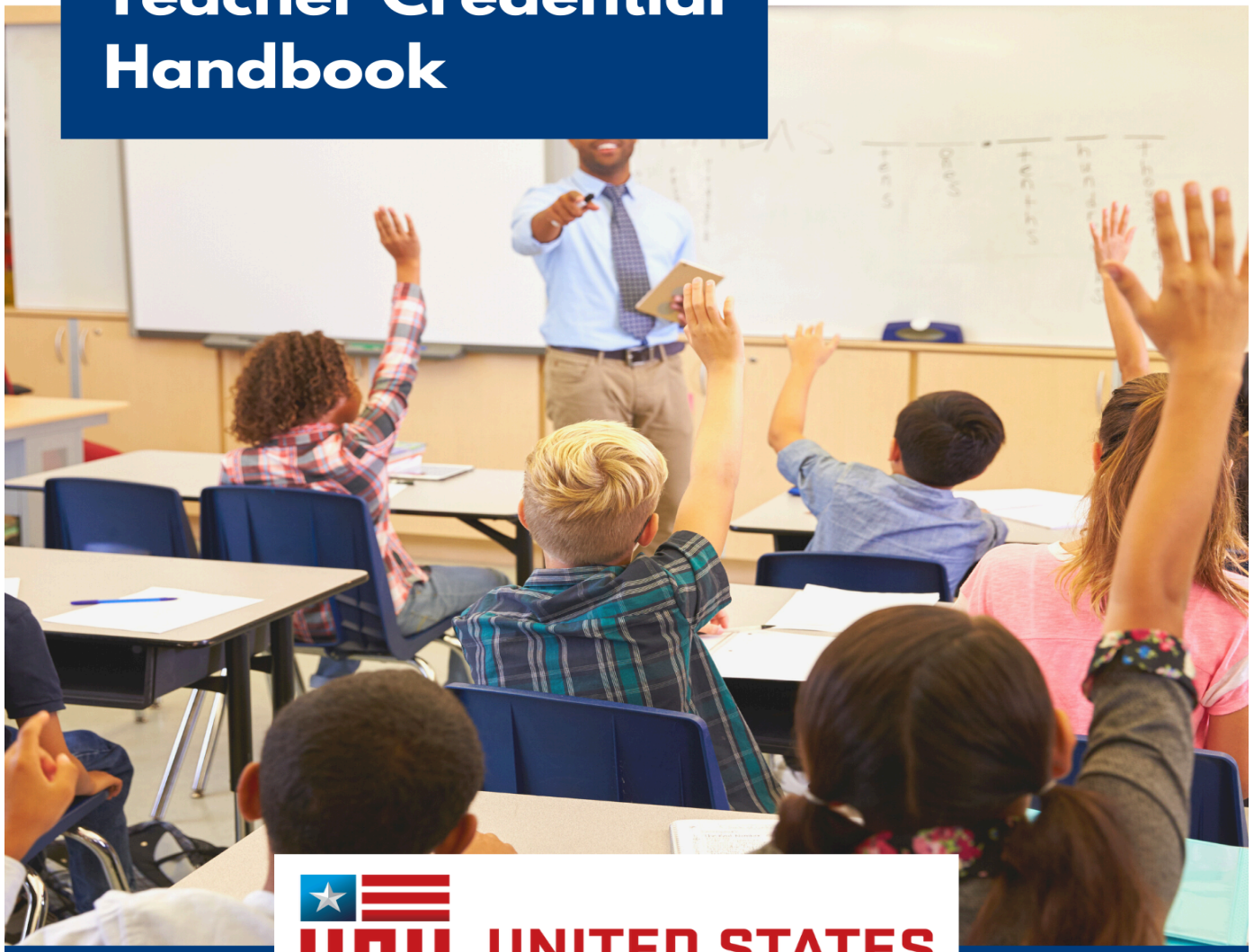
UNITED STATES UNIVERSITY

# Teacher Credential Handbook



UNITED STATES UNIVERSITY

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# About United States University

## Accreditation and Approvals

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), located at 985 Atlantic Avenue, #100, Alameda, CA 94501.

The Teacher Credentialing Programs are accredited by the California Commission on Teacher Credentialing located at: 1900 Capitol Avenue, Sacramento, CA 95811.

## History

United States University was founded in 1997 to provide a unique learning environment based on academic rigor, personal attention, and fulfilling the educational needs of underserved populations, including Southern California's Hispanic and Latino communities. United States University (USU) is uniquely successful in serving its target population and attaining its academic and social missions. Academics are the heart of United States University. From direct classroom instruction to online interactions in the comfort of your home, USU offers a learning community where students can pursue their educational goals. The University adheres to an environment of academic excellence, student support, and professionalism. USU provides educational opportunities for its students on its Mission Valley campus.

The University, originally known as Inter American College, was founded by Dr. Reymundo Marin and Dr. Maria Viramontes de Marin. In 2009, Inter American College was accredited by the Western Association of Schools and Colleges (WASC) and changed its status from non-profit to for-profit. In April 2010, the Board of Trustees voted to change the university's name to United States University.

## Mission

United States University provides professional and personal educational opportunities, with a special outreach to underserved groups. Through campus and online courses, the University offers affordable, relevant, accessible undergraduate and graduate degree programs and certificates in a supportive, student-centered learning environment.

## Vision

Our students will achieve their fullest potential to live, work, and lead within the global community.

## College of Education Vision

The vision of the College of Education at United States University (USU) is to emerge as a transformative institution, cultivating reflective and critical educators committed to diversity, quality, inclusiveness, integrity, and life-long learning. We envision a community that leads in education and embodies civic responsibility, intellectual curiosity, and the pursuit of scholarly excellence.

## College of Education Mission

The mission of the College of Education at United States University (USU) is to prepare reflective and critical educators and human service professionals, to lead in education, to practice civic responsibility, to exemplify intellectual curiosity, to conduct scholarship that advances knowledge and refines practice, to collaborate with local and global partners to forge more caring, just, and sustainable societies.



## Core Values

- Affordability
- Diversity
- Quality
- Inclusiveness

- Integrity
- Life-Long Learning

## Statement of Non-Discrimination

Per federal, state, and university policies, United States University does not discriminate based on sex, race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, physical or mental disability, medical condition as defined by law, or any basis prohibited by law. The University is committed to non-discrimination in its educational services and employment delivery. To continue to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups.

# Introduction to the Student Teaching Handbook

Dear Teacher Credential Candidate,

Welcome to the Teacher Credentialing Program! You are about to start one of your credential program's most challenging, demanding, yet rewarding parts. For 16 weeks, you will have the unique opportunity to observe Cooperating teachers implement many educational theories, teaching methods, and instructional strategies you have learned about in your credential courses. You will assume full teaching responsibilities after observing your assigned Cooperating Teacher and performing various single-classroom activities. You will be in charge of classroom instruction. However, you will not be alone. Your student teaching will be guided and supported by your cooperating teacher and your USU supervisor under the guidance of the College of Education, the program director, and the college's dean. Under the guidance of this team of coaches, you will have an opportunity to practice and implement the important requirements of the California Commission on Teacher Credentialing.

They are:

- The Teacher Performance Expectations (TPE's)
- The California Department of Education K-12 Common Core State Standards

You are encouraged to make concerted efforts to prepare yourself physically, mentally, and emotionally as you embark on the challenge of student teaching. While the teacher credentialing experience is a great responsibility, if prepared, you can take the greatest advantage of every opportunity. Thus, you will be the best teacher you can be. During the semester of your Student Teaching, you will have to rely not only on the support and guidance of your master teacher and university supervisor but also on your initiative, enthusiasm, patience, and hard work.

District-employed supervisors, known as "Cooperating teachers," are extremely gracious in allowing you into their classrooms and working with their students. To show your appreciation and collaborative spirit, we encourage you to support your Cooperating Teacher by offering to make copies, grade student work, gather supplies, and prepare materials and lessons. It is important to remember that the classroom belongs to the Cooperating Teacher, and you are a guest. Teachers work as members of a school team. Likewise, you will be a member of this team during your student teaching assignment. Introduce yourself to the school principal, teachers, and support staff. Attend meetings and professional development sessions as appropriate. Learn the roles and responsibilities of all the staff involved in educating your assigned students. These staff members include librarians, reading specialists, psychologists, instructional assistants, the school secretary, the custodian, etc. They will all play very important roles during your student teaching assignment.

However, the three key school team members who will work with you closely until you complete your Student Teaching assignment are your Cooperating Teacher, the University Supervisor, and the Program Director. They will offer you guidance, advice, suggestions, and recommendations. Also, they will assess your teaching performance and give you positive and constructive feedback. Therefore, feel free to ask them questions about your student teaching experience. Ensure you collect and submit the evaluation at the end of each module. These must be included in your permanent file.

Have a wonderful and successful experience!

- *The United States University Faculty and Staff*

# Letter from the Dean

Welcome to the next step to entering what I believe is the most rewarding, influential, and meaningful career possible: being a teacher. I am certain that many of you are entering this journey due to the positive influence of one or more teachers in your past. Take time to reflect on your experiences with this teacher. What made this teacher special? What are the memories that you have from your time together? What aspects of this teacher are you hoping to replicate in your classroom? Teaching is certainly a profession where we learn best from others. As you enter your student teaching experience, I hope you will be open to learning and utilize this opportunity to learn from your cooperating teacher and others you may encounter.

We are very proud of your accomplishments to reach this point and excited to have you represent the very best of United States University and the School of Education. You will serve not only as a learner and teacher candidate but also as an ambassador for our university and the teacher preparation program. We want to ensure that everyone engaged in this program has a positive experience, representing our mission to serve students well. Please know that you have many resources available at United States University. Each of us is invested in your success; please reach out if you have difficulty or need assistance.

Best wishes for continued success.

Rebecca Wardlow, EdD
Dean, College of Education

# College of Education Administration



Dean, College of Education
Dr. Rebecca Wardlow
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Program Director for Teacher Credentialing, College of Education
Dr. Joanna Simpson
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Credential Analyst in The Office of Educational Placements and Partnerships, College of Education
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## Commission on Teacher Credentialing (CTC) Information

Commission on Teacher Credentialing: https://www.ctc.ca.gov/

Contact the Certification Division: https://www.ctc.ca.gov/commission/contact-the-commission/CERT-contact

## Teacher Performance Expectations (TPES) (Program Learning Outcomes)

Seven Teaching Performance Expectations (TPEs) are within the California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. All TPEs are considered equally important and valuable. For more information regarding TPEs 1-7, review the TPE 1-7 guide.

- 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
- TPE 7: Effective Literacy Instruction for All Students

## InTASC Model Core Teaching Standards for Beginning Teachers

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers a model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning look like in a transformed public education system – one that empowers every learner to take ownership of their learning, that

emphasizes the teaching of content and application of knowledge and skill to real-world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching. Please see the standards below. To learn more, visit InTASC Model Core Teaching Standards.

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice

- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility

- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

## Professional Dispositions

Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The College of Education expects Student Teachers always to nurture, uphold, and sustain professional dispositions. Student Teachers are expected to demonstrate professional behavior and dispositions on school sites, university classes, and all other professional settings.

Of utmost importance to student teachers' successful completion of the credential program and their ability to become employable new professionals is the ability to work with others. Essential elements of professional dispositions that Student Teachers must display and demonstrate include but are not limited to the following:

- Being open to new ideas
- Respecting the opinions of others
- Creating and sustaining positive rapport and respectful communication with all members of the university and school communities
- Respecting the experience and knowledge of all members of the university and school communities
- Solving problems instead of complaining
- Maintaining a positive attitude
- Acting with integrity and kindness
- Holding oneself personally and professionally accountable
- Applying feedback and seeking ways to improve, grow, and develop
- Using mature judgment
- Maintaining a strong work ethic and is well-prepared for all endeavors

Being an effective teacher is more than just having and imparting content knowledge and skillfully delivering lessons. Being an effective teacher is about being a professional. If Student Teachers fail to display and demonstrate professional dispositions, they can and will be held accountable for their actions or lack of actions.

## Teacher Credentialing Program – General Information

The public school teaching credentials in the state of California are regulated by legislative actions that appropriate regulatory agencies subsequently interpret.

With the guidance provided by the California Commission on Teacher Credentialing (CCTC), US University has developed the 2042 Credential Program for candidates seeking to serve in various positions in public schools in California.

The Board of Trustees, the Administration, and the College of Education are committed to the concept that continuous screening and evaluation are necessary to ensure the candidates recommended for a credential are well-prepared to be effective members of the teaching profession.

Instructors and supervisors assess candidates on basic skills, personal qualifications, and course and teaching performance according to the Teacher Performance Expectations (TPEs) mandated by the state of California.

## Types of Credentials

CCTC has approved USU to prepare teacher candidates for the following Preliminary Credentials:

- 2042 Multiple Subject Credential
- 2042 Multiple Subject Credential with Bilingual (Spanish-English) Authorization
- 2042 Single Subject Credential
- 2042 Single Subject Credential with Bilingual (Spanish-English) Authorization

The 2042 Multiple Subject Credential authorizes the holder to teach grades TK-6 in any self-contained classroom, such as those commonly found in elementary schools in California.

The 2042 Single Subject Credential authorizes the holder to teach grades 7-12 in a single subject area approved by CCTC.

Instruction is supported by a school site assignment that requires candidates to spend time in Student Teachings, emphasizing applying theory into practice through observation and participation in classrooms.

## Program Completion Requirements

Must be provided to complete the program:

- All Admissions Requirements Met
- All Student Teaching Requirements Met
- Completed student teaching
- Completed Student Teaching Seminars

- Cumulative Grade Point Average of 3.0 or above

Program completion does not automatically lead to certification. All testing requirements, including passage of the EdTPA, must be recommended to the CTC for teacher certification.

