INTERN TEACHING HANDBOOK

ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS
“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.”

Lee Iacoca
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UNIVERSITY OF LA VERNE

MISSION STATEMENT

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates, the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. A Values Orientation
The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and social values in the light of this affirmation.

2. Community and Diversity
The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. Lifelong Learning
The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

4. Community Service
The University believes that service is a primary goal of the educated person. The University, therefore, encourages its students to experience the responsibilities and rewards of serving the human and ecological community.
UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

VISION STATEMENT

We create caring, diverse learning opportunities that foster intellectual, ethical, and social responsibility in order to imagine, explore, and design the future.

MISSION STATEMENT

The mission of the College of Education and Organizational Leadership at the University of La Verne is to prepare present and future educational professionals who will be capable of improving educational opportunities and outcomes for students at all levels in California, the Nation, and the World. The Faculty in the various academic programs in the College strive to achieve a balanced blend of theory and practice that will serve to equip students with the knowledge, skills, and values orientation they need in order to become leaders in their respective fields as effective facilitators of human and organizational development. Program emphases are on the development of growth through self-awareness, appreciation for diversity, lifelong learning and service to humanity. The College seeks to produce graduates who are technically knowledgeable and highly competent, committed to ethical standards, capable of conducting critical inquiry and skillful in building interpersonal and group relationships leading to personal growth and organizational effectiveness.

CONCEPTUAL FRAMEWORK

Core Principles

The College of Education and Organizational Leadership is committed to the preparation of self-renewing, caring, and innovative leaders dedicated to excellence in serving diverse communities. We have identified the following four core principles that come together to define us. Our commitment to these principles makes us unique and gives us purpose. They are:

Diversity

Today in our shrinking world, as the United States and other nations are pulled together by communications and economics, diversity becomes more visible and harder to hide. Though diversity has always existed, our social institutions need to address it today more directly than they have in the past. Empowerment as a collaborative process creating compassion by presenting the disparities in educational systems to prospective educators providing contact situations that promote equal status to all groups and creating empathy
in multicultural education programs to reduce prejudice are examples of ways the training of educators is impacted.

Caring
Caring is an essential part of good teaching and leadership and the development of an ethic of care is an integral part of Education and Organizational Leadership at the University of La Verne. Much like the constructivist model described by DeVries and Zan (1994), ULV’s principle of caring embraces the core values of social competence, empathy, compassion, trust, genuineness and empowerment of all. We move beyond defining caring as an affective concept, believing as Goldstein (1998) does that it is also an “intellectual act that has deeply ethical, philosophical and experimental roots” (p.245) and “is a deliberate moral and intellectual stance rather than a feeling” (p.259).

Leadership
Leadership is the ability to facilitate the creation of a common vision, to see beyond the present and envision opportunities for the future. A strong leader serves as a “lightning rod for ideas and activities, and articulates the reasons for change throughout the lifespan” of the organization (Harvey, 2001, p.115). Leaders demonstrate charismatic behavior, and inspire and stimulate followers to raise their own expectations and develop procedures to solve problems. Leaders act as coaches and teachers, and show genuine concern for individuals.

Excellence
Those who achieve excellence are dedicated to growing, stretching, and continuously improving. They recognize that the road backwards is paved by answers, but the road forward is paved by questions. Conscious personal development separates those who are good from those who achieve their very best. At its core, the pursuit of excellence is a focus on self-discovery and a dedication to being better tomorrow than you were yesterday. Those who have achieved excellence have developed humility and a powerful commitment to purpose.
Preparing
Self-Renewing, Caring and
Innovative Leaders Dedicated to
Excellence in Serving Diverse Communities.

Leadership
Diversity
Caring
Excellence

Self-Awareness
Knowledge
Skills
Dispositions

Technology
UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

COURSE SYLLABUS
ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

INSTRUCTOR: Dr. Robert Wakeling

OFFICE HOURS: Daily after 3:00PM
No appointment necessary

OFFICE PHONE: 909-593-3511 X4622

HOME PHONE: 626-449-9538

CELL PHONE: 626-533-5069

E-MAIL: rwakeling@laverne.edu

COURSE TITLE: ED 467: Intern Teaching: Multiple and Single Subjects

COURSE UNITS: 1 Unit

COURSE PREREQUISITES
1. Verify passing score in CBEST
2. Verify passing score in CSET
3. Verify U.S. Constitution
4. Verify speech requirement
5. Certificate of Clearance
6. TB Clearance
7. Completed ED 460: ED 470: Completion of 160 pre-service hours
8. Verify acceptance of an intern position in an approved public school within the credential area
9. Apply for an intern credential through the credential analyst
10. Meet the College of Education and Organizational Leadership Dispositions

