



Student Teaching Orientation

Fall 2021

Dr. Sumbera

A large blue shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

Agenda

AB 130 CBEST & CSET Options

Student Teaching Roles &
Support

Professional Behavior &
Expectations

Requirements

CBEST Options

Options available prior to AB 130:

- Pass the CBEST
- Pass the CSET: Multiple Subjects Plus Writing Skills Examination
- Pass the CSU Early Assessment Program or the CSU Placement Examinations
- Achieve Qualifying Score on the SAT or ACT
- College Board Advanced Placement (AP) Examinations
- Pass a Basic Skills Examination from Another State

Additional options resulting from AB 130:

- Meet the Basic Skills Requirement by Coursework (GE w/ B- or better)
- Meet the Basic Skills Requirement by Coursework and Exam (41pts.)

Meeting the Basic Skills Requirement by Coursework Resources

CSET Options

Options available prior to AB 130:

- Completion of a subject matter program approved by the commission (Art, English, Physical Education, Math, Soc. Sci., & Music)
- Pass the CSET Subset Exam

Additional options resulting from AB 130 (First of the year)

- If you hold a degree is in content area of credential seeking
 - Degree that meets specific domain requirements
 - Courses approved by the content Subject Matter Program (Math, English, Music, Art)

Meeting the Basic Skills Requirement by Coursework Resources

Who is my Advisor?

• Dr. Karen Escalante	Physical Education
• Dr. Jordan Fullam	Art & Music
• Dr. Mark Groen	Social Science
• Dr. Jacqueline Hughes	Math
• Dr. Nicole Klimow	English
• Dr. Jacqueline Romano	World Language
• Dr. Xin Yin	Science
• Dr. Mick Verdi	TPA

Student Teaching is About:

- Performing teaching tasks and providing evidence for initial teacher certification recommendation
 - Plan and deliver effective instruction
 - Appropriately interact with and engage students in meaningful learning
 - Demonstrating levels of professionalism associated with the teaching profession



Student Teaching will be F2F instruction. However, instruction may change.

University Supervisors' Role



Meet with Resident Teacher & Principal (Initial Meeting)

Verify Placement

Overview of the program

Support needed to increase knowledge, skills, success, & TPA

Explain forms they will need to fill out



Ensure placement timeframe

Determine the **end date** for the 16 weeks placement based on the **start date** and when each school is closed (To the end of the school year)

They will report the timeframe to the Program Coordinator



Conduct observations & evaluate candidate's teaching

6x during the term (6 observations, midterm & final evaluation)



Be Candidates' advocate with the Resident Teacher and the School

Who will be my University Supervisor?

- At the end of today's meeting, you will be meeting with your assigned University Supervisor
- You will get a chance to meet and talk with them before you begin student teaching

University Supervisor's name can be found in your Student Center – Instructor for ESEC 6020

Resident Teacher's Role

1. **Mentor** candidates in classroom management, instructional practices, and school environment
2. **Meet daily** with the candidate to discuss lesson plans, instructional strategies, and growth
3. Review all **lesson plans** the week before implementing
4. **Introduce candidate** to the school environment

***Candidates are not to do homework at the school site.**

Student Teachers should know and be able to:

1. **Professionally interact** within a school environment
2. Possess adequate & correct understanding of **content knowledge** to be taught
3. Appropriately structure **instruction in multiple ways** for a variety of learners
4. Assert teacher-authority and **effectively manage** student behavior
5. Multi-task & manage classroom time in a manner that **maximizes student learning**
6. Determine & implement the best **methods of assessment** appropriate for the intended learning & performance skills required of students
7. **Manage time** in & out of the classroom to stay on top of all student teaching-related duties and assignments
8. **Dedicate** all-consuming effort & time for successful completion of student teaching

Student Teacher Role

During supervision, credential candidates should:

- **Write an introduction letter** to RT and Principal
- **Dress & Act professionally** (No longer a student – it's a job interview)
 - Your actions reflect on the University and the SS Program
- **Be Pro-active** (Take initiative & Pride)
 - Know the Policies, Standards, and Curriculum
- **Communicate - Resident Teacher & University Supervisor**
 - Get clarification. Don't be afraid to ask questions!
 - Develop a plan to receive mentoring
- **Seize opportunities for learning** – Take advantage of this opportunity
- **Ask for a letter of recommendation** from the principal and RT