## Program Design

The USU 2042 Multiple and Single Subject Credentials have been designed based on the California Standards for the Teaching Profession (CSTP) and the California Teacher Performance Expectations (TPEs). These are implemented through:

- Prompt reflection about student learning and teaching practice
- Formulating professional goals to improve teaching practice
- Guiding, monitoring, and assessing the progress of a teacher's practice toward professional goals and professionally accepted benchmarks

The USU 2042 Credential has been devised for the Educator of the 21st Century who must:

- Be well informed
- Master skills in writing
- Understand the core curriculum
- Understand the importance of reading
- Think critically
- Value honesty
- Respect diversity
- Be committed to social justice
- Be open to change

## Multiple Subject Student Teaching Courses

Student Teaching (12 credits)

EDU 561: Student Teaching 1 (5 credits)
EDU 562: Seminar 1 (1  credits)
EDU 563: Student Teaching 2 (5 credits)
EDU 564: Seminar 2 (1 credits)

## Single Subject Teacher Student Teaching Courses

Student Teaching (12 credits)
EDU 565: Student Teaching 1 (5 credits)
EDU 562: Seminar 1 (1 credits)
EDU 567: Student Teaching 2 (5 credits)
EDU 563: Seminar 2 (1 credits)

## Grades

Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. Student Teachers must meet these standards to advance in the program. Students who do not meet these standards will not be allowed to progress in the program until deficiencies have been improved. They may need to petition the dean or program director to be readmitted to the credential program.

In some rare cases, students may receive an “Incomplete” grade in a course. Incompletes must be completed before continuing in the program. Please see “Academic Policies and Procedures” for complete details.

Satisfactory completion of a credential program requires completion of all coursework with an average grade of B or better and credit for all student teaching experiences, including completion of 600 hours of student teaching placements. All grades (including CR/NC for student teaching) are assigned by Instructors/University Supervisors per University policy. Any appeal of a grade must follow student grade appeal procedures established by the University.

# Insurance (NEA)

United States University provides workers' compensation and liability insurance for student teachers in student teaching or other field-based credential classes. Student teachers are only covered when enrolling in credential program courses. Student Teachers must purchase additional liability insurance from one of a variety of insurance sources. For example, membership in the Student California Teachers Association (SCTA) provides up to one million dollars of liability insurance and free legal referrals. (See this website for more information: http://www.cta.org/membership/scta.) Additionally, as an NEA Student Program member, you qualify for one million dollars of insurance through the NEA Educators Employment Liability Program. (See this website for more information: http://www.nea.org/home/30844.htm.)

You will need to purchase additional insurance besides your USU-supplied insurance. To do this, view the information below from the CTA.

Any person regularly enrolled in an institution of higher education in the State of California preparing to become a teacher and eligible to become a member of the Student California Teachers Association under the provisions of the governance documents of that association may become a Student member. Any teacher joining CTA/NEA as an Active member during his/her first year of eligibility can request a rebate of Student dues paid: $10 per year for up to five years for CTA and $20 per year for up to four years for NEA. Please contact the CTA Human Rights Department for rebate application forms.

Cost: Student - CTA $15.00 (includes $5 Local Student CTA dues); NEA $15.00

You may enroll in one of two ways:

1. Online with a major credit/debit card here.
2. Complete a Student CTA enrollment form and send it with a check or money order for whole annual Student CTA/NEA/Local dues to the SCTA office, P.O. Box 921, Burlingame, CA, 94011-0921.

# The Cooperating Teacher

Cooperating Teachers are teaching professionals who mentor, guide, and support teacher credential candidates on their path to becoming credentialed teachers. The school and Cooperating Teacher placement aims to provide the credential candidate with in-depth Student Teachings designed to practice and hone their instructional planning and development skills, instructional strategies, student assessment, and classroom management.

Cooperating Teachers is extremely important for the development of an effective practicum environment. Cooperating Teachers serve as models for dynamic teaching and effective classroom management. Cooperating Teachers need to allocate time accordingly to provide guidance and support to teacher credential candidates. Conferring regularly with the candidate is especially important to provide immediate feedback and the necessary coaching to master effective classroom practices. Conferring can occur before and/or after school or during a preparation period if appropriate.

The credential candidate's student teaching experience is a time of trial and error, success and failures, triumphs and sometimes frustration. The role of the Cooperating Teachers is to model, support, recommend, correct, counsel, and sometimes prod the candidate into "treading in unfamiliar waters." The Cooperating Teacher's encouragement and support will provide the candidate with the special assistance needed to succeed.

## Cooperating Teachers Roles and Responsibilities

- Provides a teaching model for the teacher credential candidate to observe and adapt to their teaching style.
- Supports, models, and encourages the implementation of the Teacher Performance Expectations.
- Provides the teacher credential candidate an opportunity to observe, ask questions, and become familiar with the classroom management plan, including routines, procedures, and overall organization.
- Assists the teacher credential candidate as they write and develop lesson plans and various class activities related to the course/grade level curriculum.
- Ensures the teacher credential candidate writes measurable objectives to assess their lessons effectively.
- Empower the teacher credential candidate by delegating and *sharing authority* as the teacher and classroom manager.

- Assists the teacher credential candidate in establishing methods of classroom control appropriate to the age and grade level of the students. Thereby ensuring that the candidate inspires the respect of students through effective classroom management techniques.
- Provides the teacher credential candidate the opportunity to assess student work.
- Provides the teacher credential candidate with constructive criticism, suggestions, and ideas.
- Models and provides the teacher credential candidate with a variety of methods and styles of teaching.
- Assists the teacher credential candidate in identifying available instructional materials.
- Participates in three-way conferences with the teacher credential candidate and the University Supervisor to calibrate observations and ongoing progress.
- Completes and submits the Student Teacher Formal Evaluation Forms.
- Completes and submits an evaluation of the University Supervisor and Program.

# The University Supervisor

University supervisors assist teacher credential candidates in becoming professional educators. University Supervisors also promote a mutual understanding between cooperating schools and the university to work together to train and prepare new teachers for the field of education. For all concerned, University Supervisors are key representatives of United States University.

## University Supervisors' Roles and Responsibilities

- Establishes a positive working relationship with the assigned teacher credential candidate.
- Introduces him/herself to the school Principal and/or Principal's designee.
- Serves as liaison between the teacher credential candidate and the Cooperating Teacher.
- Maintains open communication between school personnel, the Cooperating Teacher, and the teacher credential candidate.
- Monitors the match quality between the teacher credential candidate and the Cooperating Teacher.
- Is responsive to the needs of the teacher credential candidate and Cooperating Teacher.
- Ensures that the teacher credential candidate has a full range of experiences within their classroom assignment.

- Assists teacher credential candidates in the development of teaching skills.
- Supports teacher credential candidates personally and professionally.
- Provides regular constructive feedback, both oral and written.
- Secures teacher credential candidate evaluations from the Cooperating Teacher.
- Meets and instructs teacher credential candidates at the seminar sessions.
- Records attendance and grades within the timelines required by the USU.
- Evaluate the teacher credential candidate's work and conduct formal evaluation observations.
- Review evaluation observations with the teacher credential candidate and the Cooperating Teacher.

# The Teacher Credential Candidate

## The Teacher Credential Candidate's Responsibilities

- Make personal contact with the Cooperating Teacher to discuss lesson plans, schedules, observations, conferencing, and evaluations
- Gather information about the school.  Candidates ask for copies of Student, Teacher, and Parent Handbooks, maps, schedules, school calendars.
- Review important crisis information, such as fire drills.
- Learn about duties the school requires of USU teacher credential candidates, such as:
    - Be present at the school site during regular teacher hours
    - Collaborate with Cooperating Teacher for planning and teaching lessons
    - Be responsible for all teacher duties. These may include supervising, yard duty, cafeteria duty, before-school yard supervision, bus duty, staff meetings, in-service, etc.
- Discuss student progress regularly with the Cooperating Teacher and University Supervisor.
- Assist in routine tasks and responsibilities in the classroom and in general school tasks.
- Attend mandatory weekly synchronous seminars via video conferences at the University.
- Review the State Framework and the State and District Standards.
- Design lesson plans carefully and submit them as appropriate to the Cooperating Teacher and University Supervisor.

- Following each observation, meet with the university supervisor to review.
- Confer with the Cooperating Teacher and University Supervisor after the end-of-term evaluations.
- Review evaluations.

## Student Teaching Requirements

- Four formal observation lesson presentations for the USU Supervisor and Cooperating Teacher recorded via Sibme with lesson plans and a reflection submitted
- Two post-evaluation conferences with the Cooperating Teacher and USU Supervisor
- Evaluation of USU Supervisor and Cooperating Teacher at the end of the 16 weeks
- Attendance at weekly synchronous seminars
- Weekly discussion question postings in both the Student Teaching Course AND Seminar for attendance purposes. Failure to post weekly may lead to being dropped from the course and noncompletion of student teaching. **YOU MUST POST WEEKLY IN TWO COURSES.**

## Typical Responsibilities while Participating in Student Teaching Activities

- Planning a written lesson
- Establishing discipline
- Participating in parent conferences
- Assessing students' performance
- Maintaining an orderly classroom
- Examining student cumulative records
- Writing behavior management plans
- Attending site and district in-service
- Identifying student needs
- Maintaining records and portfolios
- Attending I.E.P. meetings
- Designing bulletin boards
- Arranging field trips

- Ordering supplies/films
- Correcting papers
- Conferencing with Parents
- Attending faculty meetings

## Assistance, Retention, and Dismissal

As an institution of higher education commissioned to prepare future teachers, United States University is committed to maintaining quality standards throughout the Teacher Credentialing Program. To maintain these standards, USU has established methods to identify and assist candidates who are not meeting the standards.

## Identification while Enrolled in Credential Coursework

Instructors identify teacher credential candidates who need supplemental academic, professional, and/or personal assistance to meet with success in coursework. If a student is identified as struggling, the instructor, academic adviser, and candidate meet to discuss areas of need and develop a plan. Successful completion of the plan, monitored by the program director, must be achieved before entrance into student teaching.

## Identification while Enrolled in Student Teaching

When the USU Supervisors identify teacher credential candidates who are not meeting the student teaching standards, they meet with these candidates to develop a remediation plan

- Candidates who fulfill the plan's goals advance to the next student teaching portion.
- If candidates do not fulfill the goals, they may be dismissed from student teaching and required to participate in activities and observations outlined in the plan.
- The program director will begin the dismissal process if candidates do not meet standards.
- Counseling out and/or dismissal are subject to USU's students' right to appeal.

## Appeals and Reviews

The Complaint, Appeal, and Grievance Policies and Procedures are designed to support and foster a fair, objective, respectful, and ethical set of policies and procedures for resolving disputes. The policies and procedures provide students with a process that protects the University community, including students, faculty, and staff. For further details surrounding the appeals and review process, utilize the USU General Catalog.

## Conflict Resolution

Interpersonal problems sometimes occur as Student Teachers progress through the credential program. In resolving interpersonal problems, the first step is to always speak to the person with whom one is experiencing difficulty. Student Teachers should go to the next protocol level if that does not resolve the issue. For example, if a Student Teacher has difficulty with a University Professor or Cooperating Teacher (and has tried to resolve the issue with that person unsuccessfully), he/she should next go to the Program Director. If that is unsuccessful, the Student Teacher should go to the Dean. If the problem is not resolved at that level, and the teacher candidate wishes to take the matter further, he/she should continue through the University's grievance process. Please see the following for more information: https://www.usuniversity.edu/current-students/academic-policies-and-procedures/

# Policies for Teacher Credential Candidates

## Student Teaching Documentation Policy

Please see the checklist here: https://forms.gle/P68UyyXFxWWT1Cf69

**Documents that are required NO LESS THAN six weeks before the start of student teaching include:**

- Certificate of Clearance
- All courses completed with a cumulative 3.0 GPA (pending grades for the final course before student teaching)
- Passing RICA Scores (Multiple Subject Candidates Only)

- Verification of Subject Matter Requirements - Verification Form
    - There are multiple ways to meet the Subject Matter requirements:
        - Passing CSET Scores
        - Subject Matter Program
        - Course Analysis
        - Degree Match (see here)
        - Passing CSET Scores + Course Analysis
- US History/Constitution Course or exam
- Certification in Cardiopulmonary Resuscitation (CPR card)
- TB Test

Students who have yet to meet the requirement to submit all documents will be postponed for student teaching until the following term or the next available placement and will only placed if all documents are submitted.

## Student Teaching Placement Policy

Students will receive placement information two weeks before student teaching. If a student chooses not to accept the placement or does not have the proper documentation, student teaching may be canceled or postponed. No changes will be made unless extenuating circumstances prevent an acceptable placement.

## Copyright Policy

USU respects the intellectual property of others and expects faculty and students/Student Teachers to do the same. It is best to assume that any material (e.g., graphic, HTML coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under the Creative Commons License (http://creativecommons.org).

## Social Media Policy

Student Teachers must always be mindful of their reputations, especially online. They must ensure their social media presence is professional and appropriate for all audiences, including young children and their parents.

## Attendance Policy

United States University expects candidates to attend school each day, and their assigned class(s) is/are in session for the entire placement period. As such, candidates will participate in the same schedule as the Cooperating Teacher. Students must also attend the student teaching Seminars via synchronous video conferencing. The California Teaching Commission requires that all candidates complete 600 hours of student teaching regardless of school schedules, holidays, illness, etc. If a student has to be absent from the classroom, they must notify their cooperating teacher and university supervisor before the start of the school day.