COURSE GOALS: Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under this weekly supervision until he/she has successfully passed ED 478: Advanced Supervised Teaching to complete the credential program.
COURSE OBJECTIVES: Each intern teacher will:

1. Put into practice the various theories and strategies of educational research and design as represented and taught by the various theorists studied in the prerequisite and concurrent courses required for ED 467: Intern Teaching: Multiple and Single Subjects.
2. Develop a formal standard for the daily operation, routines, and requirements of the classroom and the students. This will be a Formal Classroom Management Plan.
3. Plan and develop a year’s overview of the curriculum.
4. Plan and develop monthly units of work for all curricular areas.
5. Plan and develop weekly outlines for all curricular areas.
6. Plan and teach all required lessons each day with emphasis on ELL students.
7. Prepare complete lesson plans, according to the University’s approved format: Into: Through: Beyond format and identify Modeling Direct Instruction: Guided Practice: Checking for Understanding: Independent Practice.
8. Demonstrate effective use of the ELD standards and strategies and content standards.
9. Complete a reflective evaluation of one lesson each week: Intern Reflection and Analysis.
10. Be completely prepared for each University supervisor’s and school-site supervisor’s weekly or monthly observation.
11. Complete Initial Support and Induction Plan.
12. Meet weekly for a minimum of two hours with the school-site supervisor.
14. Develop an individual Portfolio under the direction of the University supervisor.
15. Attend the Intern Orientation Seminar.
16. Attend the University Classroom Management I seminar.
17. Attend CalTPA #3 seminar (ED 468 only).
18. Attend CalTPA #4 seminar (ED 478 only).

COURSE REQUIREMENTS
The following requirements are to become a permanent part of the Portfolio:

CLASSROOM MANAGEMENT SEMINAR
1. Attend the Classroom Management I Seminar at the beginning of the first intern semester.

CLASSROOM MANAGEMENT PLAN
1. Develop a Classroom Management Plan that will cover all aspects of how the classroom will be managed.
YEAR’S OVERVIEW
1. Complete a year’s overview of the curriculum in monthly format outlining the subject areas and titles to be taught

MONTHLY OUTLINE
1. Outline each month in weekly format outlining each week’s curricular areas to be covered

WEEKLY OUTLINE
1. Outline each week in daily format as to what will be taught. This outline should include all subject areas and should state what you will be teaching

INITIAL SUPPORT AND INDUCTION PLAN
1. Complete, with the University supervisor and school-site support provider an Initial Support Induction Plan

DAILY LESSON PLANS
1. Complete daily lesson plans must be prepared for each lesson taught using the University’s format with emphasis on ELL students
2. Complete lesson plans must be prepared using the University’s format for observation either by the University supervisor or the school-site supervisor.
4. These lesson plans are to become part of the intern’s Portfolio.
5. Complete a reflective evaluation of one lesson each week: Intern Reflection and Analysis
6. Complete lesson plans for the week must be available for each University supervisor and school-site supervisor’s observation.
7. Lesson plans must follow the University’s format.

WEEKLY MEETINGS WITH SCHOOL-SITE SUPPORT PROVIDER
1. Each intern will schedule a minimum of two hours a week to meet with his/her school-site support provider.
2. Minimum requirements for these meetings are 15 minutes a day for four days a week and one hour for one day a week.
3. These meetings and conferences will be documented weekly by the intern teacher and monitored by the University supervisor: Intern Teacher Support Contact Log.

LESSON OBSERVATIONS
1. Each intern teacher will be observed weekly by the University supervisor
and at least four times during the fifteen-week experience by the school-site support provider.

2. Each observation will last for the entire period or scheduled lesson.

3. University supervisors will schedule all observations to meet the requirements of the school and the class.

4. Intern teachers will provide the University supervisor with a current teaching schedule of all classes.

ATTENDANCE
1. All interns are to be in attendance at their assigned schools and classrooms for the full length of the professional day.

2. All interns are to attend faculty meetings, department meetings, planning meetings, parent meetings, and any other meetings held at the school site that are required by the intern’s teaching position.

SEMINARS
1. Intern Orientation Meeting Seminar
2. University Classroom Management I Seminar must be attended at the beginning of the first intern semester.