Student Teacher Role

Follow a Code of Ethics

- Provide non-discriminatory and professional educational services
- Protect the health and safety of all students
- Use reasonable disciplinary action in consultation with your resident teacher and school policy
- Do not falsify or misrepresent records or facts about your qualifications
- Do not knowingly make false or malicious statements about students or colleagues (including discussions on social networks)

Start Date

- You should **contact your resident teacher immediately** after you receive your notice of placement
- You will report to the school site by **Monday, August 23rd**
- Get a jump start on TPA permission slips
- Review & Discuss the Emergency Plan
- Review & Discuss Mandated reporting protocols
- Review & Discuss class rules and discipline policies
- Review & Discuss course content and resources

Gradual Release of Instruction

Student Teaching Phase #1 (6 Weeks)

- ☐ Teach 2 Classes after gradual release of instruction
- ☐ 1 Prep Period
- ☐ 1 Observation Period
- ☐ Other duties as assign by Resident Teacher

Student Teaching Phase #2 (7-9 Weeks)

- ☐ Solo Teaching (4 course for 4 weeks or 3 courses for 6 weeks)
- ☐ 1 Prep Period
- ☐ 1 Observation Period
- ☐ Other duties as assign by Resident Teacher

Attendance Requirements

You may only be absent **4.5 days** during student teaching.

Miss > **4.5 Days** = you will be **asked to leave** student teaching & TPA course

- You will need to repeat at the next available term
- If you are going to be **absent** from student teaching, please contact your **school site, resident teacher** and **university supervisor** as soon as possible

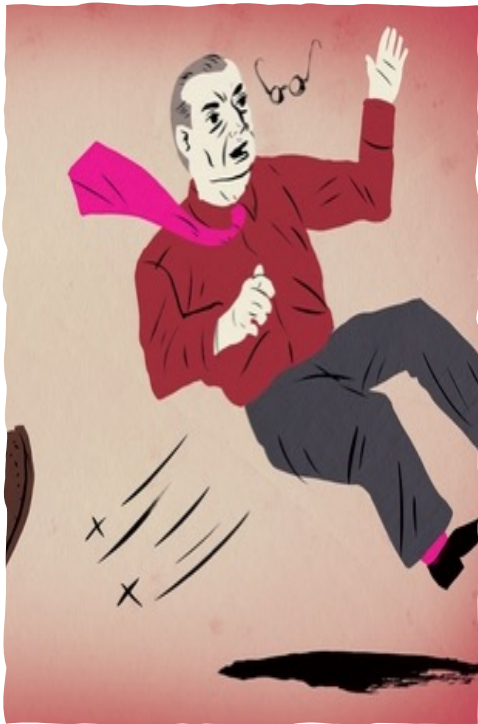
Substitute Teaching

- If you are a substitute for your district, you can substitute for your resident teacher
- **Can only Substitute for your Resident Teacher for 5 days during the term**
- If you are asked to Substitute for more than two days in a row, you must talk with your university supervisor
- If you are asked to Substitute for more than five days total, you must get permission from the Program Coordinator, Dr. Sumbera bsumbera@csusb.edu
 - If you go over 5 days, CTC may **NOT** accept your student teaching

What are you excited about?

What might be a concerned?

Student Teacher Placement



- **Courtesy placement** - can be asked to leave without cause
- **Guest** - are teaching upon the invitation of the school district and the principal
- **No politics or gossip** – keep opinions to self – report concerns/issues to University Supervisor
- **Stay positive!** Reflect with a growth mindset!
- **Note:** If you are asked to leave your placement, you will be **removed** from both **Student Teaching and the TPA course**. You will need to petition the program to place you at a new school site during **the next semester**.

Professionalism

The Five Be's:

- Be On-time
- Be Courteous
- Be Dependable
- Be Responsible
- Be Prepared

What Not to Wear:

- Hats
- Jeans
- Short Skirts or Midriff Tops
- Tee-shirt (Always wear a collar)
- Low Necklines
- Flip-flops

Act Like a Professional

- 16-week **Job Interview** - act as a professional during student teaching
- On the first day, obtain the phone number & email for the following:
 - Your University Supervisor
 - Your Resident Teacher
 - Your School Site (Principal secretary name and extension)

Learn the student names!!

Know at least one thing about each of them.