## Conduct

Teacher Credential Candidates are expected to conduct themselves responsibly in terms of morality, honor, and good citizenship and to abide by the regulations of the University and the policies of the School District in which they are placed

## Religious Observations

The College of Education's policy is per the University Policy on Absences for Religious Observances. By the end of the second week of classes, Student Teacher-candidates must notify the instructors of planned absences for religious observances in affected courses. Instructors shall reasonably accommodate Student Teachers who notify them before planned absences for religious observations.

## Credit/No-Credit

Student Teaching will be taken for Credit/No-Credit. If Student Teachers receive an Incomplete, they can repeat the course.

## GPA Required in the Teacher Credentialing Program

Candidates must have a cumulative GPA of 3.0 to complete the program successfully. If a candidate receives a C- or 'D', they will be prevented from continuing the program until the course is retaken.

## Teacher Strikes

Teacher Credential Candidates are not to participate in teacher strikes. In a strike situation, candidates should report to the Program Director of the College of Education. An alternate solution will be found if a strike lasts longer than five (5) consecutive school (teaching) days.

## Emergency Modification to Student Teaching

Student teaching may be interrupted for a variety of reasons. Reasons could include medical/health, death, pregnancy/birth, etc. If and when this happens, Student Teachers must contact their University Supervisor and Cooperating Teacher as soon as possible. The College of Education team will work together to determine an appropriate solution. If necessary, student teachers may request a leave of absence. Please see the catalog for specifics: https://usuniversity.smartcatalogiq.com/

USU will follow CTC guidance in case of a National/State emergency or situation beyond the school district's control.

## Violations

Violations of any University or COE policy during student teaching may result in a Student Teaching Improvement Plan, a referral to Code of Conduct, or dismissal from the Student Teaching Program.

# Student Teaching

## Overview

This section describes the student teaching experience and lists the responsibilities of teacher credential candidates, Cooperating Teachers, University Supervisors, School Administrators, and the College of Education at USU. The student teaching experience offers candidates an opportunity to practice and implement:

- Educational theories learned in previous coursework and
- The Teacher Performance Expectations (TPEs) required by the California Commission on Teacher Credentialing

During the student teaching experience, Cooperating Teachers and University Supervisors offer the candidates advice, suggestions, and counsel. Cooperating Teachers and University Supervisors evaluate candidates on their performance throughout the student teaching experience. assignment.

## Office of Educational Placements and Partnerships Contact Information

General Email: OEPP@usuniversity.edu

## Organization of Student Teaching

Student Teaching is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours across the program's arc. The program's range of student teaching experiences includes virtual field experiences, initial co-planning (guided teaching), and final student teaching. Virtual Student Teachings earned in the approved program can be added to the 600-hour total during the first week of Student Teaching. Student teaching includes at least four weeks of solo or co-teaching or its equivalent.

## Supervised Student Teaching Placement

The Office of Educational Placements and Partnerships (OEPP) is responsible for coordinating the placement of teacher credential candidates in public school classrooms. The Office of Educational Placements and Partnerships works closely with the District Human Resources Director of the given school District to select and approve candidate placement. Placements will be based on compliance with CTC and USU criteria for diverse classroom settings. Candidates are encouraged to request their placements; however, they may not always be possible.

USU and the CTC value a diverse academic learning community. Therefore, all teacher credentialing placements will be in diverse classrooms. The CTC defines diversity as:

*“Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students”. This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or*

*geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners.*"

Multiple Subjects: The elementary experience is designed for candidates to learn the teaching of English Language Arts and Mathematics in a K-8 setting. Candidates will be exposed to elementary settings with diverse populations, including English Learners (EL) and students with special needs. This classroom should contain a population where English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons are taught.

Single Subject: The secondary experience is designed for candidates to learn the teaching of a specific single subject in a 7-12 setting. Candidates will be exposed to secondary settings with diverse populations, including EL and students with special needs. Specifically, classroom settings will contain an English Learner (EL) population, where English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons are taught.

Bilingual Authorization in Spanish: Candidates seeking Bilingual Authorization in Spanish must be placed in a classroom where Spanish is used as the language of instruction. Candidates must conduct literacy and academic content lessons in Spanish for one extended teaching assignment. However, they must also demonstrate skills in teaching reading in English.

All teacher credential candidates, including ELD and SDAIE, will be assessed in lessons. Candidates pursuing a Bilingual Authorization will be assessed on SDAIE and ELD lessons and lessons taught in Spanish.

If the Public School and USU calendars differ, candidates are required to follow the School site calendar. Some schools have a traditional calendar, while others have a year-round calendar. Therefore, candidates will follow the schedule of the school sites in which they have been placed.

## Orientation

Before starting student teaching, the teacher must attend a university student teaching orientation in which all requirements and expectations are overviewed. At the beginning of the term, the University Supervisor schedules a virtual meeting for teacher credential candidates to become acquainted with their assigned classrooms, students, and

Cooperating Teacher(s). Cooperating Teachers will furnish candidates with appropriate school schedules, policy manuals, faculty handbooks, textbooks, teacher's guides, and appropriate instructional materials. The evaluation schedule will also be set up at this meeting. Remember that supervision is virtual, so it is likely that your CT and US will never meet in person. Your CT will observe you in their classroom, and your US will observe you using the SIBME platform. After the evaluations are complete, the three of you will meet via video software to discuss any opportunities for improvement.

## Supervised Student Teaching Classroom Training

A teacher credential candidate cannot be expected to take over the responsibilities of the entire classroom upon their arrival. Candidates are "learning to teach". Therefore, candidates should be taught and evaluated as students and not compared to experienced and/or "seasoned" professionals. While it is important to have high expectations, candidates must be mentored and "groomed" before taking full responsibility for the classroom.

Teacher credential candidates will vary in their range of classroom experience. Therefore, not all candidates can follow the same "readiness" schedule in taking over the responsibilities of the entire classroom. However, based on a reasonable transitional period, candidates should gradually assume full responsibility for lesson planning, evaluation of students, and classroom discipline. The following phases are recommended as an ideal transitional flow for candidates:

### The Beginning Phase: Observing Modeled Instruction

In this initial phase, the Cooperating Teacher provides the teacher credential candidate an opportunity to observe classroom management. Candidates should ask questions and become familiar with the classroom management plan, including routines, procedures, and overall classroom organization. The Cooperating Teacher provides a teaching model for the teacher credential candidate to observe and become familiar with. The candidate needs to understand the classroom culture in which they will fulfill their Student Teaching. Master Teacher models and provides the teacher credential candidate exposure to various methods and strategies reflecting his/her approach to teaching.

During the observation period, the student should focus on:

- Culture of the learning community
- Classroom management system and techniques
- Teacher-to-student interaction and relationships

- Teaching methods
- Use of instructional materials
- Planning and organization

## The Second Phase: Gradual Release of Responsibility

As teacher credential candidates become more familiar with students, instructional practice, and the general classroom flow, they should be allowed to plan, teach small groups, and support the teacher in his/her instruction. In this phase, the Cooperating Teacher can provide the candidate with a form of "guided practice" to facilitate a smooth transition to full classroom responsibility. By working together in small or whole group settings, candidates become more involved and engaged in all aspects of instruction. Cooperating Teachers involve candidates in planning, organizing, delivering, and assessing instruction.

## The Third Phase: Full Responsibility of the Classroom

In the last phase, the teacher credential candidate is prepared and ready to independently teach and manage the classroom. At an agreed time, candidates should take full responsibility for classroom instruction. Candidates should confer regularly with the Cooperating Teacher and USU Supervisor regarding their teaching.. The Cooperating Teacher, in consultation with the University Supervisor, determines the readiness of the candidate to assume total responsibility for the classroom. This can either be solo teaching or co-teaching but must continue for at least 4 weeks. It is during this time that the teacher candidate records their lessons for evaluation as well as for submission to the EdTPA.

Conferences with Cooperating Teachers and USU Supervisors are essential to the professional growth of credential teacher candidates. USU Supervisors meet with candidates after each evaluation visit. USU Supervisors conduct four observations and write two formal evaluations. Cooperating Teachers observe and complete four observations and two evaluations during the semester.

## Lesson Planning 1, 2, 3

Student Teachers must prepare written plans for instruction and reflect upon lesson implementation and outcomes during their student teaching. There are many ways to write a lesson plan. Effective lesson plans do more than list the activities for students to complete. Effective lesson plans should:

- Enable the Teacher-Candidates to be prepared for variations in TK-12 students' thinking,
- Prepare meaningful ways for TK-12 students to be engaged and active in the lesson
- Incorporate TK-12 students' prior knowledge
- Identify scaffolds or strategies that meet individual student needs

USU has three different lesson plan templates at the end of this handbook. Each template is based on lesson and unit planning focusing on specific subjects, curriculum structures, etc. Student Teachers must use one of the lesson plan templates for the four formal evaluations. Lesson plan templates vary in many ways, but effective lesson plans should all have the same essential features that enable Student Teachers to perform well in their teaching setting and on high-stakes performance assessments.

- *Grade-Level Standards* – Standards could include but are not limited to Common Core, Next Generation Science Standards (NGSS), English Language Development (ELD), etc. Remember that almost every content area has its own set of content-specific standards. The standards provide the framework for the lesson. They inform the other components of the lesson plan.

- *Prior Academic Learning and Experiences* – Student Teachers should be able to list and describe their students' academic strengths and weaknesses related to the lesson. In addition, Student Teachers need to be able to connect lessons to prior learning from previous lessons. This information could be used to make necessary accommodations (via scaffolds or other strategies) for TK-12 students.

- *Central Focus* – This is the overarching or big idea that spreads a sequence of lessons. It is similar to unit plan learning goals. It is a unifying concept that links lesson plans together. It outlines the essential literacy strategy and the content objectives that will be achieved as the result of teaching a unit of study.

- *Learning Objectives/Language Functions* - Learning objectives are the specific learning goals for a lesson. Learning objectives should address the language functions or the thinking skills needed to achieve the central focus. Language functions are the content and language focus of the learning task, represented by the active verbs within the learning outcomes.

- *Language Demands* – Language demands are the specific ways TK-12 students use academic language to participate in learning tasks via reading, writing, listening, and/or speaking to demonstrate disciplinary knowledge. Language demands include vocabulary, functions, discourse, and syntax.

- *Anticipatory Set/Introduction* – Student Teachers need to set up each lesson by accessing prior knowledge and/or launching into the new content. This feature is like the "hook" in that it gets TK-12 students interested in the new learning. This feature is important to connect the lesson to students' lives in authentic and culturally responsive ways. Therefore, this section should include opportunities for students to share their funds of knowledge.

- *Closure* – Student Teachers should provide a review or wrap-up at the end of each lesson. This can summarize the lesson's learning and set up the next lesson.

- *Formative Assessments* - Formative assessments include but are not limited to learning tasks, checks for understanding, etc. They're done during a lesson. Student Teachers administer formative assessments to gauge how much their TK-12 students' have learned during and immediately after the lesson. These assessments provide meaningful information, allowing Student Teachers to adjust the current or future lessons.

- *Summative Assessments/Independent Practice Opportunities* - Summative assessments are assessments collected at the end of a unit or lesson. They show what TK-12 students learned as a result of instruction. These assessments must align with the lesson's learning objectives and/or the Central Focus. TK-12 students must complete these tasks by themselves so that Student Teachers can analyze their performance data.

- *Scaffolds* – Student Teachers must ensure that all TK-12 students are engaged and learning. As such, they must provide language support, differentiation, assistive technology, multi-tiered support systems, etc.

Every lesson plan has a series of activities to engage students. There are several approaches to arranging those activities. Depending on the content area, lesson plans can either follow a gradual release of responsibility model (e.g., I-Do, We-Do, You-Do- Together, You-Do-Alone) or an inquiry-based model (e.g., You-Do-Together, We-Do, I- Do, You-Do-Alone or Five E's: Engage-Explore-Explain-Elaborate-Evaluate).

Regardless of structure, certain elements should be encouraged in all lessons:

- *Modeling/Direct Instruction* – Student Teachers must demonstrate, show, or explain content and/or procedures at some point in the lesson. TK-12 students need models to be successful. They must observe Student Teachers and/or their peers modeling necessary strategies for the content.
- *Guided Practice Opportunities* – TK-12 students need many opportunities to work with Student Teachers and/or other students. They need opportunities to practice, engage, and explore their new learning. They need opportunities to engage with the lesson content through partner talk, small group activities, quick writes, etc. The goal is for students to express their thinking and learning through meaningful engagement.
- *Effective Content-Based Questioning* - One way to engage students in meaningful activities is for Student Teachers to ask meaningful questions that push students to think about their learning. Student Teachers need to include a mixture of low-level and high-level questions.

Student Teachers should develop the habit of reflecting on their lesson planning and delivery. Reflections are a required component for each of the four observations. They should consider the following questions:

- Were all the students engaged? What evidence supports my observations? If there was a lack of motivation, what can I do about it tomorrow? How can I apply my knowledge about my students to achieve better engagement?
- Did all the students participate in class activities and discussions? Why or why not? Are there better ways to differentiate instruction and assessment to meet the learning needs of all students?

- Were there points in the lesson that were not understood? How can I provide additional help to the class or certain individuals?
- Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently? What evidence supports my observation?
- Did I set a pace that was neither too fast nor too slow? How do I know?
- Did I relate the lesson to the students' daily lives and involve them as much as possible? How so?
- Did I make smooth transitions from one activity to another? How so?
- Did I achieve the objectives listed in my lesson plans? What evidence do I have of student achievement? What will I do with this evidence?
- Was I well prepared for this lesson? Did I have all of the necessary materials organized for this lesson? What evidence supports my observation?
- Did I select the best materials/examples for this lesson? How do I know? Is there anything you would have done differently? Describe what and why.
- How did I help all students develop academic language in this lesson? What evidence indicates student learning?
- What did I do particularly well today? How do I know? What can I do better tomorrow?