3. CalTPA #3 Assessing Learning seminar must be attended (ED 468 only)
4. CalTPA #4 Culminating Teaching Experience seminar must be attended (ED 478 only)

ASSESSMENT
1. All students will be assessed based on their successful following and completion of the Intern Teaching requirements and their successful demonstration of the required ELD teaching standards and strategies, and content standards.

2. This assessment will be an ongoing process based on the weekly observations performed and written by the University supervisor and the formal observations performed by the school-site supervisor.

3. Each observation will be for a full academic period or for a complete lesson.

4. Completion of the Portfolio, lesson reflections, year, semester, month, week, daily planning, Classroom Management Plan, and weekly meetings with school-site supervisor are requirements for a Credit grade.

5. The final grade will be the decision of the University supervisor, based on a collaborative evaluation of the University supervisor and the school-site supervisor, and a self-evaluation by the intern.

6. Final grade will be a Credit/No Credit grade based on a numerical score of a passing score of 63 out of a total 84 points. All Dispositions must be passed.
7. Completion of ED 467 does not guarantee acceptance in ED 468: Introductory Supervised Teaching or ED 478: Advanced Supervised Teaching.
8. All interns must pass the College of Education and Organizational Leadership Dispositions.

INTERN TEACHING WITH ED 468 AND ED 478

ED 468
Intern teachers who are cleared to complete ED 468: Introductory Supervised Teaching, will be required to register for both ED 468 and ED 467 Intern Teaching, depending on the semester. Interns will complete five weeks of ED 468 and ten weeks of ED 467 and will receive two grades: one for ED 468 and one for ED 467.

CalTPA #3 Assessing Learning must be completed by the end of week 10 of the semester.

CalTPA #3 Assessing Learning must be electronically submitted by the end of Monday of week 11.

ED 478
Intern teachers who are cleared to complete ED 478: Advanced Supervised Teaching, will not be required to register for ED 467: Intern Teaching. Intern teachers who are completing ED 478 will register only for ED 478 and will complete both their intern teaching and their credential requirements at the end of ED 478. If ED 478 is offered during the last ten weeks of the semester, intern teachers will be supervised during the first five weeks as interns without having to register for ED 467.

CalTPA #4 will be completed by the end of week 4 of ED 478.

CalTPA #4 must be electronically submitted by the end of Monday of week 5 of ED 478.

GRADING POLICY
Intern Teaching is graded on a Credit, No Credit policy.

Credit: Exceptional

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.
Competent

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

Attendance at Intern Orientation Meeting Seminar
Attendance at University Classroom Management I seminar
Attendance at CalTPA #3: Assessing Learning seminar (ED 468 only)
Completion of the Portfolio and Daily Reflective Journal

Pass all College of Education and Organizational Leadership Dispositions

No Credit: Emerging

The candidate’s planning and teaching abilities were minimal, limited, cursory, inconsistent and ambiguous. The planning and teaching were weakly connected to the content standard and the objective and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The assessment weakly supported the objective.

or

Not Present

The candidate’s planning and teaching abilities were inappropriate, irrelevant, inaccurate, or so minimal that they were invaluable. The planning and teaching were extremely weakly connected to the content standard or missing and the objective and the content standard was minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The assessment was weak and minimal or inappropriate or missing or barely supported the objective.

Did not satisfactorily complete the Portfolio or intern requirements
Did not attend the required seminars
Did not pass all of the College of Education and Organizational Leadership Dispositions
A No Credit grade will result in repeating ED 467: Intern Teaching: Multiple and Single Subjects and will not allow the intern to enroll in either ED 468: Introductory Supervised Teaching or ED 478: Advanced Supervised Teaching.

Failing any of the College of Education and Organizational Leadership Dispositions will result in a no grade for ED 467 and will require a meeting with the SST Committee and may result in failing ED 467 or removal from the intern program and the teacher education program.

**CSTP: TPE: DISPOSITIONS**

Supervised teaching candidates completing ED 467: Intern Teaching: Multiple and Single Subjects must demonstrate proficiency in the following CSTP and TPE standards and expectations as well as the following dispositions in order to receive a passing grade.

The demonstrated level of achievement for each standard, expectation, and disposition is determined through the use of a four-scale rubric, as evaluated by the University supervisor and the school-site supervisor, through observation of the supervised teacher candidate as he/she relates to students.

