



WESTMONT

Department of Education TEACHER CREDENTIAL PROGRAM HANDBOOK 2025-26



Multiple Subject (Elementary) Candidates
Single Subject (Typically Secondary) Candidates Cooperating Teachers

Westmont's Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher-candidates' liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.

Table of Contents

Credential Candidates
(Multiple Subject and Single Subject)
and
Cooperating Teachers

Page #

Westmont's Teacher Credential Program

- 3 Overview of Westmont's Teacher Credential Program
- 4 Faculty and Staff
- 5 Mission Statements and Guiding Assumptions
- 6 Departmental Dispositions
- 7 Organization of Coursework: Multiple Subject
- 8 Organization of Coursework: Single Subject
- 9 Preparation for Single Subject Candidates/Advising

Admission to the Teacher Credential Program

- 10 Application Checklist
- 12 Financial Considerations
- 13 Continuance of Student Teaching
- 14 Grievance Policy

Student Teaching

- 15 Introduction to Student Teaching
- 16 Selection of Cooperating Teachers
- 17 Checklist for Prospective Cooperating Teacher
- 18 Policies and Guidelines Governing Student Teaching
- 20 Orientation of the Student Teacher (to people, classroom, curriculum, school, technology)
- 22 Timeline for Student Teaching
- 23 Suggested Timeline for Multiple Subject (Elementary)
- 24 Suggested Timeline for Single Subject (Secondary)

Planning, Observation, and Evaluation during Student Teaching

- 25 Guidelines for Lesson Planning
- 26 Sample Lesson Plan Templates
- 29 Observation of the Student Teacher
- 30 Conferences with the Student Teacher
- 31 Handling Difficulties
- 32 Evaluation Guidelines
- 36 Evaluation Form

Appendices

- 41 Appendix A: Larger Educational Context and Mission of Westmont College
- 43 Appendix B: Mission and Assumptions of Westmont's Department of Education
- 47 Appendix C: Teacher Performance Expectations
- 48 Appendix D: California Literacy Teaching Performance Expectations
- 50 Appendix E: CalTPA (Teacher Performance Assessment)
- 51 Appendix F: Key documents from State of CA Commission on Teacher Credentialing
- 52 Appendix G: Excerpts from the California Education Code
- 54 Appendix H: Clearing a Preliminary Teaching Credential

Overview of Westmont's Teacher Credential Program

Thank you for your interest in Westmont's Teacher Credential Program! The Westmont Teacher Credential Programs offers two California Teaching Credentials: Multiple Subject and Single Subject. The Multiple Subject Teaching Credential is typically earned to gain entry at the elementary level. The Single Subject Teaching Credential is typically earned in order to gain entry to teaching core subjects at the secondary level. Teachers in Art and Physical Education, among other areas, typically pursue a Single Subject Credential in order to teach at either the elementary or secondary levels—or at both levels.

Westmont recommends candidates for a Single Subject Credential in the following areas:

- English
- History/Social Science
- Mathematics
- Science (General Science or a specific area of the sciences)
- Spanish
- Music
- Art
- Physical Education

The Westmont Teacher Credential Program runs on a full-time cohort model. Applicants are admitted beginning in the fall semester only. Both the fall and spring semesters involve intensive fieldwork, but the fall term is primarily focused on coursework at the Westmont campus. During the spring term candidates devote themselves to student teaching in local schools.

Depending on undergraduate preparation, applicants may need to take additional coursework the prior summer to fulfill all program requirements. A program advisor assists applicants throughout the admissions process in order to satisfy all pre-requisites. Current Westmont students wishing to enter the Single Subject Credential program either in their senior year or as part of a fifth year of study should meet with one of the Education Professors as early as possible in their time at Westmont.

One of the hallmarks of Westmont's Department of Education is individual attention and assistance. This handbook seeks to give a clear overview of the Teacher Credential Program; however, applicants, candidates and Cooperating Teachers should not hesitate to request clarification.

Westmont seeks to prepare each candidate with knowledge and pedagogical skills needed to succeed in fieldwork and student teaching. In addition, Westmont relies on highly qualified teachers in local schools to model effective instruction and management, and mentor the student teachers by offering encouragement and feedback for growth.

More information about the program can be accessed through the departmental web-page, which includes links to relevant sections of the *Westmont College Catalog*.

Questions may be addressed to education@westmont.edu, or to 805-565-6165.

Department of Education
Westmont College



Carolyn Mitten, Ph.D.
Associate Professor of Education
Department Chair



Andrew Dean Mullen, Ph.D.
Professor of Education



Sally Hawkins, Ed.D.
Assistant Professor of Education



Dr. Sarah Hawkins, Assistant Professor of Education, felt God's call to teach while volunteering at her son's elementary school. She obtained her teaching credential at Saint Mary's College of California and later, earned her Master's in Reading to support her students' literacy development. After teaching junior high English and reading intervention classes for 15 years, she earned her Ed.D. at Saint Mary's College where she specialized in Educational Leadership.

Dr. Hawkins has taught a variety of undergraduate and graduate courses in K-12 education with an emphasis on Literacy. While her primary focus has centered on literacy development, her scholarly interests include how literacy instruction, teacher preparation, and school belonging impact overall student well-being.



Dr. Carolyn Mitten, Associate Professor of Education and Chair of the Education Department, Carolyn felt God's call to teach as a summer camp counselor during college and quickly added teaching certification to her mathematics degree at Messiah University. She taught mathematics in public secondary schools in her home state of Pennsylvania and earned her Ph.D. at the University of Florida where she specialized in Curriculum and Instruction with an emphasis on Mathematics Education.

Dr. Mitten has taught undergraduate and graduate courses in K-12 education across multiple institutions. While her primary focus has been fostering conceptual understanding and appreciation for the teaching of mathematics, she also enjoys supporting students in designing instruction and assessment that address the needs of all learners. Her recent scholarship has focused on preparing teachers to be compassionate assessors through the use of formative assessment that engages and supports all learners.



Dr. Andrew Mullen, Professor of Education, started teaching Vacation Bible School at the age of 14, and hasn't stopped teaching since. A stint as resident ornithologist at the Ranger Rick Wildlife Camp in North Carolina confirmed his vocation, and he was an instructor in two residential nature centers before returning to school for an elementary credential.

Dr. Mullen taught 4th and 5th grades in the public schools of Colorado Springs, CO, as well as teaching history at the Collegiate School in Louisville, KY. He earned a Ph.D. in the history of education and history/social studies curriculum from Columbia University. His scholarly interests include nationalism in American education, the history of teaching history, and the history of children's literature. He has served as chair of the joint NCSS-Children's Book Council Committee, a group that publishes annual reviews of outstanding children's books in the area of history and geography. Dr. Mullen received Westmont's Bruce and Adaline Bare Teacher of the Year Award in the Social Sciences in 2011.



Heather Berghold, Education Program Assistant, earned her B.A. in Sociology at Wheaton College. After obtaining her teaching credential from California State University, Northridge, Heather taught first and second grade for nine years.

Heather is usually the best person to go to for many of your day-to-day questions. She offers a welcoming, helpful, and pleasant spirit to every student who visits the Education office. In recognition of her exceptional service to the College, Heather received the 2016 Employee of The Year Award.

Expectation for Faculty Collaboration with Community

Full-time professors in Westmont's Department of Education are expected to develop relationships, collaborate, and partner with teachers and administrators in local schools, district office personnel, and County Office of Education.

Mission of Westmont College	
<i>Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.</i>	
Five distinctives of Westmont College: • Liberal Arts • Christian • Undergraduate • Residential • Global	Student Learning Outcomes: • Christian Understanding, Practices, & Affections • Global Awareness and Diversity • Critical Thinking • Quantitative Literacy • Written Communication • Oral Communication • Information Literacy

Mission and Guiding Assumptions of the Department of Education	
<i>Westmont's Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher candidates' liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote life-long learning of diverse students.</i>	
The Education Department is committed to developing future teachers: • as whole persons, multi-dimensional human beings • with critical and appreciative lenses on the world • who see situations from multiple perspectives • with strong oral and written communication skills	
Core beliefs pertinent to the preparation of teachers: • Teaching is an extraordinarily complex and demanding profession. • Teaching is a collaborative and communal enterprise. • Teaching is a deeply personal and human undertaking. • Teaching is inherently a moral enterprise. • Teaching is learned in large part by doing—along with appropriate reflection. • Content and pedagogical content knowledge are critical to success. • Preparation for teaching must be aligned as much as possible with the real world. • Effective classroom management is a major component in effective teaching. • We want our candidates to value and respond positively to diversity and exceptionality. • We encourage candidates to have a teachable spirit to learn practitioner wisdom. • We value an openness to diverse professional orientations and emphases. • Regular and responsible use of assessment should inform instruction. • Personal coaching and mentoring empowers our candidates to improve.	

(See Appendix B for fuller descriptions)

Dispositions

Westmont's Department of Education is committed to the **mission** of the college, the profession of teaching, the state of California, and most importantly students' **personal and professional growth** within the context of a **Christian worldview**.

Dispositions, as defined by the Council for Accreditation of Teacher Education (CAEP), are the habits of professional action and moral commitments that underlie an educator's performance (2016).

Westmont's Education Faculty is committed to nurturing professional dispositions in education students. Although there are a multitude of professional dispositions for teachers, particular emphasis is placed on building awareness and developing the following dispositions:

Life-long Learner

Displays curiosity and passion for learning and transferring enthusiasm to learning to others. "Search for wisdom as a hidden treasure."

Prov. 2:4

Reflective Practitioner

Displays a willingness to think flexibly, adapt, and develop habits for growth and self-awareness. "I applied my heart to what I observed and learned a lesson from what I saw." Prov. 24:32

Compassionate Professional

Displays sympathy, empathy, and responsiveness to others' needs. "Clothe yourselves with compassion, kindness, humility, gentleness and patience." Col 3:12

Grateful Servant

Displays a humble, appreciative, and professional demeanor dedicated to the service of others. "Whatever you do in word and deed, do all in the name of the Lord Jesus, giving thanks to God."

Col. 3:18

Statement of Commitment

Westmont Education students, along with Education Faculty, commit to seek and demonstrate the above dispositions in credential classes, coursework, fieldwork experiences, and in student teaching. The dispositions are introduced early and are sustained in assignments, lessons, collegial exchanges, reflections, and self-assessments. The program tracks and examines evidence of the dispositions primarily in the e-portfolio assessment.

Candidate name (PRINTED) _____ Date _____

Candidate Signature _____ Date _____ Faculty _____

Advisor Signature _____ Date _____

Organization of Coursework: Multiple Subject

Multiple Subject candidates begin and end the Fall Semester following the regular Westmont calendar. Multiple Subject candidates entering the Fall Semester of the credential year have typically already taken the following required courses:

- ED 100: Explorations in Teaching (4)
- ED 105: Perspectives on Cultural Diversity and Education (4)
- ED 160: Technology for the Classroom Teacher—Elementary (2)
- ENG 106: Language Acquisition (4)
- KNS 156: Health Education for the Classroom Teacher (2)

If candidates have not completed one or more of these courses prior to August, they should consult with their assigned program advisor to see what classes may be included in their Fall schedule.

Fall Semester	Spring Semester
ED 110: Educational Psychology (4) ED 120: Social Studies and Science Instruction (4) ED 130: Special Education for the Classroom (2) ED 150: Math Instruction for All Students (4) ED 170: Reading and Language Arts Instruction (4)	ED 190: Student Teaching (12) ED 195: Student Teaching Seminar —Elementary (3)

Across the arc of the program, candidates engage in a minimum of 600 hours of clinical practice including course assignments/observations, fieldwork placements (pre-professional and early fieldwork), and student teaching in local public schools.

During the spring semester Student Teachers put in a full teaching day, five days a week. Student Teachers generally follow the schedule of their assigned Cooperating Teacher for arrival and departure times. Candidates are subject to the calendar of their host school, *not* the Westmont calendar. Candidates' holidays and vacation schedules are often different than Westmont's calendar. Moreover, given that candidates are assigned to different school districts, their schedules may not be fully aligned even with those of other Multiple Subject candidates.