## Overview of System Support

Student teaching is an intensive experience. However, student teachers have many professionals available to support them throughout the program. It is important to note that the challenges of student teaching do not need to be faced alone. It is important to connect with peers for support during the credential program. In addition, the following people can assist during the student teaching experience.

- University Supervisor
- Cooperating Teacher
- School Site Administration
- Office of Educational Placements and Partnerships
- Academic Advisor
- Program Director, COE
- Dean, COE

## Disqualification of Teacher-Candidates During Student Teaching

In some cases, Student Teachers may struggle to meet TPEs. In these cases, the University Supervisor will consult with the Cooperating Teacher to determine next steps. The University Supervisor will determine whether or not these struggling Student Teachers will continue in their student teaching placements under more frequent supervision and guidance or if Student Teachers should be disqualified from the program.

Written recommendations and plans for improvement will be provided for student teachers who deserve continuance. Student Teachers will be allowed to remedy any deficiencies. If these Student Teachers fail to meet their designated goals in a specific timeframe, they will not be allowed to progress in the program.

Student teachers are guests at the school site where they teach. As such, Cooperating Teachers may terminate their commitment at any time. Cooperating Teachers are responsible for their TK-12 students. In cases where hosting Student Teachers takes away from serving students, Cooperating Teachers can re-focus their priorities on their students. Furthermore, the school administrator may, at any time, also exercise the prerogative of requesting that certain Student Teachers be relieved of student teaching responsibilities. Such cases will result in a “No Credit” final grade.

The option of another placement is based on the recommendations of the University Supervisor, program director, and/or Dean. This option is also based on the availability of alternative placements. It may be necessary for struggling student teachers to repeat the semester or terminate their participation in the credential program.

Disqualified Student Teachers may appeal their dismissal for consideration to return to the credential program in cases where a “No Credit” grade is issued and/or in cases where the Team Leader does not support an opportunity for repeating student teaching.

## Absences, Important Commitments, and Dates to Note

Substantial commitments of time and energy are required to complete the credential program successfully. Student teaching is a full-time, 16-week commitment. Childcare, outside work, and other commitments must be managed before starting Student Teaching.

Student Teachers must attend/adhere to the following events/assignments:

- Student Teaching Orientation
- Weekly Synchronous Seminars
- Seminar Assignments
- edTPA deadlines
- District/School academic calendar
- School-site meetings (faculty meetings, grade-level meetings, Back-to-School nights, parent-teacher conferences, etc.)
- School-site field trips
- School-site testing days

Student teachers are encouraged to plan. Events such as weddings and vacations are unacceptable and not considered excused absences. More than three absences and more than three tardies will not be tolerated. Excessive absences can lead to removal from the program. Student Teachers must notify the University Supervisor and Cooperating Teacher in case of tardiness or absence as early as possible and before the start of the school day (email, text, or phone).

# Assessment and Evaluation

## Evaluations & Observations of Student Teachers

Evaluations are formal assessments of your ability to meet the California TPEs. Observations are formal looks at your teaching that will help you set goals for progress before you get to an evaluation.
Evaluations will be completed in:

- Week 8
- Week 16
- The Student-Teacher, Cooperating Teacher, and University Supervisor will evaluate the student-teacher's ability to meet the TPEs over the 8 weeks, using the two informal observations and general performance as a student-teacher.

Observations will be completed in:

- Week 3
- Week 6
- Week 11
- Week 14

## RICA/Literacy Performance Assessment (Multiple Subject Candidates Only)

Students completing their student teaching prior to June 30, 2025, must take and pass the RICA exam prior to their student teaching here at United States University.

Beginning in the Fall of 2025, students will be given a Literacy Performance Assessment that will be a part of their EdTPA exam (explained in the next section), which is done DURING student teaching. This LPA portion of the EdTPA exam will focus on TPE 7, which can be explored in the guide found here: https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes

At this point, the only preparation materials that have been released are for the LPA Field Test, and can be found at this site: https://www.edtpa.com/PageView.aspx?f=HTML_FRAG/edTPAFT1RB_TestPage.html

Once the preparation materials for the LPA within the EdTPA are released, the handbook will be updated accordingly. In the meantime, Student Teachers should focus on literacy instruction, emphasizing foundational reading skills such as phonological awareness, phonics, fluency, meaning-making, language development, effective expression, and content knowledge. Additionally, they are expected to integrate literacy instruction across the curriculum, fostering foundational skill development and language growth while honoring students' home languages and dialects.

Student Teachers should also engage with students experiencing reading difficulties, allowing them to practice diagnostic techniques and implement early intervention strategies. To support LPA preparation and preliminary credential requirements, the California Dyslexia Guidelines have been embedded in the program's coursework. Student

Teachers are expected to be familiar with these guidelines and apply them during student teaching, particularly when working with students struggling with literacy.

## Overview of the Teacher Performance Assessment (edTPA)

California Teacher Candidates are required to pass the edTPA to earn their California teaching credential. Your best resources are located in the Teacher's Lounge, which has everything you need to complete the edTPA and access to the edTPA coordinator for webinars, meetings, and one-on-one support. Ultimately, you will create and record a 3-5 day mini-unit and submit it for evaluation. This is an incredibly difficult performance assessment that includes many nuances. Look at the checklist at the end of this book to help guide you. If you have any questions, please contact our EdTPA Coordinator, Professor Curiel, at mcuriel@usuniversity.edu. You can also ask questions directly in the Teacher's Lounge or the EdTPA discussion forum. **You MUST submit the EdTPA before you finish student teaching, or you will fail student teaching.** What follows is a brief overview:

Task 1: Planning for Instruction and Assessment

Task 1 is the planning portion of the edTPA. This task is divided into five parts, and each of the five parts has specific requirements that include recording and uploading video segments, lesson plans, and narratives to support the substantive achievement of the task. For Task 1, the bulk of the task is responding to prompts about the lesson you will teach. The five parts of task 1 are:

- Part A: Context for Learning (4-page limit)
- Part B: Lesson Plans (3–5-day learning segment/mini-unit plan)
- Part C: Instructional Materials (5-page limit)
- Part D: Assessments (pre-assessments and narrative on assessment planning; No limit)
- Part E: Planning Commentary (9-page limit)

Task 2: Instruction and Engaging Students in Learning

Task 2 is the teaching portion of the edTPA. This task focuses on instruction, while establishing a positive learning environment. The required video should demonstrate student engagement and positive rapport between students and teachers. The contents of Task 2 must align with the planning in Task 1 - they should all be on the same 3–5-day learning segment.

- Part A: Video Clips (10–20-minute clips depending on content area)
- Part B: Instruction Commentary (6-page limit)

Task 3: Assessment

This is the assessment portion of the edTPA is designed to demonstrate how assessments are used to evaluate student learning, monitor the effectiveness of instruction, and guide future instruction. Assessments are briefly covered in Task 1 - but that is just the assessment planning and any pre-assessment that might be used before the teaching portion of the edTPA. Task 3 is divided into four parts:

- Part A: Student Work Samples (2-3 individual assessments of students)
- Part B: Evidence of Feedback (audio/video feedback and evidence of written feedback)
- Part C: Assessment Commentary (reflection on assessment results)
- Part D: Evaluation Criteria (rubrics, exit slips, etc.)

ELEMENTARY Task 4: Assessing Students' Mathematics Learning

Task 4 is only for Multiple Subject candidates. All Elementary pre-service teachers must teach a Mathematics lesson that reflects student achievement in procedural fluency, mathematical reasoning development, and problem-solving skills. This task does NOT need to be aligned with Tasks 1-3; a different classroom can be used altogether if the student teacher prefers. This task is divided into seven parts:

- Part A: Context for Learning (similar to Task 1 but focused on mathematics)
- Part B: Description of the Learning Segment (objectives & standards)
- Part C: Assessment (formative assessment & directions, no student sample)
- Part D: Rubric (copy of rubric, not evaluated)
- Part E: Student Work Samples from the Learning Segment (three student samples)
- Part F: Student Work Samples from the Re-Engagement Lesson (video or three student samples)
- Part G: Mathematics Assessment Commentary (8-page limit)

## Scoring of edTPA

The edTPA Tasks are scored across targeted competency areas using approximately 15-18 rubrics. For each Task, the first 2-3 competency areas correspond directly to the specific Tasks (Planning, Instruction, and Assessment). The last 1-2

competency areas require teacher candidates to use evidence across all the tasks to analyze teaching and academic language. The Rubrics are as follows:

- Rubrics 1-5 relate to the Planning Task.
- Rubrics 6-10 relate to the Instruction Task.
- Rubrics 11-15 relate to the Assessment Task.
- Rubrics 16-18 relate only to the Math Task – Multiple Subject Candidates.

The Rubrics used to score the edTPA include five proficiency levels, from low performance at level 1 to outstanding performance at level 5. The following chart provides a general description of each score/level.

| | |
|---|---|
| Score 1 | Represents the dispositions, knowledge, and skills of a seriously struggling Student Teacher who's not ready to teach. |
| Score 2 | Represents a Student Teacher's disposition, knowledge, and skills ready to teach diverse student populations independently and effectively in a TK-6 school setting. |
| Score 3 | Represents the dispositions, knowledge, and skills of a Student Teacher qualified to teach diverse student populations independently and effectively in a TK-6 school setting. |
| Score 4 | Represents a Student Teacher's dispositions, knowledge, and skills with a solid foundation to teach diverse student populations independently and effectively in a TK-6 school setting. (Demonstrates potential to be a strong beginning teacher.) |
| Score 5 | Represents the advanced dispositions, knowledge, and skills of a Student Teacher who is qualified and ready to teach diverse student populations independently and effectively in a TK-6 school setting. (Is a strong beginning teacher) |

The passing score for most edTPA Teaching Events is 41. The passing score is adjusted for edTPA Teaching Events with more or less than 15 rubrics (e.g., World Language, Elementary Education). For example, multiple subject student

teachers complete and submit the elementary education edTPA comprising 18 rubrics. These Student Teachers must pass with a total score of 49; they must score at least 41 in the Literacy part (Rubrics 1-15) and an 8 in the Math part (Rubrics 16-18).

## EdTPA Score Appeals Policy

A Score Confirmation request is the process for appealing a score. If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a request for a score confirmation in writing. The fee is $200. Information about the score confirmation service is available on edtpa.com.

Please note that only one score confirmation request is permitted per submission, and requests received after the initial score confirmation request will not be honored.

You should refer to the information if you are unsure why a condition code was assigned to one or more rubrics in your score profile. The performance description(s) will provide information regarding any assigned condition code(s). Please review edTPA Submission Requirements and Condition Codes for additional information about condition codes.

## CL-911 EdTPA Passing Score Range

The California Teaching Commission approved a Secondary Passing Standard. Please see PSA-2402 for direct language. Students who score within the approved scoring range and have met all other program and credential requirements are eligible to be submitted by the university for their preliminary credentials.

The Secondary Passing Standard is:
Elementary - a score between 46-49
Secondary - a score between 38-41

Here is the checklist for student teachers to ensure you've met ALL other program requirements: Student Teaching Checklist. If you qualify for this option, please contact our EdTPA Coordinator, Professor Curiel mcuriel@usuniversity.edu.

## EdTPA Video Recording Permissions Policy

Before you record your classroom instruction, you must ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording. The permission slips should stay on file with your cooperating teacher and be kept for the duration of your student teaching. If you do not receive a permission slip from a student or an adult in the classroom, you will need to make sure they DO NOT appear in any videos that you record in that classroom. That may mean you record a smaller group of students or strategically place your camera so those students are off video. Reach out to your University Supervisor with any questions or concerns. Normally, a permission slip template is developed by a school or district. However, please note that there is a video consent form from Pearson in the USU "Teacher's Lounge" section of your course. The consent form can be found under the "edTPA" menu, under "General Information."

EdTPA Submission Procedures
Teacher-Candidates must follow the timelines, deadlines, and checklist given to them by the edTPA Coordinator and Team Leader. Teacher candidates must submit the edTPA directly to Pearson. Teacher candidates should be prepared to pay the edTPA submission/scoring fees ranging from $300-400.

University Supervisors will help Student Teachers prepare to submit their edTPA portfolios during the student teaching seminar in their final semester of the program.

edTPA submission and reporting dates can be found at this webpage: https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html. Student Teachers need to ensure they have enough time to submit and get scores back before the end of the semester so that their credentials can be processed on time. The following is a suggested checklist for edTPA submission.

## EdTPA Appropriate Use of Materials Policy

EdTPA materials (handbooks, rubrics, Making Good Choices, local evaluation training materials) can all be found in the Teacher's Lounge in the D2L platform. These materials can be shared with cooperating teachers under secure conditions. They may not be posted on public websites, and local evaluation materials require a nondisclosure agreement. In

addition, all materials related to your EdTPA submission must be kept confidential not to share any information about the participants in the video recordings.

## EdTPA Resources

There are many resources to help Student Teachers prepare for the edTPA. These resources include but are not limited to:

- Content-Specific edTPA Handbook and Rubrics
- “Making Good Choices”
- “Understanding Rubric Level Progressions”
- Academic Language Handout

Student Teachers are responsible for reading and knowing all the content in these documents and following the instructions. These resources can be found in the Teacher’s Lounge in D2L.