Rubric Scale:
1. Not Present
2. Emerging
3. Competent
4. Exceptional

ED 467: Intern Teaching: Multiple and Single Subjects candidates must pass the CSTP Standards and the TPE Expectations with a minimum score of 63/84.

The University’s Dispositions will be scored as a Pass or Fail. Any Disposition receiving a Fail grade will require an assessment meeting with the Teacher Education Department before a credential will be granted.

**EVALUATION RUBRIC SUMMARY**

Students completing ED 467: Intern Teaching: Multiple and Single Subjects will be scored using the following rubric score.

Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.
SCORE LEVEL 1: NOT PRESENT

The candidate’s planning and teaching abilities were **inappropriate, irrelevant, or missing**. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. **The lesson was unconnected across the response.**

SCORE LEVEL 2: EMERGING

The candidate’s planning and teaching abilities were **minimal, limited, cursory, inconsistent and/or ambiguous**. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. **The lesson was weakly connected across response and may be inconsistent.**

SCORE LEVEL 3: COMPETENT

The candidate’s planning and teaching abilities were **appropriate, relevant, or accurate**. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. **The lesson was connected across the response.**

SCORE LEVEL 4: EXCEPTIONAL

The candidate’s planning and teaching abilities were **appropriate, relevant, accurate, and clear or detailed**. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. **The lesson was purposefully connected and reinforced across the response.**

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
TEACHING PERFORMANCE EXPECTATIONS

**CSTP 1:** Engaging and Supporting All Students in Learning  
**TPE 4:** Making Content Accessible  
**TPE 5:** Student Engagement
TPE 6: Developmentally Appropriate Practices
TPE 7: Teaching English Learners

CSTP 2: Creating and Maintaining Effective Environments for Student Learning
TPE 10: Instructional Time
TPE 11: Social Environment

CSTP 3: Understanding and Organizing Subject Matter for Student Learners
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 8: Learning About Students
TPE 9: Instructional Planning

CSTP 5: Assessing Student Learning
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

CSTP 6: Developing as a Professional Educator
TPE 12: Taking Responsibility for Student Academic Learning
TPE 13: Using Reflection and Feedback to Formulate Goals to Increase Teaching Effectiveness

TEACHER EDUCATION CANDIDATE DISPOSITIONS

DISPOSITIONS OF CHARACTER
Responsibility Ethical Behavior Professionalism
Initiative Integrity Self-control
Dependability Honesty Flexibility
Confidentiality Self-acceptance
Fairness Self-reflection

DISPOSITIONS OF INTELLECT
Commitment to Professional Development Intellectual Commitment
Commitment to students Spirit of inquiry
Commitment to the profession Applies theory to practice
Responsive to feedback Commitment to lifelong learning
Commitment to remaining current in the field Objectivity

DISPOSITIONS OF CARING
Empathy Advocacy
Concern for others For students, parents,
Acceptance of others: faculty, staff, and the profession
Belief that all children can learn:

**Respectfulness**
- Civility
- Sensitivity
- Social awareness

**Socio-Cultural Competence**
- Comfort and ease in all social and cultural situations

**REQUIRED TEXTS AND MATERIALS**
- Intern Teacher Handbook

**REQUIRED MEETINGS**
- Intern Orientation Seminar
- Classroom Management Seminar
- School-site supervisor meetings and conferences

**ACADEMIC HONESTY**
University policy is as follows:
All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a “quotation” format.
Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
A faculty member who has proof that academic honesty has been violated will take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, additional and/or revised work from the student may be required. Faculty members shall bring all violations of academic honesty to the attention of the appropriate Dean, who may in turn place on probation, suspend, or expel the student.

**MISSION STATEMENT OF THE UNIVERSITY** (paraphrased)
- **Values Orientation:** a philosophy of life that actively supports the health of the planet and its people.
- **Community and Diversity:** understand and appreciate the diversity of cultures that exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment.
- **Lifelong Learning:** learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth.
- **Community Service:** service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community.
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Diversity

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in multicultural education programs to reduce prejudice are examples of ways the training of educators is impacted.

**Caring**  
Caring is an essential part of good teaching and leadership and the development of an ethic of care is an integral part of Education and Organizational Leadership at the University of La Verne. Much like the constructivist model described by DeVries and Zan (1994), ULV’s principle of caring embraces the core values of social competence, empathy, compassion, trust, genuineness and empowerment of all. We move beyond defining caring as an affective concept, believing as Goldstein (1998) does that it is also an “intellectual act that has deeply ethical, philosophical and experimental roots” (p.245) and “is a deliberate moral and intellectual stance rather than a feeling” (p.259).