Organization of Coursework: Single Subject Program

Single Subject candidates begin and end the Fall Semester following the regular Westmont calendar. Typically, candidates entering the Fall Semester of the credential year have already taken the following required courses:

- ED 105: Perspectives on Cultural Diversity and Education (4)
- ED 161: Technology for the Classroom Teacher—Secondary (2)
- ENG 106: Language Acquisition (4)
- KNS 156: Health Education for the Classroom Teacher (2)

If candidates have not completed one or more of these courses prior to August, they should consult with their assigned program advisor to see what classes may be included in their Fall schedule.

Westmont students arranging to fulfill these requirements prior to their year in the Credential Program should be aware that ED 105 and KNS 156 are offered during the Fall Semester only, ENG 106 is offered during the Spring Semester only, and ED 161 is typically offered both Fall and Spring.

Once their host schools' Spring Term has begun, Student Teachers put in a full teaching day, five days a week following the daily and weekly schedules dictated by the school(s)' schedule.

During the Spring Semester, candidates are subject to the calendar of their host school, *not* the Westmont calendar. Candidates' responsibilities continue until the end of their host school(s)' spring term—that is, until mid June.

Typical Fall Semester	Spring Semester
ED 101: Explorations in Teaching (4) ED 111: Educational Psychology (4) ED 130: Special Education (2) ED 171: Content Area Literacy (4) One of the following: ED 122: English Curriculum and Instruction (4) ED 123: History/Social Science Curriculum and Instruction (4) ED 124: Mathematics Curriculum and Instruction (4) ED 125: Science Curriculum and Instruction ED 126: World Language (Spanish) Curriculum and Instruction (4) ED 127: Art Curriculum and Instruction (4) ED 128: Music Curriculum and Instruction (4) ED 129: Physical Education Curriculum and Instruction (4)	ED 191: Student Teaching (12) ED 196: Student Teaching Seminar —Secondary (3)

Across the arc of the program, candidates engage in a minimum of 600 hours of clinical practice including course assignments/observations, fieldwork placements (pre-professional and early fieldwork), and student teaching in local public schools.

Subject Matter Preparation for Single Subject Candidates

Students wishing to pursue a Single Subject credential normally, but not necessarily, major in the discipline in which they wish to be credentialed.

Prior to applying to enter the Credential Program candidates must demonstrate subject matter knowledge in their chosen field by submitting scores on all relevant sections of the California Subject Examination for Teachers (CSET). *See updated Subject Matter Competency Requirement July 2021 at [PSA 21.10](#) and [PSA 21.11](#).

It is possible to pass a CSET examination outside of the field of your academic major, but typically successful examinees have a strong content background in the field, even if they did not complete that particular major.

CSET examinations have a well-justified reputation for rigor, and regardless of whether you majored in the field of your examination, proper preparation is essential. In addition to pursuing sample tests available online, you may wish to purchase a commercial study-guide. Equally important is to work with your academic advisor in selecting appropriate courses that develop your knowledge and skills in the topics covered by the examinations in your field.

Most applicants for a Single Subject Credential Program register for the CSET in the fall semester prior to applying to the Credential Program. Applicants may wish to enroll for sub tests on different dates in order to have more time for completing the examination.

Double Advising

Students wishing to pursue a Single Subject credential are strongly urged to consult not only with their regular academic advisor, but also to meet once a semester with the secondary advisor within the Department of Education.

Doing so allows a student to develop a four/five-year plan of study to complete all prerequisite coursework for the credential program and requirements for a content-area major in a timely manner.

Fast Track Option

With careful planning and extra classes over the summer, a student can complete both the subject area requirement and requirements for the Preliminary Single Subject Credential in four years.

Early planning and regular consultation with two academic advisors (subject-area advisor and advisor from the Education Department) are essential to fulfill all requirements in four years. Sample plans are available on the Education webpage.

Application Checklist to Westmont's Teacher Credential Program

Westmont's Teacher Credential Programs are full-time, "cohort" programs. That is, all candidates for a credential begin and end the program at roughly the same time. Candidates wishing to enter a program in August must submit an application to the Department of Education no later than **February 1**. Application forms are available through the department's web-page. **Planning for entry to a credential program should begin well before February 1.** In addition to required tests, summer classes may be needed in order to fulfill all prerequisites.

Among other considerations, the Teacher Credential Program Admissions Committee will base its decisions on your fulfillment of the following requirements:

Application Requirement	Description of Requirement
Documentation of experience	Complete fieldwork for ED 100/101 OR submit documentation of at least 100 hours of organized, prior experience with children or adolescents.
GPA of at least 3.00	Submit transcripts giving evidence of a 3.00 GPA.
2 letters of reference	Submit 2 letters of reference if you are not a current Westmont student. Current Westmont students may choose to provide references to strengthen their application.
Basic Skills Requirement (CL-667) Important - There are now more options available to fulfill this requirement.	Per AB-130, there are a number of new options available to fulfill the Basic Skills Requirement. See: CL-667 and PSA 24-07 As of July 2024, most applicants will meet this through earning a bachelor's degree from a regionally accredited institution. Other options include a coursework verification, passing the CBEST or CSET, qualifying SAT/ACT or AP scores, basic skill exams from another state, or a combination of the above.
Subject Matter Competency Important - There are now more options available to fulfill this requirement.	Per AB-130 there are now more options available to fulfill the Subject Matter Competency Requirement. See: PS23-04 and Subject Matter Requirements 1) Take and pass all applicable sections of the CSET (California Subject Examination for Teachers): <i>Multiple Subject (subsets I, II, and III) or Single Subjects (all subsets for chosen discipline)</i> http://www.ctcexams.nesinc.com/ 2) A baccalaureate degree or higher may be considered from a regionally accredited institution of higher education. <i>Multiple Subject: a degree major of Liberal Studies</i> <i>Single Subject: a degree major in one of the subjects named in 44257(a)</i> SMC Information and SMC Verification Form 3) Successful completion of coursework at a regionally accredited institution of higher education in each domain of the subject matter requirements and verified by a Commission-approved program of professional preparation. See the Subject Matter Chart of Options for additional details.
US Constitution	Demonstrate knowledge of the US Constitution through either a course in American Government (e.g, POL 10 or HIS 171) or approved test. Westmont administers a state-approved test. See program assistant.
Chest X-ray or TB skin test	Provide documentation of a current chest X-ray or TB skin test. (See Westmont Health Services Office.)

Application Checklist

Two Clearances	Complete ASAP • Commission on Teacher Credentialing Certificate of Clearance • Santa Barbara County Office of Education Live Scan
Interview	Some candidates are asked to come in for an oral interview. All candidates applying to teach Spanish are required to interview to demonstrate Spanish language fluency and knowledge.
FAFSA	Complete the FAFSA to be considered for scholarships and financial aid.

Additional requirements to be fulfilled after acceptance — prior to being recommended for a credential.

\$300 tuition non-refundable deposit (5 th year)	To confirm enrollment, submit a deposit by May 1. (The deposit is only required for 5 th year students.)
Housing Office Forms	Complete Housing Office form even if you plan to live off campus.
Application for Student Teaching	Complete application prior to October 15.
2.85 GPA	Maintain at least a 2.85 GPA during fall semester coursework.
Meet with assigned Cooperating Teacher and School Administrator	In late fall, attend a meeting with your Cooperating Teacher and School Administrator.
TPA passing scores	Complete and pass two cycles of the CalTPA (Teacher Performance Assessment).
RICA passing score (for MS only)	Pass the RICA (Reading Instruction Competency Assessment).
Current CPR certification (including infant, child, and adult)	Candidates are encouraged to obtain current CPR certification prior to application, but it must be current to apply for teaching credential.

Additional requirement to be fulfilled once you have a teaching position to earn a clear credential.

	Teacher Induction Program	Participate in and complete a 2-year induction program.
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Although Westmont makes every effort possible to inform candidates in a timely manner, program requirements may change at any time in keeping with directives from the Commission on Teacher Credentialing.

Financial Considerations

Whether current Westmont students, Westmont graduates, or graduates of other institutions, applicants wishing to be considered for financial aid should initiate contact with the Financial Aid Office. Students wishing to be considered for a small departmental (as opposed to general institutional) scholarship should attach to their application a statement describing their financial situation, and be sure that a current FAFSA is on file with Westmont's Financial Aid Office.

During the Spring Semester of the credential year, candidates holding a BA, who live off campus, and who are not enrolled in regular Westmont College coursework are eligible for a scholarship equal to 55% of tuition. This will be awarded *in lieu of* whatever Westmont aid may have been awarded during the Fall Semester.

Graduates of Westmont continuing immediately into a fifth-year of study in the Department of Education may be eligible to receive current levels of Westmont aid during the Fall Semester of their fifth year. The Education Department strongly recommends meeting with the financial aid office for details.

During the Credential Program there are added expenses (approximately \$800-\$1,000):

- Books, teaching materials, supplies
- Live scan fees (for Certificates of Clearance)
- Exam fees for CalTPA (and if needed, the CSETs and CBEST)
- Application fee for preliminary teaching credential

Continuance of Student Teaching

1. *Acceptance into Student Teaching.* Prior to approval for student teaching, the teacher candidate must:

- Complete all courses required in the teacher preparation program.
- Maintain a 2.85 GPA in the semester prior to student teaching.
- Complete an application for student teaching (Due October 15).

Candidates who meet these eligibility requirements must be formally accepted into Student Teaching in December by action of the Department Chair, in consultation with full-time members of the Education faculty.

2. *Appeals Process:* Candidates who are not accepted into full-time Student Teaching may appeal to the Education Program Advisory Committee (which includes, ex officio, College Registrar, Vice President for Enrollment, Marketing, & Communications, Education Department Chair, and a full-time member of the Westmont faculty outside of the Department of Education). See Grievance Policy (next page).

3. *Non-Continuance of Student Teaching.* Once accepted into Student Teaching, a decision to dismiss a candidate from the program is undertaken only in extreme cases.

Among other criteria for a decision leading to non-continuance: • Evidence that the safety or welfare of K-12 students is at risk

- Evidence of insubordination with supervisor(s), Cooperating Teacher(s), or other professionals
- Evidence of a pattern of failure to prepare for or execute assigned responsibilities • Evidence of ineffectiveness in the ability to manage and/or teach

The decision is made by the Department Chair, in consultation with full-time members of the Education faculty, college supervisor(s), and Cooperating Teacher(s).

All established criteria for non-continuance potentially applicable to Westmont College students as a whole are equally applicable to candidates in programs leading to the Multiple and Single Subject programs.

Grievance Policy

If a student encounters a situation in which he/she would like to appeal a decision, they may register a complaint or grievance.

1. *Issues relevant to **student conduct** in or out of the classroom.* The office of Student Life handles these grievances as delineated in the Westmont College Student Handbook (hard copy available upon request).
2. *Issues relevant to **academic** decision or dispute.* The Review Committee of the Academic Senate handles academic appeals as delineated in the College's Academic Policies and Procedures, available on the Westmont College website (hard copy available on request).
3. *Issues specific to **admittance or retention** within the Department of Education.* The Education Program Advisory Committee, which includes administrators and faculty from outside the Department of Education, seeks to handle issues of admittance or retention in the Teacher Credential Program.

Any student admitted or who has been refused admission to the Multiple Subject or Single Subject Credential Program, and who:

- does not agree with a decision made by the program: or
- does not agree with a decision made by an individual professor, and has been unable to resolve the decision satisfactorily with that individual must submit a written appeal to the Department of Education Chair.

If an issue is not resolved satisfactorily at this level, the issue may be presented to the Review Committee of the Academic Senate, referred to above, as described in the Westmont College Academic Policies and Procedures.

Introduction to Student Teaching

Student teaching is probably the most important experience in preparation for a professional teaching career. In fact, the single best predictor of success in teaching is the quality of performance in student teaching.

The Westmont Teacher Credential Program admits applicants who have the basic qualities desired in a teacher and then advances candidates to student teaching who possess the content and pedagogical knowledge and skills to succeed in student teaching.

The value of this student teaching experience depends on many factors, the most important of which is the candidate. Candidates are expected to take appropriate initiative in planning and leading educational activities, reflecting upon growth, setting goals, and finding ways to solve problems under the guidance of a Cooperating Teacher and College Supervisor.