The following is a checklist for submitting edTPA to Pearson:

STEP ONE: Register for Pearson (this should be done immediately)

http://www.edtpa.com/PageView.aspx?f=GEN_RegisterPearson.html

- Enter the last five digits of SSN.
- Select the assessment, and choose the "national" version.
- Select United States University when asked which program.
    - This ensures we get your scores to process your credential.
- Select BOTH when asked if edTPA is a program requirement, a state license requirement, or both.
    - This way, your scores will be sent to both USU and CTC.
- If you are planning to teach in another state (e.g., NY, Washington, Georgia, Ohio, Minnesota, Iowa), you can select to have your scores sent to that state if it's listed as a state that currently requires edTPA for credentialing
- Go to the bottom portion to enter Visa, Mastercard, or PayPal information to pay the balance.
- Registration needs to be done before submission.

STEP TWO: Submit directly to Pearson

- Do not use any identifying information in file names or within documents.
- Remove student names, school names, city names, or your name.
- Upload all artifacts and commentaries to Pearson (see evidence chart in the handbook for formatting requirements.) Do NOT submit yet.
- Double-check the checklist and make sure you have enough evidence, enough documents, and enough videos. You do not want to score an Incomplete.
- Submit.

One of the most difficult parts of guiding students through submitting their edTPA is that the faculty cannot give feedback on the submission outside of helping with technical issues, grammar, or mechanics. The content of the edTPA must be evaluated by the edTPA reviewers. Here are some helpful links that give additional information:

Assessment Process Overview: http://www.edtpa.com/PageView.aspx?f=GEN_AssessmentProcessOverview.html

Submission and Reporting Dates:
http://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html

edTPA for California: http://www.edtpa.com/PageView.aspx?f=GEN_California.html

Policies for Students: http://www.edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html

Candidate FAQs: http://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_FAQ_Candidates.html

## EdTPA Late Submission Policy

Student Teachers who do not submit the edTPA by the end of their student teaching will fail and repeat the course.

## EdTPA Acceptable vs. Unacceptable Support

EdTPA is a high-stakes assessment. Student Teachers have been supported through the program with feedback, practice opportunities, etc. They can apply everything they learned to the completion of the edTPA. Student Teachers must complete the edTPA by themselves. That stated, there are ways mentors (e.g., instructors, university supervisors, and cooperating teachers) can support their teacher-candidate student teacher while working on the edTPA. These acceptable conditions are described below:

- Student Teachers with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
- Student Teachers who routinely receive support from a writing center or writing tutor may also receive support while drafting edTPA submission materials. Still, support must not include direct edits or advice related to the content of the submission.
- Mentors may paraphrase or answer questions about the content of a handbook prompt, rubric, direction, or support document such as “Making Good Choices” to clarify what the prompt or direction is requesting.
- Mentors may ask probing questions about Student Teachers’ draft edTPA responses or video recordings without providing direct edits of the Student Teacher’s writing or providing Student Teachers with specific answers to edTPA prompts.
- Mentors may reference relevant articles or text sections to address questions about effective teaching strategies.
- On school sites where Student Teachers cannot access the IEP, Cooperating Teachers may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by School Site Administrators.
- Mentors can flag instances where identifying information still needs to be removed from an edTPA draft to ensure confidentiality.
- Mentors may assist Student Teachers in understanding how to use the electronic platforms for models/programs.
- Mentors may arrange technical assistance for the video portion of the edTPA.

Student Teachers must adhere to the cheating/plagiarism policies while completing the edTPA. The following are unacceptable forms of support:

- Telling a Student Teacher what to write (anything beyond general directions).
- Offering recommendations for specific instructional and assessment strategies in response to knowledge or describing the Student Teacher’s students.
- Editing a Student Teacher’s EdTPA drafts before submission.

- Offering a critique of Student Teachers' edTPA drafts before submission for official scoring that provides specific, alternative responses.
- Tell student teachers which video clips or work samples to select for submission.
- Uploading Student Teachers' edTPA responses (written or videotape entries) on public access social media websites or uploading them to the scoring platform for Student Teachers.

Any infraction will result in the Student Teachers' edTPA being invalid. Student Teachers must know the unacceptable support guidelines and inform their mentors. In addition, infractions will subject Student Teachers to the same consequences as those who violate the cheating/plagiarism policy.

## Process for Re-Taking the edTPA

Student Teachers who do not meet the passing standards for the edTPA but are in "good standing" in the program as determined by their Team Leader(s) may be allowed to retake and submit a new edTPA. Good standing means the following:

- Student Teachers have at least a 3.0 GPA.
- Student Teachers have earned a C grade or above or Credit in all courses.
- Student Teachers have excellent student teaching evaluations.
- Student Teachers have positive attitudes and dispositions.

The College of Education recognizes that there are varying valid reasons why some Student Teachers may not pass; in cases where Student Teachers are in good standing, the College of Education, via the edTPA Coordinator, may offer these Student Teachers another opportunity to pass the edTPA.

## EdTPA Remediation Policy

Student Teachers who do not meet the passing standards for the edTPA will be directed to the edTPA coordinator to start the retake procedures. The process is the following:

- Review EdTPA feedback with the EdTPA Coordinator in a 1:1 meeting
- Attend weekly office hours with the EdTPA Coordinator (1 hour per week)
- Attend bi-monthly webinars with the EdTPA Coordinator (1 hour every two months)

The College of Education recognizes that there are varying valid reasons why some Student Teachers may not pass, which is why the edTPA Coordinator offers these Student Teachers another opportunity to pass the edTPA.

## Sibme

SIBME is the video software used to record the student teaching lessons that will be observed. With this software (https://app.sibme.com/home/login), you can have your university supervisor view your lesson. For ease of use, download the SIBME app and log in following the directions provided. This allows you to record directly to Sibme and avoid any extra steps. This can be done live (similar to using Zoom), or you can upload the recorded video for your University Supervisor to review. You should receive email instructions on accessing this software and uploading the videos. Your observations and evaluations will be in this software. You must review those videos, reflect on them, and leave comments. Please also ask your Cooperating Teacher and University Supervisor to do the same. You, the Cooperating Teacher, and the University Supervisor should all review the same lesson, and then you should discuss the lesson and debrief. The lessons you use for your observations **cannot** be the same lessons you use for your edTPA because you cannot receive feedback on the edTPA from anyone outside of the official edTPA reviewers.
Please note that the videos you upload for your edTPA submission also have specific requirements. As an example, the edTPA "Literacy with Math Task 4" handbook states, *"Provide 2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes) that demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills."*

Directed Student Teaching Seminars
Teacher credential candidates must attend weekly synchronous seminars on the designated day and time. **Candidates cannot be excused from attending Directed Student Teaching Seminars.** These are an essential part of the Teacher Credentialing Program. During this time, students share and reflect on their experiences in the field. The main purpose is to gradually prepare students to assume responsibility in the classroom and become fully responsible for all teacher and school duties at the end of student teaching. The University Supervisor conducts the seminar.

The following are some of the topics that will be covered in the Directed Student Teaching Seminar:

- The California Standards for the Teaching Profession (CSTPs) and the TPEs

- edTPA
- Classroom Management Techniques
- Children's Rights
- Technology
- Parental Involvement
- The Teacher as a Professional
- Finding Employment

# Awards and Celebrations

## Outstanding Faculty Award

Faculty demonstrating an exemplary commitment to the Student Teacher's learning experience may be nominated by the Student Teachers and/or COE Administration for the "Outstanding Faculty Award." Each award winner will be honored at the Graduation Commencement Reception. Please send your nomination to the Program Director, Dr. Simpson, at Joanna.Simpson@usuniversity.edu.

## Outstanding Student Teacher/Intern Award

Student teachers who demonstrate exemplary commitment to the California Teaching Expectations (TPEs), GPA, and professionalism may be nominated by the University Supervisor and/or Cooperating Teacher for the "Outstanding Student Teacher/Intern Award." Each award winner will be honored at the Graduation Commencement Reception. Cooperating Teachers and Faculty will send their nominations to the Program Director, Dr. Simpson, at Joanna.Simpson@usuniversity.edu.

## Outstanding Cooperating Teacher/Site Supervisor Award

Cooperating Teachers and Site Supervisors who demonstrate exemplary commitment to the California Teaching Expectations (TPEs) and our students may be nominated by the University Supervisor and/or Student/Intern Teacher for

the “Outstanding Cooperating Teacher/Site Supervisor Award.” Each award winner will be honored at Graduation. Please send your nomination to the Program Director, Dr. Simpson, at Joanna.Simpson@usuniversity.edu.

# Credentialing Information

For up-to-date credentialing requirements, please visit the Commission on Teacher Credentialing.
https://www.ctc.ca.gov/credentials/apply

# Resources

## Subject Matter Verification

Before you begin student teaching, you must verify that you have met the Subject Matter Requirements for the credential you seek. USU does not have subject matter-specific programs, so you are expected to bring this knowledge. Please contact your academic advisor to complete a Subject Matter Verification Form if you haven’t already done so. You can meet the Subject Matter Requirements in several ways:

1. Complete a Commission-approved Subject Matter Program. See here for a list of approved programs: https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs
2. Passage of appropriate Subject Matter Examinations: See here for a list of CSET exams: https://www.ctcexams.nesinc.com/
3. Coursework completed at a regionally accredited institution of higher education that covers the subject matter domains and competencies found here: https://www.ctc.ca.gov/docs/default-source/educator-prep/files/domains-of-subject-matter-requirements.pdf?sfvrsn=dcd525b1_19
4. A combination of Subject Matter Examinations and coursework
5. Completion of a Bachelor’s degree or higher from a regionally accredited institution of higher education that includes one of the following degree titles:

| Subject Area | Degree Title Must Contain: |
|---|---|
| Multiple Subject | Liberal Studies<br>Liberal Arts<br>Elementary Education |
| Art | Art |
| Dance | Dance |
| English | English |
| Foundational Level Mathematics | Mathematics |
| Mathematics | Mathematics<br>Statistics |
| Health Science | Health Science |
| Music | Music |
| Physical Education | Physical Education |
| Biology | Biology<br>Biological Engineering<br>Biochemistry<br>Biological Sciences |
| Chemistry | Chemistry<br>Biochemistry<br>Chemical Engineering |
| Foundational Level Science | Science<br>Engineering (any) |
| Geoscience | Geoscience<br>Geology<br>Earth Science |
| Physics | Physics<br>Mechanical Engineering<br>Structural Engineering |

| | |
|---|---|
| Social Science | Social Science<br>(*CANNOT BE: World History, US History, California History, American Democracy, Economics or Geography*) |
| Theatre | Theatre |
| World Language: English Language Development | TESOL<br>TEFL |
| World Language | Spanish<br>Arabic<br>Armenian<br>Cantonese<br>Farsi<br>Filipino (Tagalog)<br>French<br>German<br>Hebrew<br>Hindi<br>Hmong<br>Italian<br>Japanese<br>Khmer<br>Korean<br>Mandarin<br>Portuguese<br>Punjabi<br>Russian<br>Turkish<br>Vietnamese<br>Latin |

## 240

USU

$25.00

CBEST,

## Tutoring

has a partnership with this Tutoring Company, and you get a rate of per month using your USU email address. This gives you unlimited CSET, and RICA study material. Not only that, but they guarantee that you will pass your exam – if not, you get your money back. Our students who have used this service have passed their respective exams. You should have received an email invitation from them

(admin@240tutoring.com check your spam folder) with an invitation. If you haven't, please email Joanna.Simpson@usuniversity.edu to get the issue resolved.

## Student Services

A complete list of all academic support services is available on the Student Services portion of the USU website.

The Student Services Department consists of Academic and International Student Advisors. Student Services works with every student to orient them to the University and help them understand policy and procedures. Among other services, academic advisors assist our students in developing and accomplishing academic goals, utilizing and accessing student success resources, assisting with faculty outreach, registration questions, and tutoring services.

# Appendices

## EdTPA Checklist

edTPA Check-off List: Name of Candidate:_____

Candidate Instructions: Use this checklist to make sure all edTPA documents, artifacts, videos, and files are properly saved and submitted.