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Those who achieve excellence are dedicated to growing, stretching, and continuously improving. They recognize that the road backwards is paved by answers, but the road forward is paved by questions. Conscious personal development separates those who are good from those who achieve their very best. At its core, the pursuit of excellence is a focus on self-discovery and a dedication to being better tomorrow than you were yesterday. Those who have achieved excellence have developed humility and a powerful commitment to purpose.
STUDENTS WITH DISABILITIES
University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 441) or through www.ulv.edu/dss/. Students may speak privately to the instructor for assistance in contacting the Director of Student Disabilities Services.

INTERN TEACHING SUCCESS
- Plan careful and thoughtful lessons for every lesson taught
- Develop thorough lesson plans for every lesson taught
- Complete a reflective evaluation of the one lesson each week
- Plan for the student diversity in your class
- Plan with your University supervisor and school-site support provider
- Meet with your school-site support provider for a minimum of two hours a week
- Attend all seminars
- Portfolio
- Complete all course requirements
- Dispositions
INTRODUCTION

“I have come to a frightening conclusion. I am the decisive element in the classroom. As a teacher, I possess tremendous power to make a child’s life miserable or joyous.”

Hiam Ginott: *Teacher and Child*

Intern teaching is a major responsibility and a wonderful opportunity. The purpose of this Handbook is to clearly outline the expectations for the Intern Program, and Education 467: Intern Teaching: Multiple and Single Subjects, the intern teaching requirement: Education 468: Introductory Supervised Teaching, the introductory supervised teaching experience, and Education 478: Advanced Supervised Teaching, the advanced supervised teaching experience, which is the final fieldwork experience for teacher credential candidates. Responsibilities of each individual and requirements in the different areas are straightforwardly defined so as to insure a positive experience for learners at all levels.

All intern teachers must register for ED 467: Intern Teaching: Multiple and Single Subjects as soon as they have been accepted into the intern program. Registration in ED 467: Intern Teaching: Multiple and Single Subjects must be completed for every semester the intern is in the intern program, with the exception of the semester ED 478: Advanced Supervised Teaching is completed.

Application for Supervised Teaching must be received in the office of the Coordinator of Field Experience: Director Intern Program no later than December 15 for January intersession, ED 468: Introductory supervised teaching only, January 15 for Spring Semester Supervised Teaching, August 15 for Fall Semester Supervised Teaching and May 15 for ED 468: Introductory Supervised Teaching and May 15 for ED 478: Advanced Supervised Teaching, Multiple Subject only, summer placement only. Applications received after the deadline date will not be guaranteed a supervised teaching placement.

The intern supervised teacher is expected to comply with the policies and procedures in this Handbook. Should questions arise, they should be first directed to the University of La Verne supervised teacher supervisor. If concerns arise which cannot be handled through the University of La Verne supervisor, please contact the following Directors:
Dr. Robert Wakeling, 909-593-3511 X4622
Coordinator of Fieldwork Experience
Director Intern Program

Dr. Carolyn Banks, 805-933-7066
Regional Director, Ventura

Dr. Lanney Mayer, 661-917-3759
Regional Director, Newhall

Ms. Ingrid Bartman-Carruth, 909-593-3511 X5425
Regional Director, Cerritos

Ms. June Schneider, 805-542-9690 X322
Regional Director, Central Coast

Mr. Michael Woessner, 661-328-1430
Regional Director, Bakersfield

Dr. Steven Lee, 760-843-0086
Regional Director, Victorville
UNIVERSITY OF LA VERNE

UNIVERSITY INTERN TEACHER PROGRAM

ENHANCED 2042 INTERN PROGRAM

The University of La Verne’s Enhanced Intern Teacher Program is designed to assist students who have met the State’s and the University’s minimum requirements to become an intern teacher and who have been offered employment by a cooperating school district.

PREREQUISITES

Pass Writing Competency
CBEST
Subject Matter Competency: CSET
Certificate of Clearance Application on file
Acceptance into Teacher Education Program
U.S. Constitution
Speech requirement

PREREQUISITE COURSE REQUIREMENTS AND DESCRIPTIONS

COMPLETED PRIOR TO STARTING THE INTERN PROGRAM

ED 460: Diversity, Interaction, and the Learning Process: 3 Units

Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession.
Requires 30 hours of fieldwork.