By the end of student teaching, candidates should have a sharpened understanding of the nature of the teaching-learning process and the problems of teaching. Candidates will be well on their way toward mastery of the [California Teacher Performance Expectations](#) (see Appendix C) needed for successfully directing the learning of students with differing ability levels in various grades.

Selection of Cooperating Teacher

The Education faculty seeks to thoughtfully select Cooperating Teachers and appropriately match with Student Teachers.

The following factors are taken into consideration when placing Multiple Subject or Single Subject candidates in clinical experiences:

1. Recommendations of building principal, assistant principal, or department chair.
In most cases principals take the initiative in recommending a Cooperating Teacher. In some cases, departmental faculty or district personnel are consulted as needed. In either case, no student teacher is placed without the support of the building principal. Any teacher who has not previously served as a Cooperating Teacher for Westmont and who wishes to do so must have a written recommendation checklist from his or her supervisor (next page).
2. Successful experience with Westmont teacher candidates in the past, based on written evaluations or written reflections from students.
3. Successful experience of working with Westmont faculty supervisors in the past.

Student Teachers are normally placed in public school settings with highly qualified teachers. Cooperating teachers must hold a Clear credential the same as the student teacher will earn and a minimum of three years successful teaching experience with the grade level and subject matter in which the placement occurs. All placements must provide candidates with experiences in school settings that align with California's content standards and frameworks, including the *English Language Arts/English Language Development Framework* and *Standards* and reflect California's diverse student population. This includes experience with English Learners, students with IEP/504 plans or identified for GATE, and students needing academic and/or emotional support when completing the CalTPA.

Multiple Subject student teaching placements must provide opportunities for the candidates to provide instruction in foundational literacy skills; practice a strong literature, language, and comprehension component with a balance of oral and written language; practice diagnostic techniques that inform teaching, assessment, and early intervention; and have opportunities to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

NOTE: In special circumstances and with department approval, a Student Teacher may be placed in a private school for a portion of their placement, if the school provides appropriate diversity for the Student Teacher to successfully complete the CalTPA and demonstrate the TPEs.

Checklist for Prospective Cooperating Teacher for Westmont College	
Prospective Cooperating Teacher:	Grade Level or Subject:
Checklist completed by: ☐ Cooperating Teacher ☐ Supervisor	School:
Is the teacher fully credentialed in the state of California? ☐ Yes ☐ No	District:
Does the teacher have tenure in this school district? ☐ Yes ☐ No	# of years at this site:

*This checklist should be completed by **both** the Cooperating Teacher and his/her supervisor (Principal, Assistant Principal, or Department Chair for teachers) unless he/she has previously served as a Cooperating Teacher for Westmont.*

Qualities Westmont considers in selecting Cooperating Teachers:

- Knowledge of school and district culture and demonstrated successful teaching experience (minimum of 3 years) and expertise in the grade level and content area of their supervision.
- Subject-matter knowledge and ability to model a range of subject-specific pedagogical strategies. At the elementary level, the teacher's ability to offer a rich and engaging set of experiences *across the curriculum* should be considered, including literacy, math, science, social studies, health/physical education, and the arts.
- Knowledge of and ability to model effective instruction and assessment design, long-term planning, technology integration, and developmentally-appropriate practices.
- Knowledge of cultural diversity and effectiveness in teaching English Learners.
- Skill in classroom management, including the demonstrated ability to create a supportive classroom community where all learners are inspired to succeed
- Willingness to focus on the needs of the teacher candidate, along with the needs of K-12 students; and a willingness accordingly to devote the necessary time to offering constructive criticism and emotional support (a minimum of 5 hours per week).
- Communication skills for maintaining an effective Student Teacher/Cooperating Teacher relationship and the demonstrated ability to maintain confidentiality if challenges arise.
- Demonstrated willingness to engage in on-going professional growth and to model professional attitudes of reflection and continuous improvement
- [Multiple Subject] The extent to which instructional approaches and methods for literacy are consistent with the current *English Language Arts/English Language Development Framework, Standards, and the California Dyslexia Guidelines* and can provide their candidate with opportunities to demonstrate the elements of TPE7: *Effective Literacy Instruction for All Students*. In particular, candidates must be able to gain experience teaching foundational skills, practicing a strong literature, language, and comprehension component, implementing diagnostic and early intervention techniques, and observing/practicing concepts and strategies described in the *California Dyslexia Guidelines*.
- [Single Subject] The extent to which instructional approaches and methods are consistent with the current *English Language Arts/English Language Development Framework and Standards* and can provide their candidate with opportunities to demonstrate the elements of TPE7: *Effective Literacy Instruction for All Students*. In particular, candidates must be able to gain experience advancing students' foundational skills to promote comprehension and expression and provide instruction in English language development.

I have read through this list, and believe that the teacher named above would admirably fill the role of a Cooperating Teacher.

Signed _____ Date _____
Cooperating Teacher

Signed _____ Date _____
Supervisor – Site Administrator

Please return to: *Department of Education, Westmont College, 955 La Paz, Santa Barbara, CA 93108.*

Policies and Guidelines Governing Student Teaching

Terms of Teaching	<u>Elementary</u>—Student Teachers begin their student teaching experience on the first day of Westmont's Spring semester. Student teaching ends at the close of Westmont's Spring semester (the first week of May). <u>Secondary</u>—Student Teachers begin their student teaching experience on the first day of the public schools' Spring semester. Student teaching ends at the close of the public schools' Spring semester (in June).
Student Teacher Hours	<u>Elementary</u>—The Student Teacher is expected to maintain the same daily work schedule as his/her Cooperating Teacher. <u>Secondary</u>—Single Subject candidates spend the entire school day on campus for the 20-week spring semester: teaching, observing, co-teaching, co-planning, and participating in meetings and student organizations/activities. Candidates begin by teaching a minimum of one class and, as quickly as possible (usually within two or three weeks), are responsible for teaching three classes for the remainder of the semester. (Note: Adjustments are made for students teaching in a school with block scheduling.) For a minimum of four weeks, student teachers engage in solo or co-teaching or its equivalent to experience the Cooperating Teacher's entire daily teaching schedule (typically five instructional periods daily). This 4-week period of involvement with all five classes must be completed no later than May 31. This solo or co-teaching period should be identified as early in the semester as possible, in consultation between the Cooperating Teacher and College Supervisor.
Punctuality	Student Teachers must be punctual each day. However, in rare cases, when the Student Teacher must be late, it is his/her responsibility to notify the Cooperating Teacher, building principal, and secretary. The Student Teacher should indicate the cause of the delay and the time he/she expects to arrive.
Absence Policy	Student Teachers may use 5 sick days and 1 personal day as needed. When a Student Teacher is absent because of illness or some other emergency, he/she must notify the Cooperating Teacher, the building principal, the school secretary, and the College Supervisor. In those cases where the Student Teacher is expected to carry out a specific responsibility in a class it is extremely important to communicate to the Cooperating Teacher how he/she wishes to have the matter handled. If more absences occur, the student teacher's placement may need to be extended in order to demonstrate full competency in teaching. At the discretion of the college supervisor and the coach, Westmont student <u>athletes</u> may need to make schedule adjustments depending upon competition schedules.
Lesson Plans	Student Teacher will submit lesson plans each week to Cooperating Teacher and College Supervisor as requested (long form, short form, and weekly planner).

Conferences	<u>Student Teacher and Cooperating Teacher:</u> Typically 1-2 hours are set aside each week to gain feedback on progress and make plans for the coming week. Student Teachers should maintain a teachable spirit. Although the two hours may not be needed in entirety, the Student Teacher is encouraged to be available and to be willing to work on bulletin boards, lesson plans, correcting papers, etc. <u>Student Teacher and College Supervisor:</u> After each formal observation, a conference is held (either in person, phone, or email) to offer feedback, identifying strengths and offering suggestions to improve. Special conferences may be set up at anytime to discuss issues or concerns.
Exemplary Behavior	Student Teachers should consistently display exemplary professional behavior in attire, language, writing, and actions. Student Teachers must act with dignity and respect to students and staff.
Appropriate Attire & Personal Grooming	Student Teachers should dress professionally and appropriately for the grade level. Women and men should be modestly dressed, well-groomed, and avoid chewing gum.
College Seminar	Each Student Teacher is required to attend the weekly seminar on teaching that is specifically designed to meet the needs of the student teacher. Active preparation and participation in the seminar is expected.
Placement Assignment and Changes	An Education Department professor makes all placements in cooperation with the superintendent, principals, and/or other designated staff. After an assignment has been made, it may not be changed without the approval of the Chair of the Education Department.
Expectations during Teacher Strike, Work Stoppage, or other disruptions at school sites	Student Teachers, under the supervision of College Supervisors, will engage in any or all of the following activities as alternatives at the school involved with the strike: 1. <i>Academic pursuits relative to their course of study.</i> 2. <i>Community projects that serve as support activities for student teaching.</i> 3. <i>Observation and/or participation in classrooms at another school site where no strike or work stoppage is in progress.</i> In addition, it will be the responsibility of each Student Teacher to be in regular communication with his or her College Supervisor to keep abreast of the situation. Student Teachers, interns, and employees of the college are not to participate in the strike situation in any fashion as representatives of Westmont College. Should the strike situation continue for an extensive period of time, reassignment of Student Teachers will be made as necessary to ensure that minimum state and university student teaching requirements are met. When reassignments are made, reimbursements to public school districts will be made on a prorated basis. This policy would also apply if there were disruptions at a school site with a potential for violence involving issues other than employee management relations.

Orientation of the Student Teacher

From introducing the Student Teacher to the life of the classroom, to modeling effective instruction and management, to offering feedback, and to evaluating – the Cooperating Teacher plays a significant role in the life of a Student Teacher. There are a number of steps a Cooperating Teacher can take to orient the Student Teacher for a successful placement.

Student Teachers vary in the level of their maturity, and the depth of their understanding of learners and the learning process. In addition, some are anxious, and anything Cooperating Teachers can do to reassure them and make them feel comfortable in the classroom will make for a rewarding experience for all concerned.

Preliminary Conference

As soon as he or she receives an assignment, the Student Teacher is expected to meet with the Cooperating Teacher for a preliminary conference—to be held at a time that is mutually convenient at the school site. This is the time to give the candidate a general picture of his/her new job. Here is a suggested list to cover during the first conference or shortly thereafter.

Getting acquainted with people

- ☐ Get acquainted with the Student Teacher Candidate as a person.
- ☐ Help the candidate learn students' names quickly (via seating charts, taking role).
- ☐ Identify students that need special considerations:
 - *English Learners*
 - *Students with IEP*
 - *Students with 504 Plan*
 - *Students identified as Gifted and Talented*
 - *Students with behavioral issues*
 - *Students with learning deficiencies*
 - *Other*
- ☐ Allow the candidate, unless school policy prohibits, access to cumulative records, emphasizing that all information in the cumulative folder remains confidential.
- ☐ Introduce the candidate to other teachers and staff members.
- ☐ Explain and introduce the candidate to your Professional Learning Community.

Getting acquainted with the classroom

- ☐ Suggest a work place for the candidate to work and leave personal belongings.
- ☐ Inform the candidate of the general housekeeping procedures, location of materials, attendance forms, special permits and excuses.
- ☐ Share your approach to classroom management (e.g., prevention and intervention strategies).
- ☐ Explain essential classroom procedures (e.g, moving books, passing and collecting papers and supplies, restroom procedures, passing in halls, sharpening pencils, entering and leaving class).

Getting acquainted with curriculum

- ☐ Provide an overview of the curriculum the candidate is to teach, share goals and procedures, supply him/her with copies of textbooks and other materials and let the candidate know what the class has already covered.
- ☐ Explain your assessment plan (both informal and formal) to determine students' understanding of the curriculum.
- ☐ Explain how you keep a record of student work (e.g., in-class work, homework, tests).