### Task 1: Planning for Instruction and Assessment

| Part | Name of File | Number of Files | Response Length | Additional Information | Completed |
|---|---|---|---|---|---|
| **Part A: Context for Learning Information (template provided)** | Name_Context_For_Learning | 1 | No more than **4** pages, including prompts | • Use Arial 11-point type.<br>• Single space with1 inch margins on all sides. | |

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|---|---|---|---|---|---|
| **Part B: Lesson Plans for Learning Segment** | Name_Lesson_Plans | 1 | **No more than 4 pages per lesson plan** | • Submit 3 to 5 lesson plans in 1 file<br>• Within the 1 file, label each lesson plan (Lesson 1, Lesson 2, Lesson 3, etc.).<br>• All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans | |
| **Part C: Instructional Materials** | Name_Lesson_Instructional_Materials | 1 | **No more than 5 pages of KEY instructional materials per lesson plan** | • Submit materials in one 1 file.<br>• Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). Order materials as they are used in the learning segment. | |

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| | | | | | |
| **Part D: Assessments** | Name_Lesson_Assessment | 1 | N/A | • Submit assessments in 1 file.<br>• Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).<br>• Order assessments as they are used in the learning segment. | |
| **Part E: Planning Commentary (template provided)** | Name_Planning_Commentary | 1 | **No more than 9 pages, including prompts** | • Use Arial 11-point type.<br>• Single space with1 inch margins on all sides.<br>• Respond to prompts **before** teaching the learning segment. | |

## Task 2: Instructing and Engaging Students in Learning

| Part | Name of File | Number of Files | Response Length | Additional Information | Completed |
|---|---|---|---|---|---|
| **Part A: For Video Clip(s)** | Name_Lesson_#Clip1<br><br>Name_Lesson_#Clip2<br><br>***When naming each clip file, include the number of the lesson shown in the video clip.***<br><br>Video clips formatted in : flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | **1 to 2 video clips**<br><br>The file size of <u>each</u> video clip should be between 200 and 300 MB (500 MB limit) | **No more than 20 minutes total running time** | • Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video.<br>• Refer to Task 2, "What Do I Need to Do?" for video clip content and requirements.<br>• Refer to Suggested Timeline edTPA binder for more information.<br>• ***When naming each clip file, include the number of the lesson shown in the video clip.***<br><br>**<u>IMPORTANT</u>:**<br>• Select **3 focus students** that represent the range of psychomotor competencies within the class. **At least one of the students should be a low achieving student with respect to psychomotor skills (NEW 2015).**<br>• When recording, capture footage of the 3 focus students**. Video clips of the 3 focus students within the context of the whole class will be used in the assessment task 3.**<br><br>Videotape teaching needs to include:<br><br>• 3 focus students<br>• Include both the instruction and the students implementing the instruction<br>• Include active monitoring of student learning<br>• Showing how you manage at least one transition to, within, or from a learning task.<br>• **Showing demonstration of the promotion of a positive learning environment (physically and emotionally safe).**<br>• Show how you engaged learners in explicitly designed tasks in 2 or more domains.<br>• Show video that includes the use of cues, prompts, demonstrations, to develop skill, knowledge, and affective dispositions. | |

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| **Part B:**<br><br>**Instruction Commentary (template provided)** | Name_Instruction_Commentary | **1** | **No more than 6 pages of commentary, including prompts**<br><br>**If needed, no more than 2 pages of supporting documentation** | • Use Arial 11-point type<br>• Single space with 1" margins on all sides.<br>IMPORTANT:<br>Insert documentation at the end of the commentary file if:<br>using are not clearly visible in the video<br>video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student<br>response that is inaudible"). | |

## Task 3: Assessment

**Students Work Samples: You may submit written assessments or video clips**

You have the option to submit written assessments text files with scanned student work. Most classroom teachers submit written samples. However, depending on the assessment, most Physical Education and Performing Arts candidates submit video clips for their assessments. Therefore, per the edTPA Handbook. *"Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files with scanned student work* ***or****, for oral assessments of primary grade students (e.g., reading aloud, dictating text,* ***or*** *orally demonstrating the essential literacy strategy), a video or audio file."*

**Part A: Student Work Samples Written Option:**

- Select 3 student work samples that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge. Note: California candidates must include one focus student who is an English language learner
- Document the feedback you gave to each of the 3 focus students on the work sample itself, as an audio clip, **or** as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.

| Part A: Student Work Samples Video Clip Option | | | | | |
|---|---|---|---|---|---|
| **Part** | **Name of File** | **# Of Files** | **Response Length** | **Additional Information** | |
| **Part A: 3**<br><br>**Student Work Samples** | **3 video clips**:<br><br>Where the # represents the student who created the work sample.<br><br>Name_Work_Sample_Student2<br><br>Name_Work_Sample_Student_3<br><br>Video clips formatted in : flv, asf, qt, mov, mpg, | **3 video**<br><br>**clips**<br><br>The file size of <u>each</u> video clip should be between<br><br>200 and 300<br><br>MB (500 MB limit) | **No more than 5 minutes** of total running time for each focus student | • **The video clips show the performances of the 3 focus students.** These clips should clearly show the relevant aspects of each focus student's performance recorded during class.<br>• The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible.<br>• **No more than 5 minutes** of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task.<br>• **Each video should contain multiple clips documenting your interactions with your focus student.**<br>• When naming each work sample file, include the student number.<br><br>**NEW in 2015:** Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed**. Submit it in a separate file for each focus student.**<br><br>• **You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students' writing is illegible, write a** | |

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| | For written evidence of psychomotor activity assessment or written work samples **NEW in 2015**<br><br>Focus_Student1_written_Evidence<br><br>Focus_Student2_written_Evidence<br><br>Focus_Student3_Written_Evidence | **3 Documents** | | **transcription directly ON the work sample. (NEW in 2015)**<br>• When naming the work sample, include the student number.<br>• If there are occasional audio portions that cannot be heard, attach a transcription of the inaudible portions to the end of the assessment commentary. | |

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| **Part B: 3**<br><br>**Evidence of Feedback**<br><br>**<u>It can be written feedback,</u>** audio feedback or video feedback regarding the 3 student work samples<br>**If included video evidence of academic language** | **For written feedback and documented assessment data: (doc; docx, odt, pdf)**<br><br>File format for video clips (feedback and/or language use) flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v<br><br>Match the evidence of feedback to the student work sample video by naming the file with the corresponding work sample number (for example, Name_Feedback_Student_3).<br><br>Name_Feedback_Student_1<br>Name_Feedback_Student_2<br>Name_Feedback_Student_3 | **1 to 8**<br><br>The file size of <u>each</u> video clip should be between 200 and 300 MB (500 MB limit) | **No page limit**<br><br>**for written feedback or evidence of student language use**<br><br>**No more than 3 minutes per focus student for video or audio feedback**<br><br>**No more than 5 minutes for video evidence of student language use.** | • **IMPORTANT:** Do not submit an additional file for Part B if your feedback is shown in the video clips for Task 2 or Task 3, Part A. Document the location of your evidence of feedback in the<br><br>Assessment Commentary.<br><br>• Submit feedback samples provided to the 3 focus students on their assessment. This can be a written or audio/video format. When naming each feedback file, include the student number.<br><br>If feedback is not recorded on the video clips for Task 2 or Task 3, submit only **1 feedback file for each of the 3-focus student**—a document, video file **or** audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback.<br><br>• Include the documented assessment data for each focus student either attached to each file of written feedback or as a separate file with data for all three focus students<br>• If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 pages) to the end of the Assessment Commentary.<br>• For Academic Language – If you choose to submit an additional video clip of student language use, it should be no more than 5 minutes with a time stamp reference for the evidence of language use described in the Assessment Commentary. | |

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| **Part C: Assessment Commentary** | Name_Assessment_Commentary | 1 | **No more than**<br><br>**10 pages** of commentary, including prompts<br><br>**Plus, no more than 5 pages for the chosen assessment.**<br><br>Plus, no more than 2 pages of feedback<br><br>transcriptions | • Use Arial 11-point type.<br>• Single space with 1" margins on all sides.<br><br>**IMPORTANT:** Insert a copy of the chosen assessment, including directions/prompts provided to students.<br><br>• Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. | |
| **Part D:**<br><br>**Evaluation Criteria** | Name_Evaluation_Criteria | 1 file | N/A | In the one file indicate the lesson number on the corresponding evaluation criteria<br><br>• Lesson 1 Evaluation Criteria,<br>• Lesson 2 Evaluation Criteria,<br>• Lesson 3 Evaluation Criteria | |

| Part | Name of File | Number of Files | Response Length | Additional Information | Completed |
|---|---|---|---|---|---|
| **Part A: Context for Learning Information (template provided)** | Name_Context_For_Learning | 1 | No more than **4** pages, including prompts | • Use Arial 11-point type.<br>• Single space with1 inch margins on all sides. | |
| **Part B: Description of the Learning Segment** | Name_Planning_Commentary | 1 | No more than **9** pages, including prompts | • Use Arial 11-point type.<br>• Single space with1 inch margins on all sides.<br>• Respond to prompts **before** teaching the learning segment. | |
| **Part C: Assessment** | Name_Lesson_Assessment | 1 | N/A | • Submit assessments in 1 file.<br>• Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).<br>• Order assessments as they are used in the learning segment. | |
| **Part D: Rubric** | Name_Lesson_Rubric | 1 | N/A | • Submit rubrics in 1 file.<br>• Within the file, label rubrics by corresponding lesson (Lesson 1 rubric, Lesson 2 rubric, etc.).<br>• Order rubrics as they are used in the learning segment. | |

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| **Part E Student Work Samples from the Learning Segment** | **3 video clips**:<br><br>Where the # represents the student who created the work sample.<br><br>Name_Work_Sample_Student_<br>Name_Work_Sample_Student 2<br>Name_Work_Sample_Student_3 | **3 video clips** | **No more than 3 minutes** of total running time for each focus student **NEW in 2015** | • **The video clips show the performances of the 3 focus students.** These clips should clearly show the relevant aspects of each focus student's performance recorded during class.<br>• The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible.<br>• **No more than 3 minutes** of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task.<br>• **Each video should contain multiple clips documenting your interactions with your focus student.**<br>• When naming each work sample file, include the student number.<br><br>Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed. **Submit it in a separate file for each focus student.**<br><br>• **You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students' writing is illegible, write a transcription directly ON the work sample.**<br>• When naming the work sample, include the student number.<br>• If there are occasional audio portions that cannot be | |

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| | | | | heard, attach a transcription of the inaudible portions to the end of the assessment commentary. | |

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| **Part F: Student Work Samples from the Re-Engagement Lesson** | **3 video clips**:<br><br>Where the # represents the student who created the work sample.<br><br>Name_Work_Sample_Student_<br>Name_Work_Sample_Student 2<br>Name_Work_Sample_Student_3 | **3 video clips**<br><br>The file size of <u>each</u> video clip should be between 200 and 300 | **No more than 3 minutes** of total running time for each focus student **NEW in 2015** | • **The video clips show the performances of the 3 focus students.** These clips should clearly show the relevant aspects of each focus student's performance recorded during class.<br>• The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible.<br>• **No more than 3 minutes** of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task.<br>• **Each video should contain multiple clips documenting your interactions with your focus student.**<br>• When naming each work sample file, include the student number.<br><br>Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed. **Submit it in a separate file for each focus student.**<br><br>• **You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students' writing is illegible, write a transcription directly ON the work sample.**<br>• When naming the work sample, include the student number. | |

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| | | | | • If there are occasional audio portions that cannot be heard, attach a transcription of the inaudible portions to the end of the assessment commentary. | |
| **Part G: Mathematics Assessment Commentary** | Name_Assessment_Commentary | 1 | **No more than 8 pages** of commentary, including prompts | • Use Arial 11-point type.<br>• Single space with 1" margins on all sides.<br><br>**IMPORTANT:** Insert a copy of the chosen assessment, including directions/prompts provided to students.<br><br>• Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. | |

## Tips for Student Teachers/Interns:

- Submit your edTPA during your first term of student teaching or your 3rd term of Interning, so that you have time to resubmit, if you need to. You need a classroom where you can record video so that you can submit and resubmit the edTPA. If you wait until the end of your student teaching, you will no longer have access to a classroom for those videos.
- Use the Resource Library found at www.edtpa.com for sample submissions and other valuable resources.
- Use the Teacher's Lounge in D2L to retrieve all the templates you will need.
- Review EVERY video and all resources in EDU 561 or INT 503.
- Get feedback from your University Supervisor and Cooperating Teacher/Site Supervisor on similar lessons and your teaching style, so the videos you record for edTPA are informed by what you've learned.

- Go back into D2L and review relevant coursework that may help.
- Go over this checklist with your University Supervisor so they can help clarify any expectations.
- Reach out to mcuriel@usuniversity.edu with any questions/concerns.

# USU Lesson Plan

Candidate: Date:

Grade Level: Subject Area(s)/Topic(s):

| Length of Lesson: | Size of Lesson: | Name of Instructional Model: |
|---|---|---|
| [ ] Single-day lesson<br>[ ] Multi-day lesson | [ ] Whole-class lesson<br>[ ] Small-group lesson | [ ] Explicit/Direct Instruction<br>[ ] Inquiry, Problem-based lesson, or Project-based lesson<br>[ ] Other: |

Students Learning Profile:

| English Language Development Levels of Students in the Class or Group: (Please check all that apply) | | | Student(s) present with: |
|---|---|---|---|
| [ ] Emerging<br>[ ] Expanding<br>[ ] Bridging | [ ] ELD 1 (Beginning)<br>[ ] ELD 2 (Early Intermediate)<br>[ ] ELD 3 (Intermediate)<br>[ ] ELD 4 (Early Advanced)<br>[ ] ELD 5 (Advanced | [ ] IFEP (Initially Fluent English Proficient)<br>[ ] RFEP (Predesignated Fluent English Proficient)<br>[ ] English only | [ ] IEP<br>[ ] 504 Plan |

# PLAN

Before you can begin your lesson, it's important that you first plan. Follow the steps below to begin the planning process. Along the way you will find blue tip boxes--- delete these boxes once you don't need them anymore by clicking on the box and clicking "delete" on your keyboard.

## ONE | STANDARDS

Before you begin, make sure you utilize the appropriate state Academic K-12 Standards.