ED 470: Theories and Methods of Education for Linguistically Diverse Students: 4 Units

Provides candidates specific understandings and skills related to classroom teaching. With emphasis on ELD and SDAIE.
Requires 30 hours of fieldwork experience in linguistically diverse classrooms.

CalTPA #1: Completed at the end of ED 470

Classroom Management Part I Seminar
Prior to starting the Intern Program, all interns must complete a three-hour Classroom Management Part I seminar. This Classroom Management Part I seminar will also meet the requirements for ED 468: Introductory Supervised Teaching.

These courses and the Classroom Management Part I Seminar meet the 160 hours of pedagogy survival requirements and the reading and ELL requirements.

**COMPLETED IN THE FIRST SEMESTER OF THE INTERN PROGRAM**

ED 462: Literacy Methodology, Part I-Multiple Subject: 3 Units

Provides candidates with an overview of philosophy, methods, and materials for teaching beginning literacy skills. Identifies key issues in assessment and instruction within a “balanced literacy” program and offers opportunities for classroom observation and participation. Requires 30 hours of fieldwork.

or

ED 466: Literacy Methodology: Single Subject: 4 Units

Provides candidates with an intensive instruction in philosophy, methods, and materials for teaching content area literacy skills. Identifies key issues in assessment strategy and instruction and offers opportunities for classroom observation and participation. Requires 30 hours of fieldwork.

ED 472: Teaching Strategies: 4 Units

Emphasized diverse methods and planning for teaching. Methods are demonstrated by experienced teachers, and created, demonstrated, and evaluated by students. Various class management models are shared and analyzed.

Requires 30 hours of fieldwork.

CalTPA #2

ED 467: Intern Teaching: Multiple and Single Subjects: 1 Unit

**COMPLETED IN THE SECOND SEMESTER OF THE INTERN PROGRAM**

ED 468: Introductory Supervised Teaching: 3 Units
This five-week supervised teaching experience is completed during the first five weeks of the semester. Intern teachers are supervised weekly by a University supervisor and twice by their school-site supervisor.

CalTPA #3

ED 474:  Teaching in the Content Areas: Multiple Subject:  4 Units

Emphasizes content specific strategies for multiple subject candidates. Requires 15 hours of fieldwork: includes developing and teaching a 10 lesson integrated unit to a diverse group of students.

or

ED 476:  Teaching in the Content Area: Single Subject:  4 Units

Emphasizes content specific strategies for single subject candidates. Requires 30 hours of fieldwork: includes developing and teaching a 5 lesson unit for diverse ability groups.

ED 467: Intern Teaching: Multiple and Single Subjects:  1 Unit

COMPLETED PRIOR TO ED 478: ADVANCED SUPERVISED TEACHING

ED 464:  Literacy Methodology, Part II-Multiple Subject:  3 Units

This course is for multiple subject candidates only

Provides candidates with an in depth understanding of language and literacy processes and offers a variety of strategies to assess and foster abilities to become proficient speakers, listeners, readers, and writers.

ED 467: Intern Teaching: Multiple and Single Subjects:  1 Unit in each semester until ED 478 is taken

RICA: Multiple Subject Only
Health
Computers I

COMPLETED IN LAST THE SEMESTER OF THE INTERN PROGRAM
Classroom Management Part II Seminar

All intern teachers who are enrolled to take ED 478: Advanced supervised Teaching must complete the Classroom Management Part II seminar prior to starting ED 478.

SPED 457: Introduction to Special Individuals and Their Families: 3 Units

Emphasizes disability theories, remedial methodologies, curriculum development and instructional interventions, and current practices of Special Education. Informal and standardized assessment techniques are included. Requires observations to two different special education delivery classrooms.

ED 478: Advanced Supervised Teaching: 6 Units

TPA: Task #4
The final supervised teaching experience is completed during weeks three through twelve of the last semester. Intern teachers are supervised weekly by a University supervisor and at least twice by a school-site supervisor.

ED 467: Intern Teaching: Multiple and Single Subjects

**REQUIREMENTS FOR SUPERVISED INTERN TEACHING: ED 467: ED 468: ED 478**

Interns are required to enroll in ED 467: Intern Teaching: Multiple and Single Subjects, for each semester that they are interns, with the exception of the final semester when they complete ED 478: Advanced Supervised Teaching.