Getting acquainted with the school

- ☐ Inform the candidate about school policies, including such matters as arrival and departure time, special supervisory duties in halls and playground, leaving the classroom, disciplinary procedures, disaster and safety drills, first aid procedures, and reporting sudden illness or accident.
- ☐ If possible, share the faculty handbook and teacher bulletins.
- ☐ Acquaint the candidate with the resources of the school, including the library, sources of supplies, technology and copying materials.
- ☐ Encourage the candidate to attend school events: meetings (department, PLCs, faculty), Open Houses, assemblies, sports events, student club meetings, and plays.

Getting Acquainted with Technology in School and Classroom

- ☐ Inform the candidate how the school and teacher ensure equitable access to:
 - e-mail
 - sites that record student grades and assignments
 - technological resources needed by the full range of students under their supervision
 - technological resources used in the classroom for students who do not have ready access to technology in their homes.

For example, if there is a student with visual or auditory impairments, how does the teacher and school ensure that (a) technology available to other students is available to a student with one or more special needs; and (b) how does the teacher and school ensure that appropriate technological resources are available specific to the needs of each student with identified special needs. Note: Candidates will document and reflect on this conversation and written reflections in ED 195 (MS) and ED 196 (SS).

Participation in classroom activities

The Cooperating Teacher can help the Student Teacher get off to a good start by making him/her feel welcome in the classroom from the outset. It is a good idea to prepare the classroom students ahead of time. In some classes it may be possible for the students themselves to prepare and present an overview of areas of study and/or a demonstration of classroom procedures (for example, moving books, passing and collecting papers and supplies, restroom procedures, passing in halls, and sharpening pencils).

When the Student Teacher reports to class, be sure to introduce him/her to the students and make it clear that he/she is a "teacher" with a teacher's authority, and not just another "student." It would be helpful to provide the candidate with an opportunity to tell the students something about himself/herself, including personal background, travels, or hobbies.

Timeline for Student Teaching

Although each placement will look slightly different, here is a suggested PROGRESSION of student teaching:

Elementary Student Teachers

Elementary student teaching begins and ends at the same time as Westmont's academic semester.

The elementary Student Teachers will normally be introduced gradually to full responsibility. He/she will probably spend the first few days observing the class and studying the methods of the Cooperating Teacher. Next, the Student Teacher may be asked to assume a number of tasks, such as taking roll, correcting papers, recording grades, putting up bulletin boards, and collecting and passing out materials. His/her initial teaching experience may come in the form of supervising a study period, assisting with a demonstration, helping individual students, giving a spelling lesson, reading a story, or working with a class committee.

How soon the Student Teacher is to begin actual teaching will depend on the Cooperating Teacher's judgment of his/her progress and readiness. The student must feel at ease in the classroom and must be accepted by the class. Everything possible should be done to see that his/her first teaching experience is a success.

Within a week or two after beginning to teach, the elementary Student Teacher should be assuming responsibility for entire units of work. Eventually, he or she will be responsible for a minimum of ten non-consecutive "full takeover days" as well as ten consecutive "full takeover days." These two weeks of full-time takeover occur towards the end of the placement and is decided upon by the Cooperating Teacher and College Supervisor.

Note: See suggested timeline for Elementary Student Teachers.

Secondary Student Teachers

Secondary student teaching begins and ends with the same time frame as the local public schools' semester.

Single Subject candidates spend the entire school day on campus for the 20-week spring semester: teaching, observing, co-teaching, co-planning, and participating in meetings and student organizations. In addition to observing one period each day, candidates begin by teaching a minimum of one class and, as quickly as possible (usually within two or three weeks), are responsible for teaching three classes for the remainder of the semester. (Note: Adjustments are made for students teaching in a school with block scheduling.) For a minimum of four weeks, student teachers engage in solo or co-teaching or its equivalent to experience the Cooperating Teacher's entire daily teaching schedule (typically five instructional periods daily). This 4-week period of involvement with all five classes must be completed no later than May 31. This solo or co-teaching period should be identified as early in the semester as possible, in consultation between the Cooperating Teacher and College Supervisor.

Note: See suggested timeline for Secondary Student Teachers.

Suggested Timeline for Multiple Subject (Elementary) Student Teacher			
Student teacher should assume increasing responsibilities each week in preparation for a 2-week full-time takeover (plus 10 additional non-consecutive days of full-time instruction). Though this timeline will look different for each student teacher, this is a typical progression of activities.			
Week	Dates	Suggested Activities	Take over Days
1		Attend an All-day Orientation Seminar at Westmont (Monday). Begin in the field on Tuesday. Cooperating Teacher orients student teacher to the classroom, students, curriculum, school staff and protocols. Observe, work with students one-on-one, give spelling test, walk students to/from lunch, read a story. Establish yourself as a co-teacher with strong management skills.	
2		Pick up one reading or math group; special art or PE lesson. After gaining approval from Cooperating Teacher, send home letter of introduction to parents/guardians.	
3		Continue with at least one reading or math group; 2-3 individual art or PE lessons. If ready, complete one day of takeover.	1
4		Be responsible for 2-3 reading or math groups; or if math is whole-group, pick up some responsibility for whole group instruction of math. Complete one day of takeover.	1
5		By this week Student Teacher should be responsible for 2-3 reading groups; some math instruction. This would be a good time to begin some science or social studies. Complete one day of takeover.	1
6		Continue with 2-3 reading groups; some math instruction. Possibly teach a short science or social studies unit. Complete one day of takeover.	1
7		Continue to be responsible for 2-3 reading groups; most math instruction. Possibly teach a short science or social studies unit, or continue with unit from previous week. Complete one day of takeover.	1
8		Continue to be responsible for 2-3 reading groups; most math instruction. Possibly begin a second short science or social studies unit. Complete one day of takeover.	1
9		Continue to be responsible for 2-3 small-groups; most math instruction. As much other instruction as possible (art, science, PE) should be given to student teacher. Complete one day of takeover.	1
10		Continue to be responsible for 2-3 small-groups; most math instruction. As much other instruction as possible (art, science, PE) should be given to student teacher. Complete one day of takeover.	1
11		To the greatest extent possible, student teacher should be running everything in the classroom.	5
12		To the greatest extent possible, student teacher should be running everything in the classroom.	5
13		In many cases, testing preparation will be the focus of much activity in the classroom. Be responsible for as many special activities as possible. Observe other teachers on campus. Interview your cooperating teacher about key considerations for end-of-year activities and assessment.	1
14		In many cases, testing preparation will be the focus of much activity in the classroom. Be responsible for as many special activities as possible. Observe other teachers on campus.	1
15		Observe other teachers on campus. Plan an "end-of-year" activity to finish up the placement. Plan to attend the "Celebration of Teaching" event at Westmont with your Cooperating Teacher.	
16		Complete end-of-year activity.	

Notes:

- Student Teacher must attend Open House and at least one School Board Meeting.
- If allowed by the site team, student teacher must attend a Student Study Team or IEP Meeting during their placement. • During parent conferences, as much of the morning responsibility as possible should be given to student teacher. Student teacher must sit in on some of the conferences to gain knowledge of how to conduct an effective parent conference.

Suggested Timeline for Single Subject (Secondary) Student Teacher		
Student teacher should assume the responsibilities in collaboration with Cooperating Teacher(s) for the semester for 2-3 class periods depending on placement site. Though this timeline will look different for each student teacher, this is a typical progression of activities. Detailed expectations and assignments are shared in ED 191, ED 196 courses.		
Week	Dates	Suggested Activities
1		Begin student teaching take-over. Collaborate with CT daily. Assume classroom responsibilities such as grading, lesson planning, and classroom management. Attend PLC's and Faculty meetings throughout the semester. Integrate into the school community and attend co-curricular activities throughout the semester.
2		Assume an additional period of observation at school site; observe CT and other teacher experts daily.
3-9		Continue with student teaching responsibilities and daily observation period.
10		Mid-term evaluation progress meeting with CT, ST, and Supervisor(s).
11-15		Continue with student teaching responsibilities and daily observation period.
16 - 19		During weeks 16 through 19, assume an additional period of solo or co-teaching or its equivalent for four weeks or 20 teaching days.
19		Final evaluation progress meeting with CT, ST, and Supervisor(s).
20		Complete student teaching. Close out the year, collaborate on final grades and end of the year activities with CT.

Notes:

- Student Teacher must attend Open House(s) and at least one School Board Meeting.
- If allowed by the site team, Student Teacher must attend a Student Study Team, IEP Meeting, and parent conference during their placement.
- During State Testing, Student Teacher will collaborate and work alongside CT.

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.

Guidelines for Lesson Planning

General Information:

Planning is one of the most important skills in teaching and for many people, one of the hardest to learn. A well-written plan sets a teacher up for success. The Student Teacher should coordinate with the Cooperating Teacher about goals for an upcoming lesson, then write a thorough lesson plan with those goals in mind. Sometimes Cooperating Teachers like to plan with their Student Teacher, using the team teaching approach at first, and then gradually giving students more and more responsibility for independent planning. The Student Teacher will submit weekly lesson plans to both the Cooperating Teacher and the College Supervisor.

Sample Plans:

Sample lesson plan outlines follow. They are presented merely as examples and by no means represent all of the different types of lesson plan outlines used by teachers.

Using a Lesson Plan:

1. A Student Teacher should make sure the Cooperating Teacher has seen and approved a lesson plan (unless the Cooperating Teacher has indicated otherwise).
2. During formal observation, a copy of the lesson plan and any supporting material should be provided to the supervisor.
3. A Student Teacher should follow the lesson plan, yet remain flexible to changing circumstances. The pupils are more important than the plan.
4. After each lesson, the Student Teacher should seek feedback from the Cooperating Teacher or by self-reflection, noting strengths, areas for growth, and specific ways to improve. These reflections help the Student Teacher set new goals to show improvement.

Formal Lesson Plan Format

Name:

Grade level:

Date:

Length of lesson:

Title/theme/focus of lesson:

Common Core State Standards: Write out and identify content specific CCSS and ELD Standards by number and explanation.

Essential lesson question(s): Key question(s) essential for learners to examine key ideas and processes for understanding in the lesson.

Learning outcomes/objectives: List specific outcomes/objectives that identify what you want learners to know and be able to do in observable terms. The learner will:

Vocabulary: Identify key vocabulary (content and academic) needed to succeed in this lesson.

Assessment: Identify specific assessment strategies you will use throughout the lesson:

- Diagnostic: name how you will pre-assess and determine students' strengths, weaknesses, prior knowledge and skills (pre-test, quickwrite, do now activity)
- Formative: name how you will monitor student learning and check for understanding (nonverbal cues, written responses, oral responses, checklists, observation)
- Summative: name how you will formally assess student understanding of the objectives at the end of the lesson or unit (exit tickets, project, paper, test)

Materials: List the lesson materials, supplies and technology resources that both the teacher and learners will need.

Room environment: Describe the seating arrangement or anything to be prewritten on the board.

Accommodations & Modifications for all learners: Identify strategies and rationale that will support all students and diverse learners (UDL):

- English Learners
- Special Needs (504, IEP)
- GATE and/or Multiple Intelligences as needed

Instructional Procedure: Using clear and detailed steps, include these elements in your teaching (the order may vary depending on the lesson):

- Anticipatory Set/Orientation: Write down what you will say to “hook” learners, capture their attention, activate prior knowledge, build on student assets, and introduce vocabulary. Clearly identify the learning objective(s) to focus the learning.
- Teaching/Instructional Process (input and modeling): Clearly identify new knowledge/skills that learners need to meet your objectives. Instruction may be enhanced with manipulatives, visuals, music and/or technology.
- Guided Practice and Monitoring: Provide opportunities for learners to “try out” new knowledge and skills and then demonstrate newfound knowledge and skills.

- Monitoring/Check for understanding: Identify what you will do to see if learners understand the concept(s). Monitor learning as a group or individually (“thumbs up,” written response, oral response . . . did you meet your objectives?
- Closure: What you will say in the final minutes of the lesson to wrap it up and effectively summarize the lesson? What has been taught? How can you reinforce the major points and encourage students to self-assess their understanding of the objectives?
- Independent Practice: Identify what kind of follow-up work you will give to learners that will allow them to apply their new knowledge/skills in future classes or as homework.

Sources: Cite any sources you used to develop your lesson.

Short Form Lesson Plan Formats

Note: Here are two approaches to writing a short form lesson plan.