Standard:

- Copy and paste standard(s) here
- Copy and paste standard(s) here
- Copy and paste standard(s) here

## TWO | PREREQUISITE KNOWLEDGE

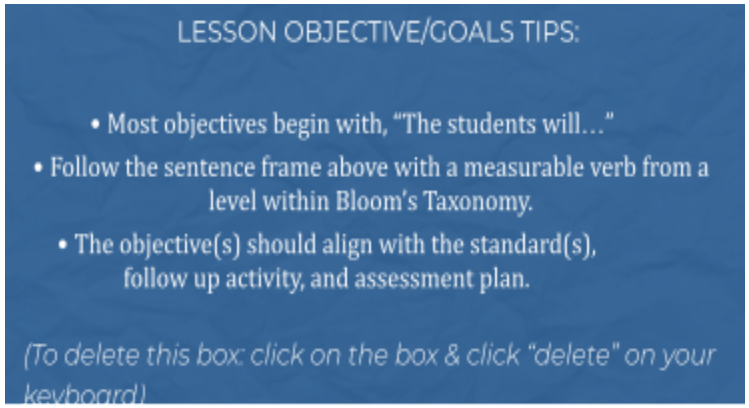
Consider what students should know and be able to do before you can begin this lesson objective or learning segment. Fill out the boxes below to begin brainstorming.

| What do your students know? | What can your students do? | How can you build on this prerequisite knowledge? |
|---|---|---|
| | | |

## THREE | OBJECTIVES

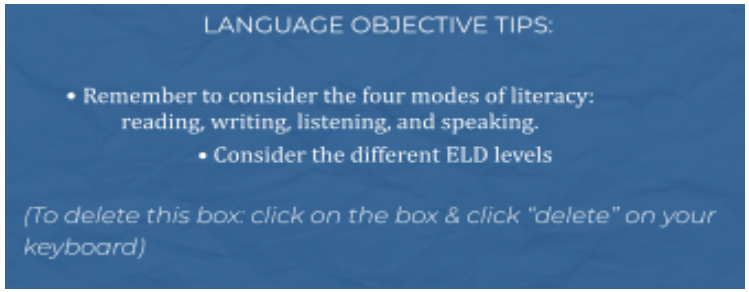
Lesson Objective(s)/Goal(s):
Write a precisely worded content objective that clearly and completely explains what the students will be able to do by the end of the lesson to demonstrate their learning.

- Write objective here
- Write objective here
- Write objective here




Language Objective(s):
Write one or more formal and precisely worded language objectives that clearly explain the language skills your English learners will need during the lesson.

- Write language objective here
- Write language objective here
- Write language objective here




## FOUR | VOCABULARY/ACADEMIC LANGUAGE

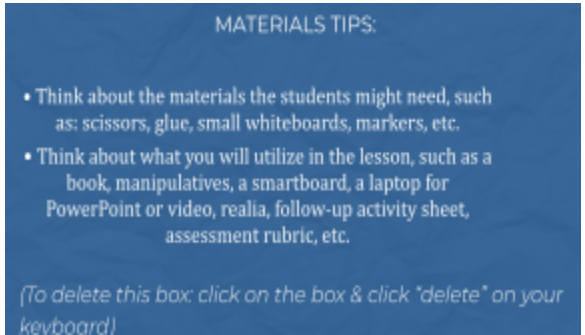
List new vocabulary and academic language to teach from the lesson or text.

- List vocabulary here

## FIVE | MATERIALS (INCLUDING TECHNOLOGY & VISUAL AIDS)

List all materials and technology you will need for the lesson.

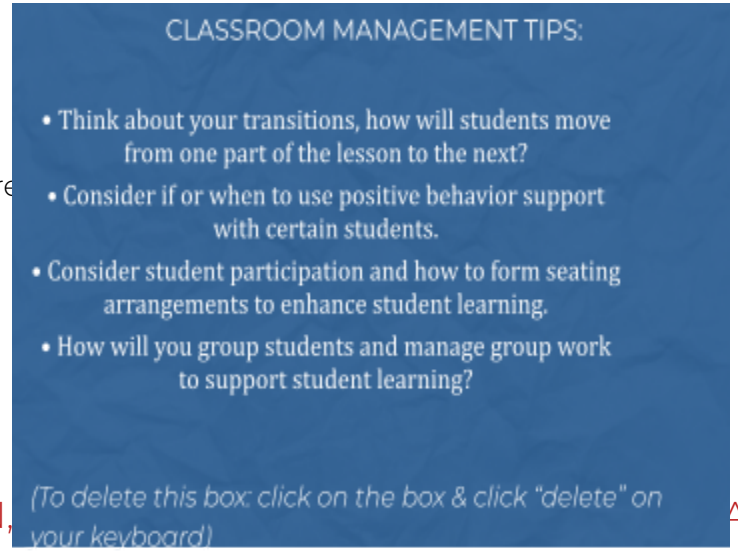
- Add materials here



## SIX | CLASSROOM MANAGEMENT STRATEGIES (INCLUDING ROOM ARRANGEMENTS & STUDENT GROUPING PLAN)

Describe specific classroom management techniques, grouping plans, and/or classroom arrangements you intend to employ throughout your lesson.

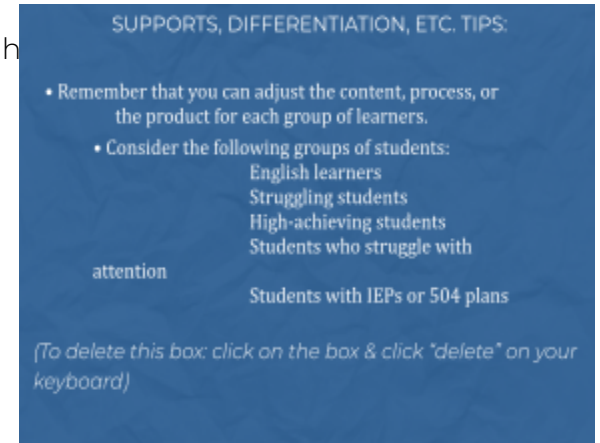
› Add classroom management strategies here




## SEVEN | SUPPORTS, DIFFERENTIATION, ATIONS FOR SPECIFIC STUDENTS OR GROUPS

Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. For instance, in order to support English Learners, you may want to include props, pictures, and/or demonstrations to aid compression.

› Add supports, differentiation, accommodations h



# TEACH

Now that you have planned, it's time to teach your lesson! This portion of the lesson plan will vary according to the instructional model indicated during the planning phase.

## ONE | LESSON PROCEDURES/STEPS

| Opening: Describe how you will motivate students and introduce the lesson. |
| --- |
| |

| Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do. |
| --- |
| |

| Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson. |
| --- |
| |

| Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation. |
| --- |
| |

| Engage Students in Higher Order Thinking: Describe how you will engage your students in higher order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities. |
| --- |
| |

Body of the Lesson:

List, describe, or script your instruction using the following sections.

| Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks. |
| --- |
| |

| Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do. |
| --- |
| |

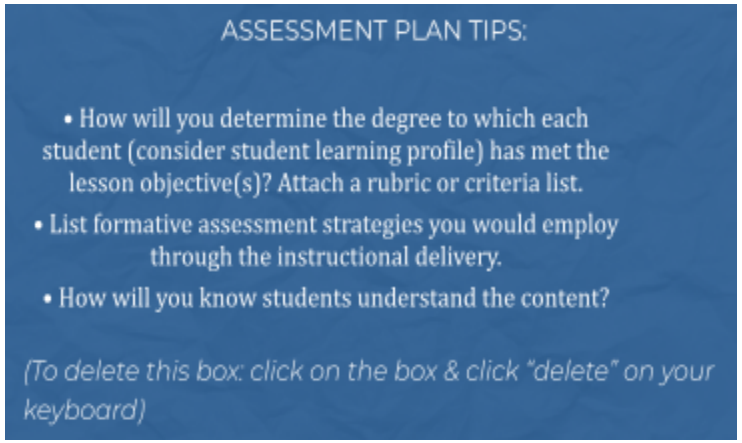
| Check for Understanding and Informal Assessment: Describe how you will monitor learning & check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your lesson, repeat explanations, provide more modeling, or clarify student misunderstandings. |
| --- |
| |

| Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance. |
| --- |
| |

| Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion. |
| --- |
| |

## TWO | ASSESSMENT PLAN

| Assessment: Describe how you will formally/informally assess student work or behavior to determine whether the objective(s) were met for all students. |
| --- |




## THREE | REVIEW/CLOSING

| Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them. |
| --- |
| |

# REFLECT

Now that you have taught the lesson, it's time to reflect. Choose one of the following questions and write your response.

1. What was most effective about this lesson and how do you know?
2. If you were going to teach this lesson again to the same group of students, what changes would you make to address collective whole class learning and individual student needs as identified in the student learning profile?
3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse? How do you know?
4. Based on your responses above (#1-3), how would formal/informal assessment data from the lesson inform the changes you would make in the next lesson in this series?
5. What is one piece of evidence that indicates you created a challenging, positive learning environment that promoted mutual respect among students and welcomed various perspectives?

| Reflect: Bold the question above that you will be answering and write your answer in the box below. |
| --- |
| |

# USU Simplified Lesson Plan

Candidate: Date:

Grade Level: Subject Area(s)/Topic(s):

| Length of Lesson: | Size of Lesson: | Name of Instructional Model: |
|---|---|---|
| [ ] Single-day lesson<br>[ ] Multi-day lesson | [ ] Whole-class lesson<br>[ ] Small-group lesson | [ ] Explicit/Direct Instruction<br>[ ] Inquiry, Problem-based lesson, or Project-based lesson<br>[ ] Other: |

Students Learning Profile:

| English Language Development Levels of Students in the Class or Group: (Please check all that apply) | | | Student(s) present with: |
|---|---|---|---|
| [ ] Emerging<br>[ ] Expanding<br>[ ] Bridging | [ ] ELD 1 (Beginning)<br>[ ] ELD 2 (Early Intermediate)<br>[ ] ELD 3 (Intermediate)<br>[ ] ELD 4 (Early Advanced)<br>[ ] ELD 5 (Advanced | [ ] IFEP (Initially Fluent English Proficient)<br>[ ] RFEP (Predesignated Fluent English Proficient)<br>[ ] English only | [ ] IEP<br>[ ] 504 Plan |

## LESSON PROCEDURES/STEPS

| Opening: Describe how you will motivate students and introduce the lesson. |
| --- |
| |

| K-12 Academic Standards: Write the standards below that correspond with the lesson. |
| --- |
| |

| Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do. |
| --- |
| |

| Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson. |
| --- |
| |

| Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation. |
| --- |
| |

Body of the Lesson:

List, describe, or script your instruction using the following sections.

| Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks. |
| --- |
| |

| Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do. |
| --- |
| |

| Check for Understanding and Informal Assessment: Describe how you will monitor learning & check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your lesson, repeat explanations, provide more modeling, or clarify student misunderstandings. |
| --- |
| |

| Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance. |
| --- |
| |

| Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or |
| --- |

| during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion. |
| --- |
| |

## REVIEW/CLOSING

| Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them. |
| --- |
| |

| Reflection/Notes: What went well? What would you change? |
| --- |
| |

# USU Abbreviated Lesson Plan

Candidate: Date:

Grade Level: Subject Area(s)/Topic(s):

| Length of Lesson: | Size of Lesson: | Name of Instructional Model: |
|---|---|---|
| [ ] Single-day lesson<br>[ ] Multi-day lesson | [ ] Whole-class lesson<br>[ ] Small-group lesson | [ ] Explicit/Direct Instruction<br>[ ] Inquiry, Problem-based lesson, or Project-based lesson<br>[ ] Other: |

Students Learning Profile:

| English Language Development Levels of Students in the Class or Group: (Please check all that apply) | | | Student(s) present with: |
|---|---|---|---|
| [ ] Emerging<br>[ ] Expanding<br>[ ] Bridging | [ ] ELD 1 (Beginning)<br>[ ] ELD 2 (Early Intermediate)<br>[ ] ELD 3 (Intermediate)<br>[ ] ELD 4 (Early Advanced)<br>[ ] ELD 5 (Advanced | [ ] IFEP (Initially Fluent English Proficient)<br>[ ] RFEP (Predesignated Fluent English Proficient)<br>[ ] English only | [ ] IEP<br>[ ] 504 Plan |

## LESSON PROCEDURES/STEPS

| Opening: |
| --- |
| |

| AZ Academic K-12 Standards: |
| --- |
| |

| Lesson Objectives: |
| --- |
| |

| Connect to Previous Learning: |
| --- |
| |

| Motivator: |
| --- |
| |

Body of the Lesson:

| Teach New Concepts/Skills: |
| --- |
| |

| Demonstrate/Model/Examples: |
| --- |
| |

| Check for Understanding and Informal Assessment: |
| --- |
| |

| Guided Practice: |
| --- |
| |

| Independent Practice: |
| --- |
| |

## REVIEW/CLOSING

| Closing: |
| --- |
| |

| Reflection/Notes: |
| --- |
| |

# Student Teacher Evaluation of Cooperating Teacher

| | |
|---|---|
| Cooperating Teacher: | Date: |
| University Supervisor: | Teacher Candidate: |
| School: | District: |

*Please complete the following evaluation of the Cooperating Teacher and submit to the Program Director at the conclusion of each placement.*

To what extent did the Cooperating Teacher:

1. Effectively communicate expectations for student teaching:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
2. Provide information on your performance in the classroom after an evaluation:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
3. Provide relevant and useful feedback to you:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
4. Contributed positively to the student teaching experience:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

5. Provide specific feedback/strategies to improve your performance:

   a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

6. Ask for ways to support you:

   a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

7. Maintained an attitude of encouragement and showed interest in your progress:

   a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

8. Provide multiple means of communication (email, telephone, face-to-face):

   a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

9. Maintain ongoing communication with you throughout the program:

   a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

10. Please share anything else you feel that the Program Director should know about your Cooperating Teacher.

Student Teacher Signature: _____

Date: _____

# Student Teacher Evaluation of University Supervisor

| | |
|---|---|
| Cooperating Teacher: | Date: |
| University Supervisor: | Teacher Candidate: |
| School: | District: |

*Please complete the following evaluation of the University Supervisor and submit to the Program Director at the conclusion of each placement.*

To what extent did the USU University Supervisor:

1. Effectively communicate expectations for student teaching:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
2. Provide information on your performance in the classroom after an evaluation:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
3. Provide relevant and useful feedback:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

4. Contributed positively to the student teaching experience:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
5. Provide specific feedback/strategies to improve your performance:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
6. Ask for ways to support your Cooperating Teacher:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
7. Maintained an attitude of encouragement and showed interest in your progress:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
8. Provide multiple means of communication (email, telephone, face-to-face):
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
9. Maintain ongoing communication with you throughout the program:
    a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
10. Please share anything else you feel that the Program Director should know about your University Supervisor:

Student Teacher Signature: _____

Date:_____

# Student Teacher Evaluation

| | | | |
|---|---|---|---|
| Student Teacher/Intern: | | Cooperating Teacher: | |
| School and Class: | | Principal: | |
| Observation Date: | | Uni. Supervisor: | |

Directions: Please highlight the appropriate box for what is witnessed during the lesson.