Social Media

- **Clean** your Social Media accounts – keep **professional**
- **DO NOT ENGAGE YOUR STUDENTS ON SOCIAL MEDIA!**
- All contacts with students need to be professional and not social

Remember: How many High School Friends do you need?



Chain of Command

If a **problem/issue** occurs, follow the chain of command:

1. **University Supervisor**
2. **Advisor**
3. **Program Coordinator**
4. **Department Chair**

ESEC 6020 Expectations

Syllabus will be provided by your
University Supervisor

STUDENT TEACHING DETAILS

Student Teaching Phase #1 (6 Weeks)

- Teach 2 Classes
- 1 Prep Period – time to talk with RT
- 1 Observation Period (If possible)
- Other duties as assign by Resident Teacher
- **TPA Cycle #1**



Student Teaching Phase #2 (7-9 Weeks)

- Solo Teaching: 4 Classes for 4 wks or 3 classes for 6 wks
- 1 Prep Period – a time to talk with RT
- 1 Observation Period (If possible)
- Other duties as assign by Resident Teacher
- **TPA Cycle #2**

NOTE: Your student teaching will end if you are doing homework at your placement site

Student Teaching Requirements

Daily Responsibilities



Mon. – Friday:

Due to COVID-19 Pandemic, times may vary, and you may be assigned alternative instructional activities



Daily Duties:

Teach at least two 50-minute periods in your content area

Candidates assume the responsibilities of the teacher based on the **school calendar**



Portfolio:

All Student Teachers are required to maintain **daily** lesson plans and daily reflections.

The university supervisor will collect and check your portfolio as part of your student teaching final package



Lesson Plans:

Will be reviewed weekly by your US and approved by your RT the week before implementation

Student Teaching Weekly Log

https://www.csusb.edu/sites/default/files/F21_StudentTeachingLog.docx

Resource Page > Student Teaching Resources

- Turn in weekly to University Supervisor
- Used for weekly coaching sessions

CalTPA (30 hours)

- Review the CalTPA deadline document and follow the deadlines
- Download and complete templates for both TPA Cycles
- The final TPA packages will be submitted by each candidate **AFTER verification** by your TPA Instructor.
- If you **don't pass**, you might be able to **resubmit**. If not, you will complete a new submission in your **Induction Program after you are hired**.

Alternative Instructional Activities

<https://www.csusb.edu/single-subject-teaching-credential> >Resources Tab

Examples

- Unit and Lesson Plans (additional plans)
- Instructional Resources
- 3-5 minutes of Instructional Videos
- Attend a Webinars or watch an Instructional video – 1page reflection

Lesson Plan Requirements

1. Standards
 - Primary Content Standard - Common Core & Content Standards
 - Supporting Content, Literacy, & Technology Standard(s)
 - ELD Standards
2. Adaptations and Accommodations –EL and students with Special Needs
3. Lesson Concept/Focus – essential question(s) or focus.
4. Lesson Objective(s) – What students will know and be able to do - based on the cognitive level of the Standard(s).
5. Assessments - formative & summative assessments
6. Resources, Materials, & Safety Procedures – include all resources and materials in your portfolio.

And the three Stages of a lesson:

7. Opening - Introduction for the lesson (Anticipatory Set) that considers students assets and learning needs
8. Body - Teacher and student differentiated activities/instructional steps that include:
 - *Input* – academic language development and linkage or new content to prior knowledge
 - *Modeling* (I do)
 - *Guided Practice* (We do)
 - *Independent Practice* (You do)
9. Closure – review lesson progress toward meeting the learning objective(s), and forecast next steps/lesson

Final Packet

- **Form A:** Student Teaching Information Sheet
- **Form B:** Fieldwork Plan (Initial Planning Meeting)
- **Form C:** Candidate's Portfolio, Reflection, & IDP Verification
- **Form D:** Verification of Student Teaching Hours
- Resident Teacher Fieldwork Evaluation
- University Supervisor Fieldwork Evaluations (mid-term & final)

Program Coordinator will provide a link to upload your portfolio

*Candidates do not need to turn in their portfolio as part of the final packet. It will be used to provide evidence of growth on the TPEs.

Remember

Pre-Credential
Evaluation
(Spring 2021)



Credential
Application
(December 2021)

<https://www.csusb.edu/teacher-education/credential-processing>