_____ Class Name

Lesson Title:

Lesson Objectives:

Instruction Procedure:

Assignment/Assessment:

_____ Class Name

Lesson Title:

Lesson Objectives:

Into:

Through:

Beyond:

Observation of Student Teachers

The Student Teacher has received instruction about principles of learning, the nature of the learner, and the functions of school personnel. Now, through observation, he/she will not only broaden but also deepen and make more exact his/her understandings. He/she will begin to discover how principles of learning are applied in classrooms and to see the relationship between learning activities and goals. He/she will develop insights into pupil behavior and responses to different techniques. He/she will develop a picture of the role of the teacher and of his/her own place in the world of the classroom.

Principles

Not all Student Teachers will need the same amount or kind of observation. Candidate observation should be continuous so that the candidate may observe over a period of several days or during consecutive periods how activities progress and learning develops. The candidate will need to observe a variety of teaching situations so that he/she can see that there are no simple rules governing method and that there are different ways to achieve results.

Arrangements will be made for the Student Teachers to observe each other. Naturally, agreement of both Student Teachers will be secured. Candidates will observe teaching based on an approach different from that of his/her Cooperating Teacher(s). Also, Student Teachers will be videotaped and critiqued on their lessons.

Offering feedback

To receive the greatest value from his/her observation, the Student Teacher needs balanced feedback, identifying strengths as well as areas of concern.

This list of questions can serve as guides for observation:

1. Standards: *Did the students know what was expected of them (learning and behavior)?*
2. Anticipatory Set: *Did the teacher effectively capture attention and focus the lesson?*
3. Vocabulary: *Did the teacher front-load essential vocabulary?*
4. Input: *Did the teacher explain new concepts clearly and in ways that students could comprehend?*
5. Modeling: *Did the teacher model the learning and its application to the lesson?*
6. Practice: *Did the students get opportunities to practice the learning?*
7. Modification: *Did the teacher modify the lesson for different student needs?*
8. Questions: *How did the teacher secure attention when interest began to lag?*
9. Assessment: *Did the teacher regularly check for understanding?*
10. Reteach: *Did the teacher reteach confusing parts of the lesson?*
11. Closure: *Did the students leave the class knowing and understanding what the learning for that session was?*
12. Behavior: *How did the teacher handle behavior problems? What motivated the problem student to behave as he/she did?*
13. Transitions: *Were transitions smooth?*

Conferences with the Student Teacher

Conferences with the Cooperating Teacher and College Supervisor provide the Student Teacher with the most help with his/her teaching problems and guidance for future growth. Through conferences the Student Teacher clarifies his/her understanding of educational principles and gains perspective on his/her performance and progress.

Weekly conference with Cooperating Teacher

The Student Teacher is to include in his/her schedule a regular weekly conference with the Cooperating Teacher. At this conference, plans for the week are made and the candidate is assigned responsibilities. The Cooperating Teacher will use this time, too, to discuss those aspects of the student's work in which he/she needs help—for example, how to provide for individual students, points to look for in observation, evaluating a projected plan, ways of planning with students, scheduling time, procuring and using equipment, using cumulative records, constructing and evaluating tests, reporting to parents, promotion policies, points of professional ethics, suggestions for further self-improvement, background reading for improving his/her skills and increasing his/her mastery of subject matter.

Informal conferences

On many occasions brief informal conferences are held, perhaps after a lesson, while passing in the hall, while teaching, or in the teachers' lounge. This may be the time to glance over observation notes, answer an urgent question, or suggest an adjustment in methods or plans that he/she should make. The Student Teacher may have demonstrated a definite misconception while teaching. Last minute changes in plans may have to be made because of a fire drill or a note from the office. The class may be restless and inattentive. Matters discussed informally in an emergency will often need to be discussed further in the weekly conference.

Conferences with the College Supervisor

The College Supervisor will arrange a regular schedule for observation, at which time the Student Teacher will be in charge of the class. Feedback is often given to the Student Teacher following the observation. At midterm and at the end of the semester the College Supervisor and Cooperating Teacher will make a comprehensive appraisal of the performance of the Student Teacher, and meet with the student teacher to discuss the evaluation.

Advice to Student Teachers

- Listen non-defensively to feedback from the Cooperating Teacher and College Supervisor. Seek to act on any suggestions.
- Keep trying to improve.
- Use judgment and common sense in interpreting criticism. Everybody criticizes teachers—school boards, superintendents, principals, supervisors, parents, newspaper editors, and even the pupils themselves. The amount of criticism is a pretty good indication of the importance of the profession you are about to enter.
- Cultivate your strengths, improve on your weaknesses, and hold your head high. Concentrate on the future, and let the past mistakes stay in the past.

Student Teaching Seminar

College Supervisors and education department members meet weekly with Student Teachers in order to deal with broad educational topics of general interest or concern. These seminars provide opportunities for an exchange of ideas such as orientation to new teaching situations, securing a position, professional organizations, ethics, methods, materials, and teaching experiences.

Handling Difficulties

Difficulties arise during student teaching. Many of these concerns can be dealt with by clear communication between the Student Teacher and the Cooperating Teacher. When difficulties are challenging to address or when difficulties persist, alert the College Supervisor immediately.

Although the Westmont College Supervisor observes the Student Teacher usually each week, and meets with the candidate weekly outside of class, in many cases it is the Cooperating Teacher who can best identify potential concerns. The Cooperating Teacher should never hesitate to notify the College Supervisor(s) with any concerns or questions. The earlier the support and remediation, the more it is likely to be effective.

Following is a list of examples of the kinds of issues that may arise that need addressing by the College Supervisor:

- Evidence that the safety or welfare of K-12 students is at risk
- Evidence of insubordination with supervisor(s), cooperating teacher(s), or other professionals
 - Not receiving feedback appropriately
 - Failing to apply feedback in subsequent lessons
- Evidence of a pattern of failure to prepare for or execute assigned responsibilities. •
 - Showing up late to a class or other designated responsibility
 - Showing up to a class less than fully prepared, academically and otherwise •
 - Showing up tired or otherwise lacking enthusiasm
 - Not demonstrating appropriate initiative
- Evidence of ineffectiveness in the ability to manage and/or teach
 - Not able to manage the class effectively
 - Not having a lesson plan
- Any evidence that outside responsibilities are interfering with the candidate's primary professional focus (i.e., his/her classroom responsibilities)

The College Supervisor will address identified concerns by immediately scheduling a conference with either:

- Cooperating and College Supervisor
- Student Teacher and College Supervisor, or
- Cooperating Teacher, Student Teacher and College Supervisor
- At the conference the issue will be discussed and then an action plan will be developed and documented.
- In extreme cases where candidate's performance does not improve, Westmont's Education Department Chair, in consultation with relevant parties, will terminate the placement. See "Continuance of Student Teaching."

Evaluation Guidelines

It is of the utmost importance that the Student Teacher learns the process of self-evaluation. The candidate must learn to look realistically at his/her performance, assess strengths and weaknesses, and develop habits of self-evaluation that will endure throughout the teacher's professional career. The Cooperating Teacher and College Supervisor help the candidate engage in self-evaluation and provide experiences that help him/her address individual performance needs.

The evaluation process also provides the college with information about the Student Teacher and his/her potential and helps to determine what kind of further training he/she may need. Information about Student Teacher performance also helps the college to appraise its pre-service preparation of teachers.

The Evaluation Process

- To be most successful the evaluation process should have certain characteristics:
1. It must be collaborative, involving the Student Teacher, the Cooperating Teacher and the College Supervisor.
 2. There must be a climate of mutual understanding and respect. Primary responsibility for creating rapport rests with the Cooperating Teacher, since he/she is the one who must initiate evaluation procedures. It is important to be as encouraging as possible, since confidence from a sense of achievement often leads to better achievement.
 3. It must involve agreed-upon values and goals related to educational principles, the needs of the Student Teacher and policies of the district. The Student Teacher, the Cooperating Teacher and the College Supervisor should be working toward the same end.
 4. It is a continuous process, identifying difficulties, deciding on steps for overcoming them, recognizing improvement, and furthering independence on the part of the student.
 5. It should take into account both the ability of the Student Teacher and the standards of competence generally required of a professional teacher. Recognizing what he/she is now, the student must be led to see what he/she may become.
 6. It should be based on objective evidence and employ a variety of techniques for recording and interpreting performance.

Evaluation of the Student Teacher must be made in terms of both his/her daily lessons and his/her general performance throughout his/her term of teaching. Evaluation of daily lessons should be as specific as possible. While the candidate is teaching, the Cooperating Teacher can jot down constructive criticisms and suggestions for improvement. When areas for improvement are identified, the Student Teacher should be made aware of them as soon as possible. As he/she increases in independence, he/she may be able to select the best solution of a problem from a variety of suggestions, thus eventually finding ways of solving his/her own problems. As the Student Teacher improves in ability and self-confidence, he/she will need less and less watching. Evaluation can place less emphasis on specifics and more emphasis on general growth.

Criteria for Evaluation

At the mid-point and end of Spring Semester (full-time) student teaching, Cooperating Teachers complete Westmont's Evaluation form for full-time Student Teachers. Each Student Teacher is evaluated according to the CTC's Teacher Performance Expectations (TPEs). See Appendix C for fuller descriptions;

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experience for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

Cooperating Teacher and College Supervisors should give feedback after lessons in relationship to these TPEs, as this feedback can guide the Cooperating Teacher as they complete the mid-point and summative evaluations. Feedback is given in a variety of forms throughout student teaching, including one observation form that specifically aligns with the TPE's.

Guidelines for Evaluation

On the evaluation form, the Cooperating Teachers rates the Student Teacher on a five-point scale of Poor to Outstanding. Here are some considerations and guidelines designed to assist in defining these ratings:

The Cooperating Teacher should rate the Student Teacher's performance in comparison to other Student Teachers, from Westmont (or other colleges or universities). At mid-point, the Student Teacher should be rated in comparison with other Student Teachers at mid-point in the placement.

The College Supervisor will always carefully review the Cooperating Teachers ratings in light of what the same supervisor has observed of the candidate's performance in the classroom, in light of other Westmont candidates' performances, and in light of other Cooperating Teachers' ratings. If in the judgment of the Westmont College Supervisor, a particular Cooperating Teacher's rating of a candidate seems out of calibration, the supervisor will immediately call this to the Cooperating Teacher's attention and if necessary negotiate with the teacher an appropriate and mutually satisfactory revised response.

A rating of POOR means that the candidate's performance in that area to date is completely unacceptable, and inconsistent with someone who is enrolled in a program leading to a teaching credential. Supervisor, candidate, and Cooperating Teacher(s) need to immediately identify detailed steps leading to improved performance.

A rating of BELOW AVERAGE means that the candidate's performance in that area to date is cause for significant concern. Supervisor, candidate, and Cooperating Teacher(s) need to immediately identify detailed steps leading to improved performance.

A rating of AVERAGE means that the candidate has demonstrated some relevant skill and/or knowledge in this area but clearly has room for growth. If this rating is given at the time of the mid term, candidate needs to be prepared to identify one or more specific, detailed, accomplishments in this area prior to the end-of-semester evaluation.

A rating of VERY GOOD means that the Cooperating Teacher is not only satisfied with the candidate's skills, knowledge, and/or growth in this area, but generally PLEASED with the candidate's performance. While the candidate is still expected to grow in this area, the Cooperating Teacher has no major concerns in this area, and has not identified specific action steps in this area that must be implemented.

A rating of OUTSTANDING means that the candidate's performance in this area is truly exceptional—among the top 10% of Student Teachers observed at this stage of their careers. The Cooperating Teacher can readily identify specific accomplishments or examples of where the candidate's performance justifies this rating.

Example of a “Very Good” Candidate

Over time it is clear that the most frequent rating of Westmont Student Teachers by Cooperating Teachers in most areas of the form is a Very Good. In fleshing out what constitutes our institutional standard of performance for Student Teachers, therefore, we have chosen to describe a Very Good performance for each of the CTC’s six Teaching Performance Expectations (see Appendix C).