Completed By: __Student Teacher __ Cooperating Teacher __University Supervisor

| USU PLOs | Emerging (1) | Exploring (2) | Applying (3) | Integrating (4) |
|---|---|---|---|---|
| PLO 1 – Student Engagement<br>Students will engage and support all learners. | | | | |
| 1.1 Use inclusive strategies to engage students by integrating prior experiences, interests, and social-emotional needs while applying UDL and MTSS principles (TPE 1.1, 1.4, 1.5, 1.7). | Minimal use of inclusive strategies, showing limited understanding. | Some inclusive strategies are used but are inconsistently or superficially applied. | Regularly uses inclusive strategies, demonstrating solid understanding and application. | Masterfully integrates inclusive strategies, adapting to diverse learner needs seamlessly. Opportunities to engage diverse learners were included. |

| | | | | |
|---|---|---|---|---|
| 1.2 Engage students by making accommodations, maintaining communication with families, connecting subject matter to real-life contexts, and using research-based approaches (TPE 1.2, 1.3, 1.6, 1.8). | Minimal accommodations were identified, with limited application to student needs. | Identifies some accommodations and applies them with moderate effectiveness. | Identifies and effectively applies appropriate accommodations for diverse needs. | Identifies and expertly applies accommodations, anticipating student needs. |
| PLO 2 – Learning Environment<br><br>Students will establish an effective learning environment. | | | | |
| 2.1 Develop a learning environment with effective classroom management, clear expectations, and positive, culturally responsive interactions (TPE 2.2, 2.5, 2.6). | Basic classroom management skills with limited effectiveness. | Demonstrates inconsistent classroom management with occasional lapses | Effectively manages classroom, creating an environment conducive to learning. | Creates a dynamic and highly effective learning environment, fostering student engagement. |
| 2.2 Foster a positive and inclusive climate with interventions, conflict resolution, and resources for trauma, homelessness, and other challenges (TPE 2.1, 2.3, 2.4). | Limited efforts to create a positive and inclusive classroom climate. | Provides some efforts to foster inclusivity and positivity, with variable success. | Consistently fosters a positive and inclusive classroom climate. | Excels in creating a welcoming, inclusive, and positive classroom environment for all students. |
| PLO 3 – Understanding and Organizing Subject Matter<br><br>Students will apply subject matter expertise to facilitate learning. | | | | |
| 3.1 Demonstrate subject matter expertise and align instruction with current pedagogy and standards, adapting to diverse learners (TPE 3.1, 3.3, 3.5). | Demonstrates basic subject matter knowledge with some gaps. | Shows inconsistent subject matter expertise when facilitating learning effectively. | Applies strong subject matter expertise to facilitate learning effectively. | Expertly applies deep subject matter knowledge, facilitating exceptional learning experiences. |
| 3.2 Design lessons integrating subject matter expertise, accommodations, diverse methods, and technologies to engage students (TPE 3.2, 3.4, 3.6, 3.7, 3.8). | Lessons show limited integration of subject matter expertise. | Integrates subject matter expertise inconsistently, with moderate student engagement. | Regularly integrates subject matter expertise into engaging and relevant lessons. | Seamlessly integrates deep subject matter expertise, creating highly engaging and relevant lessons. |

| | | | | |
|---|---|---|---|---|
| PLO 4 – Planning Instruction<br><br>Students will craft appropriate learning experiences differentiated to diverse learners. | | | | |
| 4.1 Design developmentally appropriate, differentiated instruction integrating cross-disciplinary content and utilizing technology, materials, and modifications (TPE 4.2, 4.3, 4.4, 4.5). | Limited differentiation of learning experiences to address diverse needs. | Some differentiated learning experiences, but with inconsistencies in meeting diverse needs. | Consistently crafts differentiated learning experiences for diverse learners. | Expertly differentiates learning experiences, meeting the diverse needs of all learners. |
| 4.2 Align lessons that reflect collaboration with colleagues, state standards, and the use of ISTE standards (TPE 4.1, 4.6, 4.7, 4.8). | Lesson plans are missing some elements or are not well aligned. | Lesson plans are mostly aligned and complete. | Lesson plans are consistently aligned and complete. | Lesson plans are expertly aligned and complete. |
| PLO 5 – Assessing Students<br><br>Students will effectively evaluate student learning outcomes. | | | | |
| 5.1 Design and administer evaluations that engage students in self-assessment, using technology for administration, analysis, and communication (TPE 5.1, 5.3, 5.4, 5.8). | Uses limited or ineffective evaluation methods. | Employs some effective evaluation methods, but inconsistently. | Consistently uses effective evaluation methods to assess student learning outcomes. | Innovatively uses diverse and effective evaluation methods to assess outcomes comprehensively. |
| 5.2 Collect and analyze assessment data to adjust instruction, provide timely feedback for student growth, and support English learners and students with disabilities. (TPE 5.2, 5.5, 5.6, 5.7). | Provides minimal or unclear feedback with limited influence on student growth. | Gives some constructive feedback, with a variable influence on student growth. | Regularly provides clear and constructive feedback that supports student growth. | Delivers insightful and influential feedback that significantly enhances student growth. |
| PLO 6 – Developing as a Professional Educator<br><br>Students will commit to pursuing professional development as educators. | | | | |

| | | | | |
|---|---|---|---|---|
| 6.1 Commit to professional development by setting goals, communicating with colleagues, and adhering to professional conduct standards (TPE 6.3, 6.4, 6.6). | Shows minimal engagement in professional development activities. | Participates in professional development sporadically, with limited application. | Actively engages in professional development and applies learning to practice. | Demonstrates a strong and ongoing commitment to professional growth, proactively seeking and integrating new learning effectively |
| 6.2 Reflect on teaching practices to improve effectiveness, uphold ethical behavior, and analyze how education context influences governance and finance. (TPE 6.1, 6.2, 6.5, 6.7). | Rarely reflects on teaching practices, with limited improvement. | Occasionally reflects on teaching practices, showing some improvement. | Regularly reflects on and improves teaching practices based on insights gained. | Continuously reflects on and innovates teaching practices, demonstrating significant and sustained improvement. |
| PLO 7 – Literacy Instruction<br><br>Students will implement effective literacy instruction strategies to support the diverse needs of all students. | | | | |
| 7.1 Implement evidence-based literacy strategies that support diverse needs, adhering to standards and dyslexia guidelines, and incorporating culturally sustaining practices (TPE 7.1, 7.2, 7.3, 7.4). | Uses few literacy instruction strategies with limited effectiveness. | Employs some literacy instruction strategies, but inconsistently supports diverse needs. | Regularly uses effective literacy instruction strategies to support diverse student needs. | Masterfully implements diverse and effective literacy strategies, meeting the needs of all students. |
| 7.2 Integrate literacy instruction across the curriculum, developing foundational skills and fostering language development using home languages and dialects (TPE 7.5, 7.6, 7.7, 7.8, 7.9). | Literacy instruction is minimally integrated across the curriculum. | Integrates literacy instruction in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning. |
| 7.3 Integrate literacy instruction for English learners and students with reading difficulties by using formative assessments and providing ELD that supports cultural and linguistic assets (TPE 7.10, 7.11). | Literacy instruction for English learners and students with reading difficulties is minimally integrated across the curriculum. | Integrate literacy instruction for English learners and students with reading difficulties in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum for English learners and students with reading difficulties. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning for English learners and students with reading difficulties. |

Comments:

Signature: _____

Date:_____

# Student Teacher Improvement Plan

Date:
Student Teacher:
Cooperating Teacher:

---

University Supervisor:

Program Director:

School:

Grade:

Subject(s):

## Targets (Please include any dates by which targets should be reached.)

## Improvement Strategies:

## Assessment of strategies:

Final Assessment Conference Date:

Student Teacher Signature

Cooperating Teacher Signature

University Supervisor Signature

Program Director Signature

**Individualized Development Plan (IDP)**

| CANDIDATE INFORMATION | |
|---|---|
| Name: | Student ID #: |
| Phone: | Personal e-mail: |
| Address: | |
| UNIVERSITY CONTACT INFORMATION | |
| United States University, College of Education<br>404 Camino del Rio South, San Diego, CA 92108<br>Main Phone: (888) 313-0885 | Program Contact: Dr. Joanna Simpson<br>E-mail: Joanna.Simpson@usuniversity.edu<br>Department Phone: (855) 258-5608 |
| PROGRAM AND CREDENTIAL INFORMATION | |

| | |
|---|---|
| Program Enrollment Dates: | Program Pathway: Traditional ☐<br>Intern ☐ |
| Base credential:<br>Multiple Subject ☐<br>Single Subject ☐ | All candidates will receive the English Learner Authorization (ELA) with their base credentials. Please check ☐ if you are adding Bilingual Authorization in Spanish. |
| Additional authorization(s) sought and CSETs completed/pending (ex. Subject Matter Authorization, etc.): | |
| Supervised Student Teaching received during program enrollment included (check all that apply):<br>In-Person ☐ Virtual ☐ | |
| Upon completion of my preparation program, the university will be submitting my recommendation for the following CTC document: | |
| ☐ No Credential – I have not passed the EdTPA or met all requirements for the P5 credential, and I understand that I will not receive my credential until all requirements are met on the Student Teaching Checklist: https://forms.gle/48xmApCwFM1fhhPk8 | |
| ☐ Preliminary Credential (P5) – *for candidates who have passed EdTPA and RICA (MS candidates) only* | |

☐ Preliminary Credential (P5) – *for candidates who have passed EdTPA (SS candidates) only*

- Art
- Dance
- English
- Foundational Level Science
- Foundational Level Mathematics
- Health Science
- Mathematics
- Music
- Physical Education
- Science: Biological Science
- Science: Life Science
- Science: Chemistry
- Science: Geosciences
- Science: Earth and Space Science
- Science: Physics
- Social Science
- Theatre

Directions: Based on evidence gathered during your credential program, including your fieldwork experiences, describe 2-3 strengths and their implications and 1-2 needs in relation to the California Standards for the Teaching Profession and Teacher Performance Expectations (TPEs). Based on your self-evaluation, create a goal for professional growth related to each section's content.

TPE 1: Engaging and Supporting All Students in Learning

| Experience/Strengths:<br><br>1)<br><br>2) |
| --- |
| Needs/Goals for Professional Growth: |

TPE 2: Creating and Maintaining Effective Environments for Student Learning

| Experience/Strengths:<br><br>1)<br><br>2) |
| --- |
| Needs/ Goal(s) for Professional Growth: |

TPE 3: Understanding and Organizing Subject Matter for Student Learning

| Experience/Strengths:<br><br>1) |
| --- |

| |
|---|
| 2) |
| Needs/ Goal(s) for Professional Growth: : |

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

| |
|---|
| Experience/Strengths:<br>1)<br>2) |
| Needs/ Goal(s) for Professional Growth: |

TPE 5: Assessing Student Learning

| |
|---|
| Experience/Strengths:<br>1) |

| |
|---|
| 2) |
| Needs: |
| Goal(s) for Professional Growth: |

TPE 6: Developing as a Professional Educator

| |
|---|
| Experience/Strengths:<br>1)<br>2) |
| Needs/ Goal(s) for Professional Growth: |

TPE 7: Literacy Instruction

| |
|---|
| Experience/Strengths:<br>1) |

| |
|---|
| 2) |
| Needs/ Goal(s) for Professional Growth: |

| APPROVAL | |
|---|---|
| University Supervisor Name: | University Supervisor Signature and Date: |
| Cooperating Teacher/Site Supervisor Name: | Cooperating Teacher/Site Supervisor Signature and Date: |

Attestation. I attest that this Individualized Development Plan (IDP) contains the collaborative efforts of the candidate, preparation program, program supervisor, and fieldwork supervisor(s). I understand that my Individualized Development Plan is a portable document that will be archived by my preparation program and may be provided to me for transmission to my induction program and employer. I will also maintain a record of my completed Individualized Development Plan and understand that I must provide this document to my induction program.

_____ _____

Student Name Student Signature

_____

Date

# Student Teaching Handbook Acknowledgement

I, _____, have read and acknowledged the handbook.

Name:
Date:

Please email this form to OEPP@usuniversity.edu

# Record of Changes

| Date | Change | Page Number |
|---|---|---|
| 07/31/24 | COE Administration - added Brenda<br>Teacher Performance Expectations (TPES) (Program Learning Outcomes) - TPE 7 addition;<br>Course Registration deleted<br>Admissions deleted<br>IDP - added TPE 7 | 11<br>12<br><br><br><br>15<br>15<br>102 |
| 08/01/24 | Student Teaching Requirements<br>CL-911 Secondary Scoring<br>SONIA<br>Outstanding CT/SS Award<br>Subject Matter Verification<br>Student Teacher Evaluation | 23<br>44<br>50<br>52<br>53<br>96 |
| 08/16/24 | Removal of AZ information | 6 |
| 02/26/25 | Removal of Sonia<br>Remove Kelly | 46<br>10 |
| 03/11/25 | Added section on RICA/LPA | 37 |
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