ED 467: First semester of the intern program
ED 467: Second semester of the intern program
ED 467: Third semester of the intern program
ED 467: Fourth semester of the intern program

Requirements for ED 467, to be completed every semester that an intern is in ED 467 and when the intern is admitted into ED 478:

Classroom Management Plan
Initial Support and Induction Plan
Year’s Overview
Monthly Outline
Weekly Outline
Daily Lesson Plans
Intern Reflection and Analysis
Portfolio
Intern Teacher Support Contact Log

Interns are required to complete the intern program within two years of admission.

**COMPLETED IN THE SECOND SEMESTER OF THE INTERN PROGRAM**

ED 467: Intern Teaching: Multiple and Single Subjects
ED 468: Introductory Supervised Teaching

ED 467: Intern Teaching: Multiple and Single Subjects

Supervised teaching in the Intern Program begins as soon as the intern teacher completes ED 460: Diversity, Interaction, and the Learning Process and ED 470: Theories and Methods of Education for Linguistically Diverse Students and is accepted into the Intern Program. Each new intern teacher is assigned a University supervisor who supervises the intern teacher weekly throughout the entire intern program. The intern teacher is also assigned a school-site support provider who mentors the intern teacher weekly and provides a minimum of four formal classroom observations of the intern teacher.

The University provides each intern with a one-semester unit scholarship during each semester of his/her internship to cover the tuition of the one-semester unit ED 467: Intern Teaching.

The intern teacher meets with his/her University supervisor in an intern cohort seminar two times during each semester.

ED 468: Introductory Supervised Teaching

Required to be taken by all intern teachers.
Five weeks supervised teaching in public schools, complemented by conferences and seminars with school-site supervisor and University supervisor.

ED 468: Introductory Supervised Teaching is taken concurrently with ED 467: Intern Teaching: Multiple and Single Subjects and is a required three-semester unit course.

ED 468: Introductory Supervised Teaching is offered during the middle five weeks of each semester.
Each intern teacher starts the semester in ED 467: Intern Teaching: Multiple and Single Subjects, with the University supervisor observing and supervising weekly and the school-site support provider observing at least twice during the first five weeks of the course.

ED 468: Introductory Supervised Teaching starts at the beginning of week six of the semester and the University supervisor continues observing and supervising weekly and the school-site supervisor observes twice during the five weeks of the course.

At the conclusion of this five-week supervision in week ten, the University supervisor continues to observe and supervise the intern teacher weekly in ED 467: Intern Teaching: Multiple and Single Subjects and meets with him/her in seminar. The school-site support provider continues to observe the intern teacher in ED 467: Intern Teaching: Multiple and Single Subjects a minimum of twice during the remainder of the semester.

The University establishes a partnership with each participating school who has hired an intern teacher through an initial conference involving the school-site administrator, the intern’s school-site support provider, the university supervisor, and the intern where a proactive partnership plan of action is developed around the intern’s and the school’s perceived needs for the intern.

This initial partnership is then followed by weekly observations in ED 467: Intern Teaching: Multiple and Single Subjects and ED 468: Introductory Supervised Teaching by the University supervisor who formally observes the intern and conferences with the intern and the intern’s school-site support provider as to aspects of the lesson that went well and offers suggestions for improvement and consideration.

The intern’s school-site support provider formally observes the intern at least twice during ED 468 and is available to the intern on a daily and weekly basis to review lesson plans and to offer suggestions to the intern to improve teaching strategies and to help with classroom management strategies. The school-site supervisor also continues to conference with the intern teacher in ED 467: Intern Teaching every week during the semester and give the intern teacher four formal observations.

In the first two weeks of the semester, an orientation meeting will be scheduled for all school-site administrators and school-site support providers in order for the University to review the requirements for intern teaching and to discuss how the entire program is supportive and dependent upon each component.

During the semester in ED 467 and ED 468, each intern returns to the University campus four times to meet as a cohort in seminar with the University supervisor assigned to the intern program to review experiences and receive feedback and suggestions from the intern cohort group. As well as general discussion on the interns’ teaching experiences, the seminar will cover both curricular and classroom management issues.
A follow-up meeting is held with the school-site administrator, the school-site support provider, the University supervisor, and the intern teacher at the end of the semester to ascertain the intern’s progress and to prepare for the last semester’s ED 478: Advanced Supervised Teaching assignment.

**COMPLETED IN THE LAST SEMESTER**

**ED 478: Advanced Supervised Teaching: 6 Units**

Required to be taken by all intern teachers.

Students enroll in ED 467: Intern Teaching in this semester.