TPE 1: Engaging and Supporting All Students in Learning

Candidate regularly interacts with learners throughout the instructional process, engaging in dialogue as appropriate, and finding ways to draw all students into large-group, small-group, or paired discussion.

Candidate creates space within the instructional process to foster student initiative and student-generated comments or questions.

Candidate brings content alive through a range of instructional strategies. Candidate routinely uses relevant examples from the here and now, helping students apply academic content and skills to real-life situations. Candidate routinely uses analogies and original, meaningful examples and cultural references that help students comprehend new content.

Candidate consistently demonstrates the need to make academic instruction comprehensible and the classroom climate welcoming for English Learners. Candidate uses a wide variety of strategies to develop an understanding of the language issues the class as a whole—and particular individuals—may be confronting. Candidate makes use of assessment data available to him or her from other sources, and works with families, as feasible, to develop facility and fluency in English. Candidate reinforces oral instruction with a variety of visual and other supports to make content more accessible. Candidate’s own speech is clear and easy to follow.

Candidate takes initiative to learn about students, academically, emotionally, and otherwise, including communicating with families. Candidate uses what he or she has learned about students, the better to motivate students and make instruction more meaningful.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Class time is consistently well paced, and well used. The candidate allocates neither too much, nor too little, time for direct instruction. Candidate uses time effectively, “bell to bell.”

Candidate and class work well together to make the most of available learning time.

Candidate employs a range of strategies for engaging with and communicating expectations to students. Students clearly feel safe and are able to focus appropriately on learning.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Multiple Subject. Candidate is thoroughly comfortable with the content at the assigned grade level(s). Candidate routinely demonstrates a range of instructional strategies appropriate for the subject and topics taught. Candidate is acquainted with the standards relevant to different subjects. Candidate’s teaching in each subject is consistently characterized by knowledge of the subject matter, confidence, accuracy, a sense of what is most important, and examples/activities that routinely bring the academic content alive.

Single Subject. Candidate demonstrates knowledge of the field consistent with a college graduate in that major. Candidate has knowledge and skills ACROSS the different components of the field; for example, a Single Subject Candidate in English is strong not only in the interpretation of literature, but also writing, development of vocabulary, grammar, and whatever other areas of the English curriculum are part of the candidate’s assignment. Further, the candidate has the capacity and inclination to develop further, such that (for example) even if the candidate had not read a particular novel before entering the classroom, the candidate would know how to transfer knowledge and disciplinary habits of mind gained reading from other novels to the newly assigned work.

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

Candidate is always well prepared for instruction. Candidate takes into consideration the particular needs of each class, and the special needs of particular individuals, in the planning process. Candidate routinely anticipates cognitive and other learning challenges,

and pro actively builds into instruction strategies for addressing these challenges.

Candidate's instructional strategies and expectations demonstrate an understanding of the developmental capacity and developmental preferences of the particular age group taught. Candidate demonstrates instructional strategies that allow diverse learners to engage.

TPE 5: Assessing Student Learning

Candidate routinely demonstrates a range of strategies for assessing student learning. Candidates do not wait until the end of a unit to assess—they engage in baseline assessment and on-going assessment throughout the unit. Candidate gives feedback to students quickly and keeps accurate records that can be checked by parents and other parties. Candidate routinely uses assessment data gathered to inform subsequent instruction.

Candidate consistently demonstrates a range of strategies for monitoring what students are learning. Candidate consistently checks in with students during instruction, in multiple ways, and does not wait until the end of a lesson or the end of a unit to find out what students know or do not know. Formal monitoring strategies aside, candidate demonstrates an intuitive sense of whether the class is following him or her during instruction; and is able to gauge the emerging understanding not only of the class as a whole, but also that of specific individuals.

TPE 6: Developing as a Professional Educator

Candidate is consistently on time or early for all assigned responsibilities. Candidate demonstrates good judgment in relating to students, colleagues, other members of the school community, and parents, serving as a model for others. Candidate goes above and beyond assigned duties in contributing to the classroom and school community.

Candidate consistently demonstrates professional growth. Candidate is clearly receptive to suggestions from mentors. Candidate consistently elicits feedback from different school and classroom constituencies, including (as appropriate) the students themselves.

TPE 7: Effective Literacy Instruction for All Students

Multiple Subject. Candidate consistently implements evidence-based practices grounded in the CA ELA/ELD Framework and Standards, UDL, MTSS, and the CA Dyslexia Guidelines during literacy and/or integrated content and literacy instruction. Candidate considers students' assets, age, and literacy development to provide engaging and affirming instruction. Candidate designs and implements a variety of literacy lessons that demonstrate competency in teaching foundational skills, meaning making, language development, effective expression, and content knowledge. Candidate implements multiple assessment strategies that inform teaching, assessment, and early intervention.

Single Subject. Candidate helps students to continue developing their foundational skills, language, and cognitive skills in order to improve comprehension and expression. Candidate has demonstrated the ability to provide effective ELD instruction including the use of ELA/ELD Framework and Standards that builds on students' assets, experience, and literacy development. English Candidates demonstrate how to teach fluency that builds on foundational skills. English Candidates implement a variety of assessment strategies to diagnose and monitor literacy development and demonstrate successful collaboration with staff and families regarding students' literacy instruction needs.

Student Teacher Evaluation of Professional Competencies		
Student Teacher:	Grade Level or Subject:	
Evaluator:	School:	
Role of Evaluator: ____ Cooperating Teacher ____ College Supervisor	District:	
Type of Assessment: ____ Formative (mid-point) ____ Summative (final)	Date of Evaluation:	

Fuller description of TPEs can be found at <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf> Fuller description of the Literacy TPEs can be found at <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf>

TPE 1: Engaging and Supporting All Students in Learning	Not observed	Poor	Below average	Average	Very good	Outstanding
Applies knowledge of students (background, developmental levels, interests) to engage them in learning. (1.1)						
Uses a variety of instructional strategies (including active learning) to support access to curriculum. (1.3, 1.4)						
Promotes students' critical and creative thinking and analysis. (1.5)						
Provides a supportive learning environment for all English Learners. (1.6)						
Incorporates visual and performing arts as appropriate. (1.7)						
Monitors student learning and adjusts instruction while teaching. (1.8)						
Maintains ongoing communication with students and families. (1.2)						
Comments (optional):						

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Not observed	Poor	Below average	Average	Very good	Outstanding
Promotes a caring, inclusive, and productive learning environment and uses positive interventions, restorative justice, and conflict resolution practices. (2.1, 2.2, 2.3)						
Communicates clear expectations for student behavior (classroom routines, procedures, and norms) and maintains high expectations. (2.5, 2.6)						
Accesses resources to support students. (2.4)						
Comments (optional):						

TPE 3: Understanding and Organizing Subject Matter for Student Learning	Not observed	Poor	Below average	Average	Very good	Outstanding
Multiple Subject Candidates (only):						
Demonstrates knowledge of subject matter, standards, and frameworks. (3.1)						
Plans and models effective subject-specific pedagogy (individual and through collaboration. (3.3, 3.4)						
• Reading/Language Arts						
• Mathematics						
• History-Social Studies						
• Science						
• Visual and Performing Arts						
• Physical Education						
• Health						
Single Subject Candidates (only) -- List Content Area: _____						
Demonstrates knowledge of subject matter, standards, and frameworks. (3.1)						
Plans and models effective subject-specific pedagogy--individual and through collaboration. (3.3, 3.4)						
Incorporates academic language within learning activities. (3.5)						
Uses knowledge about students to plan lessons with accommodations, adapting resources to facilitate equitable access. (3.2, 3.6)						
Models digital literacy and provides equitable access. (3.6, 3.7, 3.8)						
Comments (optional):						

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Not observed	Poor	Below average	Average	Very good	Outstanding
Actively learns about students' interests, background, abilities, and health, and uses this information for planning purposes. (4.1, 4.2)						
Designs instruction that interconnects content areas. (4.3)						
Maximizes instructional time by use of technology, principles of UDL (Universal Design for Learning) and MTSS (Multi-tiered Systems of Support), developmentally appropriate activities, modifications, peer support, use of resources. (4.4)						
Uses strategies and resources that meet individual learning needs (IEP, IFSP, ITP, 504). (4.5, 4.6)						
Promotes a range of communication strategies and activity modes. (4.7)						
Uses digital tools to provide personalized and integrated technology-rich lessons. (4.8)						
Plans effectively both short-term and long-term, taking into consideration students' current level of achievement						
Comments (optional):						

Evaluation Form

TPE 5: Assessing Student Learning	Not observed	Poor	Below average	Average	Very good	Outstanding
Uses different types of assessments, formal and informal. Understands the purpose and use of different assessments in the instructional cycle, and analyzes data. (5.1, 5.2)						
Involves students in self-assessment and reflection. (5.3)						
Uses technology to support assessment and communication. (5.4)						
Uses assessment information in a timely manner. (5.5)						
Works with specialists to interpret assessment results for ELs and students with disabilities (IEP, IFSP, TEP, 504 plans). Uses information to plan instruction. (5.6, 5.7, 5.8)						
Comments (optional)						

TPE 6: Developing as a Professional Educator	Not observed	Poor	Below average	Average	Very good	Outstanding
Engages in self-reflection. Actively seeks and accepts feedback from others. Reflects on one's teaching to establish professional learning goals and make progress to improve. (6.1, 6.3)						
Recognizes personal biases. Exhibits positive dispositions of caring, support, acceptance, and fairness. (6.2)						
Communicates effectively with colleagues, and families to support student learning. (6.4)						
Demonstrates professionalism in all aspects of student learning and management. Models ethical conduct. (6.5)						
Enacts professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. (6.6)						
Comments (optional):						

TPE 7: Effective Literacy Instruction for All Students	Not observed	Poor	Below average	Average	Very good	Outstanding
Multiple Subject Candidates (only):						
Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration. (7.1)						
Plan and implement evidence-based literacy instruction (and integrated instruction) grounded in an understanding of Universal Design for Learning, Multi-Tiered System of Support, and the California Dyslexia Guidelines. (7.2)						
Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual programs. (7.3)						

Provide literacy instruction (and integrated instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social-emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials/tasks, and identified academic standards. (7.4)						
Foundational Skills. Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody, and rate, through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. (7.5)						
Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. (7.6)						
Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (7.7)						
Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. (7.8)						
Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship. (7.9)						
Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. (7.10)						

Evaluation Form

Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in						
connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. (7.11)						
All Single Subject Candidates (only):						
Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. (7.5)						
Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. (7.11)						
Single Subject English Candidates (only):						
Foundational Skills. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. (7.5)						
Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. (7.10)						
Comments (optional):						

Summary Comments

At mid-point, please summarize strengths and specific areas for growth.

At end of placement, in lieu of summary comments the Cooperating Teacher may choose to write and attach a letter of recommendation.

This evaluation has been reviewed by the Student Teacher: _____ Date: _____

This evaluation has been reviewed by the College Supervisor: _____ Date: _____

The Larger Educational Context and the Mission of Westmont College

The work of Westmont's Department of Education, including its Multiple and Single Subject Credential Programs, is grounded in the larger mission and identity of the college as a whole. Full-time Westmont faculty are firmly committed to that larger mission and seek to reflect the college's values and philosophy of education in all aspects of their work.

In the words of its mission statement:

Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

Five elements identified under the college's stated Philosophy of Education serve to explicate this broad calling. Extracts from the college's written explication of these five elements are printed below.

1. **Liberal Arts:** *As a liberal arts college, Westmont seeks to help its students become certain kinds of people, not mere repositories of information or mere possessors of professional skills.*
2. **Christian:** *For the pursuit of a liberal arts education, with its emphasis on producing certain kinds of people and inculcating certain basic human skills essential for living a satisfactory life, cannot take place in isolation from one's most basic commitments and beliefs. For the Christian, then, this means bringing one's biblical and theological heritage to this educational enterprise.*
3. **Undergraduate:** *Westmont is an undergraduate college and as such directs its attention, focuses its resources, and devises its pedagogical strategies to facilitate the development of students who are beginning their post-secondary education...Westmont must be an institution where knowledge is generated as well as transmitted. But producing such knowledge is to be largely...evaluated and appreciated in terms of the benefits that accrue, directly or indirectly, to those undergraduates who have come to Westmont to receive their education.*
4. **Residential:** *The educational programs of Westmont College are residential in character and reflect a commitment to facilitate and exploit the ways in which education occurs within community...The residential character of the college reflects the conviction that the goal of all meaningful learning, and of biblical education in particular, is to inform the way we live. The residential character of the college invites students to apply their studies to the daily task of creating a community in which individuals can grow and mature together.*
5. **Global:** *We are called in scripture to be stewards of the earth, to be faithful caretakers of the physical creation. We are also called to appreciate the rich diversity of human cultures – cultures shaped by people who bear the mark of God's image in creation. We are, then, to be a community informed and enriched by thoughtful and intentional study of and interaction with cultures other than our own.*

Significantly overlapping and further interpreting the college's mission statement and philosophy of education is a set of institutional learning outcomes that the college hopes to see incarnated in the lives of each of its graduates. They serve as tools in identifying what students will be able to demonstrate, produce or represent as a result of what and how they have learned at Westmont.

Westmont's Institutional Learning Outcomes and what Graduates of Westmont College will be able to do:

1. Christian Understanding, Practices, and Affections
 - *demonstrate literacy in biblical and orthodox Christian faith (Christian Understanding)* • *demonstrate faithfulness in Christian service (Christian Practices/Affections)*
2. Global Awareness and Diversity
 - *be able to analyze global patterns from at least two different perspectives (social, cultural, economical, political, religious, technological or educational (Global Awareness)* • *be able to analyze topics and human experiences using categories such as race, ethnicity, gender, social status and disability (Diversity)*
3. Critical Thinking
 - *accurately evaluate the strength of evidence in support of a claim*
4. Quantitative Literacy
 - *apply relevant scientific, mathematical and logical methods to analyze and solve problems effectively and be able to utilize the results appropriately when making decisions*
5. Written Communication
 - *write effectively in various contexts*
6. Oral Communication
 - *effectively communicate orally in various contexts*
7. Information Literacy
 - *be able to identify, evaluate, and integrate sources effectively and ethically in various contexts*

Non-discrimination Policy

Westmont College is an equal opportunity/affirmative action institution that does not unlawfully discriminate on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender, gender identity, gender expression, age, disability, genetic information, medical condition, religion, marital status, military status, or veteran status.

Mission and Guiding Assumptions of the Department of Education

The following mission statement has for many years guided the work of the Education Department at Westmont:

Westmont's Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher-candidates' liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.

The paragraphs that follow serve to unpack themes and emphases in the mission statement, and to relate these to the larger institutional context.

The Liberal Arts Context:

Academic and personal preparation befitting a complex profession

Central to the work of the department, consistent with the context introduced above and with major documents on the education of teachers, is the belief that effective professional practice grows out of a rigorous liberal and humanistic education (*A Nation Prepared*, 1986; Cronon, 1999; Darling-Hammond and Bransford, 2005; NCTAF, 2003). Although teacher preparation includes the development of specific professional knowledge, skills, and habits of mind, we recognize that such professional preparation rests on larger educational foundations. Especially given the complexity of our 21st-century world and the complexities and ambiguities inherent in the teaching profession itself, we do not wish to approach the task of preparing teachers in a narrowly technical manner.

Four specific ideals associated with the notion of a liberal education and which guide our efforts in the Multiple and Single Subject Credential Programs, in addition to our administration of the Liberal Studies major, are as follows.

1. We are committed to developing future teachers as whole persons, multi-dimensional human beings whose moral, aesthetic, and interpersonal sensitivities have been developed along with their intellectual skills and perspectives. In the Multiple Subjects program, in particular, this commitment is expressed in our challenge to candidates (insofar as it is within their power) to offer even elementary students a well-rounded "liberal arts," curriculum. At a time when education is so often reduced in practice to instruction in the basic skills of literacy and numeracy, we challenge candidates to strive to offer students experiences in the arts, science, history, and the moral dimensions of life.
2. A central preoccupation of the liberal arts tradition is developing critical/appreciative lenses on the world, including critical lenses on one's self and one's own assumptions. In the Westmont education program, similarly, we emphasize habits of critical reflection on current K-12 practice, on their own K-12 experience, on their education at Westmont itself, and their own emerging professional practice.
3. Related to the above, we emphasize in our professional preparation the traditional liberal arts value of seeing situations from multiple perspectives. We frequently remind candidates to see situations from the point of view of individual parents, fellow educators, administrators, and students from diverse backgrounds; as well as the habit of seeing situations from the perspective of other cultural groups. Our professional courses that deal with culturally-responsive pedagogy are building on a larger academic foundation of acknowledging and legitimating multiple cultures, and multiple ways of perceiving and interacting with the world.

4. In keeping with time-honored traditions of liberal learning and in light of our world's technology-driven culture/focus, we continually emphasize the skills of oral and written communication for our candidates. Oral communication in particular is stressed throughout the Westmont program, including frequent opportunities for peer teaching.

Other core beliefs pertinent to the preparation of teachers:

The following beliefs of the Westmont Education faculty serve to extend the mission statement the centrality of a liberal education, above.

- 1) Teaching is an extraordinarily complex and demanding profession, and necessitates a high level of personal commitment and engagement accordingly (Aguilar, 2016; Evans Palmer, 2016). As a program, we insist on a high level of commitment and focus from our candidates throughout their professional preparation. In recognition of the complexity of teaching, we emphasize the need for constant attentiveness, imagination, openness to new approaches, and a problem-solving disposition in a role for which often there are no universal prescriptions or black-and-white rules (Ayers, 2001; Broudy, 1980, in Howey & Zimpher, 1989; Clifford & Guthrie, 1988; Darling-Hammond & Bratz-Snowden, 2005; Hughes, 2014; Korthagen, 2014; Labaree, 2004).
- 2) Teaching is a collaborative and communal enterprise. Throughout the program, we emphasize that learning and teaching are done in community. This applies both to the process of teacher education, and to the teaching and learning that our candidates will facilitate in their own classrooms. Candidates are expected to learn from one another, to assist one another through peer critique and peer coaching, both giving and receiving constructive criticism in a gracious and professional manner. In emphasizing the role of peers in growing professionally, we strive to develop habits of collaboration that candidates will display throughout their working lives (Dweck, 2006; Palmer, 1998; NCTAF, 2003).
- 3) Teaching is a deeply personal and human enterprise. Although there is an emerging knowledge base about teaching and learning, ultimately it is not simply propositional knowledge or the implementation of discrete, disconnected skill-sets that lead to instructional effectiveness (Fallona & Caniff, 2013). The teacher as a whole person is a major factor in his or her impact for good and ill. The teacher's personal character and professional dispositions are thus critical elements to be considered in preparing for teaching (Hughes, 2014, 2015; Palmer, 1998; Wake & Bunn, 2016). Teaching is in part an act of effective, informed, and holistic human caring (Noddings, 2005). Narrative accounts of teaching that provide compelling personal models for candidates—including not only traditional published narratives (e.g., Ashton-Warner, 1963; Gruwell, 2007; Kidder, 1989) but also our own narratives and those of our graduates, are instrumental in helping to inform candidates as to the nature of teaching and to inspire them to bring their entire person and individual personality to the task of teaching (Schubert and Ayers, 1992; Costigan, & Crocco, 2004).
- 4) Teaching is inherently a moral enterprise (Sanger & Osguthorpe, 2013; Fenstermacher, 2015). As Hansen (in Richardson, 2001) expressed, *"moral matters do not have to be imported into the classroom as if teaching were itself devoid of moral significance...Rather the activity of teaching is itself saturated with moral significance...Teaching comprises infinitely varied acts that are bound up with familiar and desirable qualities of human relation: being patient with others, attentive to them, respectful of them, open-minded to their views, and so forth."* In keeping with larger institutional ideals, above, we challenge our candidates to recognize and confront issues of respect, justice, equity, and to be instruments of redemption for individuals and their families, schools, and larger societal systems.

- 5) Teaching is learned in large part by doing—along with appropriate reflection on the same (Dewey, 1916, 1938; Korthagen, Younghee, & Greene, 2013; Palmer, 2000, 2004; Schon, 1995; Schussler, Stooksberry, & Bercaw, 2012). Wherever possible in our program, we emphasize preparation for teaching by actual teaching. In addition to traditional field experience and applications, candidates are given relatively extensive opportunities in their own Westmont classes to practice their instructional skills through teaching professional knowledge and skills to one another. Candidates are continually challenged to reflect on their practice, to set professional goals, and to demonstrate continuous improvement (Francis, 1995).
- 6) In preparing candidates for effective teaching, we want to be mindful that content and pedagogical content knowledge are critical components in becoming a professional educator (Borrowman, 1956; Darling-Hammond & Bransford, 2005; Mullen, 2002; Labaree, 2004; Sedlak, in Soltis, 1987). We want our candidates and graduates to be familiar with state academic content standards pertinent to their field and appropriate commercial curriculum materials. At the same time, we encourage them constantly to exercise their critical thinking skills, to be active shapers of curriculum and not simply passive agents of what others have constructed (Bellinger, Bullen, & Ford, 2014).
- 7) Even as we introduce candidates to scholarly perspectives on teaching and the larger social ecology of educational systems, preparation for teaching must be aligned with the real world (Clifford & Guthrie, 1988; Shulman & Mesa-Bains, 1993). Throughout our program, we remind candidates of the realities of contemporary California and contemporary Santa Barbara. We emphasize the need for teachers to work within and in partnership with larger school cultures, including formal and covert structures of governance. Our faculty members stay connected with local schools, and frequently refer to the challenges of implementation in the particular context of our state and local schools (Wisniewski & Ducharme, 1989). Our program emphasizes practical strategies, procedures, and ideas for immediate application (Jones, Bailey, & Jacob, 2014; Tomlinson, 2015; Wong & Wong, 2004).
- 8) We believe strongly that effective classroom management is a major component in effective teaching, especially at the beginning of a teacher's career. We introduce approaches to classroom management early in candidate's professional preparation and build on this foundation throughout candidates' program (Charles, 2005; Darling Hammond & Bratz-Snowden, 2005; Smith & Fisher, 2015; Wong & Wong, 2004).
- 9) We want our candidates and graduates consistently to be characterized as valuing and responding positively to diversity and exceptionality. In a city and county where over half of the public school enrollment is Latino, and where a significant share of the school population are English Learners, we consistently insist on the need to make instruction routinely accessible and meaningful for students for whom English is not the first or primary language (California Department of Education, 2016; Cary, 2000). We remind candidates to be attentive to the multiple and subtle ways in which their lenses on the world may or may not conform to the lenses of their students, families, or fellow educators (Freese, 2005; Payne, 2005; Valdes, 1996).
- 10) As we help our candidates develop critical lenses on schools and teachers and a commitment to on-going reform, we also promote practitioner wisdom and emphasize the importance of a teachable spirit (Claxton, Cota, & Kallick, 2016; Jackson, 1990; Kagan, 1993, Tomlinson, 2015). While we believe our graduates are equipped to participate in bringing society's ideals to fruition in the nation's schools, we encourage our candidates and beginning teachers to initially appreciate and understand how veteran teachers might approach an issue, rather than encouraging an attitude of judging or superiority.

- 11) We seek to value an openness to diverse professional orientations and emphases as part of our candidates' preparation for a pluralistic society. We do not want there to be a single ideological litmus test that all professors have to conform to in order to teach in, or contribute to, the program.
- 12) In a world where there is an increasing demand for professional decisions to be based on clear data, we are committed to equipping candidates for the regular and responsible use of assessment to inform instruction.
- 13) We want to sustain as one of our continuing hallmarks our emphasis on the critical role of personal coaching and mentoring in candidates' overall preparation (Day, 2004). Thus again, our commitment that all supervision be carried out by full-time faculty, and a corresponding commitment to work one-on-one with candidates wherever needed to call out their personal and professional best.

The California Teaching Performance Expectations

Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CTC) developed the Teaching Performance Expectations (TPEs) to describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains. A fuller description can be found at www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf

TPE 1: Engaging and Supporting All Students in Learning	1.1 Apply knowledge of students to engage them. 1.2 Maintain ongoing communication with students and families. 1.3 Connect subject matter to real-life & provide active learning experiences. 1.4 Use a variety of instructional strategies to support access to curriculum. 1.5 Promote students' critical and creative thinking and analysis. 1.6 Provide a supportive learning environment for all English Learners. 1.7 Incorporate visual and performing arts when appropriate. 1.8 Monitor student learning and adjust instruction while teaching.
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community. 2.2 Promote productive student learning and encourage positive interaction. 2.3 Establish, maintain, and monitor inclusive learning environments. 2.4 Access resources to support students. 2.5 Maintain high expectations for all students with appropriate support. 2.6 Communicate classroom routines, procedures, and norms clearly.
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, standards, and frameworks. 3.2 Use knowledge about students to plan lesson with accommodations. 3.3 Plan, design, implement, and monitor instruction with current pedagogy. 3.4 Plan effective instruction (individually and through collaboration). 3.5 Incorporate academic language within learning activities. 3.6 Use and adapt resources to facilitate equitable access. 3.7 Model and develop digital literacy. 3.8 Demonstrate knowledge of educational technology standards.
TPE 4: Planning Instruction and Designing Learning Experience for All Students	4.1 Locate and apply information about students for planning purposes. 4.2 Apply knowledge of child development to instruction. 4.3 Design instruction that interconnects content areas. 4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources. 4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504). 4.6 Access resources for planning and instruction. 4.7 Promote a range of communication strategies and activity modes. 4.8 Use digital tools to provide personalized and integrated technology-rich lessons.
TPE 5: Assessing Student Learning	5.1 Use different types of assessments. 5.2 Collect and analyze assessment data from multiple measures. 5.3 Involve students in self-assessment and reflection. 5.4 Use technology to support assessment and communication. 5.5 Use assessment information in a timely manner. 5.6 Work with specialists to interpret assessment results for ELs and students with disabilities. 5.7 Interpret English learners' assessment data and use in planning instruction. 5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.
TPE 6: Developing as a Professional Educator	6.1 Reflect on one's teaching to improve student learning. 6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness. 6.3 Establish professional learning goals and make progress to improve. 6.4 Communicate effectively with colleagues, and families to support student learning. 6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct. 6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms. 6.7 Critically analyze how historical contexts in CA influence school governance & finance.

TPE 7: Effective Literacy Instruction for All Students

Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CTC) developed the *California Literacy Teaching Performance Expectations (TPEs)* to describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate for high-quality literacy instruction. The elements of TPE7 are outlined below and integrated throughout literacy coursework and supervised clinical practice during the Teaching Credential Program. A fuller description can be found at https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard_tpes.pdf?sfvrsn=eea226b1_12

7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
7.3 Incorporate asset-based pedagogies, ⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
7.5 Foundational Skills. <i>Multiple Subject Candidates:</i> Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. <i>Multiple Subject and Single Subject English Candidates:</i> Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. <i>Multiple Subject and Single Subject Candidates:</i> Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

California Teaching Performance Assessment

The California Teaching Performance Assessment (CalTPA) is a state-mandated assessment for Multiple and Single Subject Credential Program candidates. Since Fall 2018, the California Teacher Performance Assessment (CalTPA 2.0) has been administered through Pearson Testing Centers.

The revised CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the revised CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments.

To meet the requirements of the CalTPA, the Westmont Teaching Credential Program, school district, and administrators collaborate to provide placements in diverse classrooms align with CA standards and frameworks that also provide the following:

- *Fall/Cycle 1*: Classrooms with access to an English Learner, student with an IEP/504 plan or identified GATE, and student requiring academic and/or emotional support (also known as Focus Students).
- *Spring/Cycle 2*: Classrooms with opportunities to implement multiple assessments (including self-assessment) and integrate technology.

Cooperating teachers and site administrators will be informed of the CalTPA requirements by the program each semester and provided with a CalTPA Authorization Form and Parent Opt Out Forms for the video recording of lessons.

Though candidates receive guidance in Westmont coursework, they need to complete and upload documents to the Pearson Testing Center directly. There are two cycles, and each cycle costs \$150 for Pearson to assess. This cost is included in the ED-110/111 and ED-195/196 course fees. If a candidate does not pass a cycle, the program will provide additional support but the candidate is responsible for re-submitting the cycle and paying another \$150.

NOTE: Starting in the 2025-26 academic year, the CalTPA will also include a literacy performance assessment for Multiple Subject program candidates that will replace the RICA. As a result, Cycle 1 (fall semester) will focus on mathematics instruction and Cycle 2 (spring semester) will focus on literacy instruction with a literacy performance assessment embedded in Cycle 2.

State of California Commission on Teacher Credentialing
Key Documents

The State of California Commission on Teacher Credentialing is the organization that establishes rules, policies, and guidelines for credentialed teachers. Use this website to find key documents, resources, and answers to questions. www.ctc.ca.gov

Examinations for Teacher Certification

https://www.ctc.ca.gov/docs/default-source/leaflets/cl818.pdf?sfvrsn=eda83777_2

Fee Schedule Information

https://www.ctc.ca.gov/docs/default-source/leaflets/cl659.pdf?sfvrsn=48637d4b_2

Multiple Subject Teaching Credential: Requirements for Teachers Prepared in California

https://www.ctc.ca.gov/docs/default-source/leaflets/cl561.pdf?sfvrsn=97f255a7_2

Single Subject Teaching Credential: Requirements for Teachers Prepared in California

https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_0

Adding a Teaching or Content Area to Multiple and Single Subject Credential

https://www.ctc.ca.gov/docs/default-source/leaflets/cl621a.pdf?sfvrsn=23d8fe38_2

Frequently Asked Questions about a California Teaching Credential

<https://www.ctc.ca.gov/credentials/caw-faq>

California Education Code

<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC>

CTC Covid-19 Resources

<https://www.ctc.ca.gov/commission/covid-19-information-for-preparation-programs>

Teachers need to be familiar with the California Education Code, which can be accessed at <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>

Here are a few key excerpts:

44345. The commission may deny any application for the issuance of a credential or for the renewal of a credential made by any applicant who falls under any of the following categories: (a) Lacks the qualifications which are prescribed by law or regulations adopted by the commission pursuant thereto. (b) Is physically or mentally so disabled as to be rendered unfit to perform the duties authorized by the credential for which he or she applies. However, the mere fact that an applicant has sought or received psychiatric treatment shall not be considered as preliminary evidence of mental disability and shall not provoke special scrutiny of such applicant's qualifications for a credential. (c) Is addicted to the use of intoxicating beverages to excess. (d) Is addicted to the use of controlled substances. (e) Has committed any act involving moral turpitude. (f) Has had a certification document revoked. (g) Has intentionally practiced or attempted to practice any material deception or fraud in his or her application. (h) Fails or refuses to furnish reasonable evidence of identification or good moral character. (i) Has been convicted of any offense defined in subdivision 1 of Section 314 of the Penal Code prior to September 7, 1955. Any denial pursuant to subdivisions (a) to (e), inclusive, shall be based upon reasons related to the applicant's fitness to teach or fitness to perform other duties for which that applicant is certificated, or competence to perform the duties which the credential would authorize the applicant to perform.

44346. (a) The commission shall deny any application for the issuance of a credential or for the renewal of a credential made by any applicant who comes within any of the following classes: (1) Has been determined to be a sexual psychopath under the provisions of Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of Division 6 of the Welfare and Institutions Code or under similar provisions of law of any other state. (2) Has been convicted of any sex offense, as defined in Section 44010. (3) Has been convicted of a controlled substance offense, as defined in Section 44011. (4) Has been found to be insane through a criminal proceeding by a federal court or a court in this or any other state. (b) (1) Notwithstanding paragraphs (2) and (3) of subdivision (a), no person shall be denied a credential solely on the basis that he or she has been convicted of a crime specified in paragraphs (2) and (3) of subdivision (a) if the person has obtained a certificate of rehabilitation and pardon pursuant to Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code, and if his or her probation has been terminated and the information or accusation has been dismissed pursuant to Section 1203.4 of the Penal Code. (2) Notwithstanding any other law, the commission shall deny the application of any applicant who is required to register as a sex offender pursuant to either of the following: (A) Section 290 of the Penal Code. (B) A law of any other state or of the United States when the underlying offense, if committed or attempted in this state, would require registration as a sex offender under Section 290 of the Penal Code. (c) Notwithstanding paragraph (3) of subdivision (a) or subdivision (b), the commission may issue a credential to a person convicted of a controlled substance offense as defined in Section 44011 if the commission determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon pursuant to Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to Section 1203.4 of the Penal Code. (d) Notwithstanding paragraph (4) of subdivision (a), the commission may issue a credential to a person found to be insane through a criminal proceeding by a federal court or a court in this or any other state if the commission determines from the evidence presented that the person has been rehabilitated for at least five years.

44010. "Sex offense," as used in Sections 44020, 44237, 44346, 44425, 44436, 44836, and 45123, means any one or more of the offenses listed below: (a) Any offense defined in Section 220, 261, 261.5, 262, 264.1, 266, 266j, 267, 285, 286, 288, 288a, 288.5, 289, 311.1, 311.2, 311.3, 311.4, 311.10, 311.11, 313.1, 647b, 647.6, or former Section 647a, subdivision (a), (b), (c), or (d) of Section 243.4, or subdivision (a) or (d) of Section 647 of the Penal Code. (b) Any offense defined in former subdivision (5) of former Section 647 of the Penal Code repealed by Chapter 560 of the Statutes of 1961, or any offense defined in former subdivision (2) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961, if the offense defined in those sections was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961. (c) Any offense defined in Section 314 of the Penal Code committed on or after September 15, 1961. (d) Any offense defined in former subdivision (1) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961 committed on or after September 7, 1955, and prior to September 15, 1961. (e) Any offense involving lewd and lascivious conduct under Section 272 of the Penal Code committed on or after September 15, 1961. (f) Any offense involving lewd and lascivious conduct under former Section 702 of the Welfare and Institutions Code repealed by Chapter 1616 of the Statutes of 1961, if that offense was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961. (g) Any offense defined in Section 286 or 288a of the Penal Code prior to the effective date of the amendment of either section enacted at the 1975-76 Regular Session of the Legislature committed prior to the effective date of the amendment. (h) Any attempt to commit any of the offenses specified in this section. (i) Any offense committed or attempted in any other state or against the laws of the United States which, if committed or attempted in this state, would have been punishable as one or more of the offenses specified in this section. (j) Any conviction for an offense resulting in the requirement to register as a sex offender pursuant to Section 290 of the Penal Code. (k) Commitment as a mentally disordered sex offender under former Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of the Welfare and Institutions Code, as repealed by Chapter 928 of the Statutes of 1981.

44011. "Controlled substance offense" as used in Sections 44346, 44425, 44436, 44836, and 45123 means any one or more of the following offenses: (a) Any offense in Sections 11350 to 11355, inclusive, 11361, 11366, 11368, 11377 to 11382, inclusive, and 11550 of the Health and Safety Code. (b) Any offense committed or attempted in any other state or against the laws of the United States which, if committed or attempted in this state, would have been punished as one or more of the above-mentioned offenses. (c) Any offense committed under former Sections 11500 to 11503, inclusive, 11557, 11715, and 11721 of the Health and Safety Code. (d) Any attempt to commit any of the above-mentioned offenses.

Clearing a Preliminary Teaching Credential

Under the current legislation governing teacher credentialing in California, candidates normally clear their preliminary teaching credential by participating in a two-year Teacher Induction Program. By doing so candidates earn a Professional Clear credential.

Westmont works with the local Santa Barbara County Office of Education to ensure a smooth transition from Credential Program to a Teacher Induction Program. The local Induction Coordinator is invited to speak at a designated seminar for Multiple Subject and Single Subject candidates.

Candidates should view induction as a professional learning continuum; that is, as an extension of initial preparation and a bridge to professional development. In order to prepare for teacher induction, either locally or somewhere else in California, candidates should use evaluations from cooperating teacher and supervisor, their Individualized Development Plan (IDP), and their performance on the two cycles of the CalTPA in order to identify specific areas for professional growth. More details on this expectation will be shared in ED 195/ED 196: Student Teaching Seminar.