At the start of the last semester, the student officially enrolls in ED 478: Advanced Supervised Teaching, a six-semester unit course. This supervised teaching experience begins during the third week of the semester and completes the University’s supervised teaching requirement. During the first two weeks of the semester, the University supervisor will meet with the intern teacher weekly for formal observations and supervision prior to the start of ED 478, but the intern teacher is not required to enroll in ED 467: Intern Teaching: Multiple and Single Subjects.

The school-site support provider will continue to conference with the intern teacher once a week and provide the intern teacher with four formal observations during ED 478: Advanced Supervised Teaching.

The University provides each intern with another one semester unit scholarship for this semester, which will be applied to ED 478: Advanced Supervised Teaching tuition.

The intern teacher remains with their original University supervisor and school-site support provider for continuity and is observed every week by the University supervisor and four times during the semester by the school-site support provider. The intern teacher continues to meet with the University supervisor twice in seminar.

The University supervisor will meet with the intern teacher, school-site support provider, and school-site administrator at the end of the semester for the final evaluation.

**UNIVERSITY OF LA VERNE INTERN TEACHING PROGRAMS**

The University of La Verne offers two intern programs that follow the above procedures.
The first is a program that requires that newly hired intern teachers start the Intern Program during the first semester after completing ED 460 and ED 470 prior to their starting their contracted intern assignment offered to them by a participating district. This program is dependent upon the student meeting all prerequisite requirements and being hired by a participating district. The student is responsible for procuring the intern assignment and accepting the intern position. The University does not offer to place students in intern positions but will assist both students and districts to meet their requirements.

The second program is where a newly hired intern teacher can be accepted into the Intern Program at any time prior to ED 478: Advanced Supervised Teaching, prior to the start of the last semester, if all pre-requisites have been met and they receive an offer of an intern position from a participating school district.

**DIVERSE–AGE STUDENT EXPERIENCE**

**MULTIPLE SUBJECT**

All Multiple Subject intern teachers must verify diverse-age student experience either prior to or during supervised teaching.

Diverse-age student experience is verified by completing a minimum of two full weeks in any two-grade levels K-2, 3-5, 6, or two period core subject areas in the middle school.

**SINGLE SUBJECT**

All Single Subject intern teachers must verify diverse-age student experience either prior to or during supervised teaching.

Diverse-age experience is verified by completing a minimum of two full weeks in any two-grade levels or any two academic levels with a combination of grade level students within the subject matter area.

**VERIFICATION OF DIVERSE-AGE STUDENT EXPERIENCE**

Diverse-age student experience can be verified in the following ways:

Completing the ED 470, ED 462 or ED 466, ED 464, ED 472 or ED 474, or ED 476 field experience in a diverse age classroom prior to supervised teaching

or

Completing a minimum of two weeks in a diverse-age classroom during supervised teaching.
Diverse-Age Student Experience will be verified at the Student Teacher Orientation at the beginning of ED 478.

**CalTPA: TEACHING PERFORMANCE ASSESSMENTS**

The CalTPA: Teaching Performance Assessments will be administered to all traditional students and intern teachers during ED 460 and ED 470 for Task #1, ED 472 for Task #2, and ED 468 for Task #3, and ED 478 for Task #4. The CalTPA: Teaching Performance Assessment is embedded in all coursework with the final assessment being performed during ED 478.

These CalTPA: Teaching Performance Assessments will be based on the Teaching Performance Expectations as demonstrated in the coursework and in the classroom teaching experiences of ED 468 and ED 478.

The CalTPA: Teaching Performance Assessments must be passed before a traditional student or intern teacher can be granted a Preliminary Level I Teaching Credential. Failure to pass the CalTPA: Teaching Performance Assessments will result in taking additional course work and/or supervised teaching.

**CalTPA #1: Subject Specific Pedagogy for Multiple and Single Subjects** is prepared for in ED 460 and ED 470 and attached to the grade for ED 470 and must be completed and submitted at the end of ED 470 before starting ED 468.

**CalTPA #2: Designing Instruction** is administered during ED 472. This task must be completed and submitted before a grade can be assigned for ED 472 and submitted before starting ED 468.

**CalTPA #3: Assessing Learning** is administered during the fifth week of ED 468 and the assessment course work is covered in either ED 474 for multiple subject students or ED 476 for single subject students. During the first three weeks of ED 468, all students will attend weekly seminars to assist them in completing TPA #3. This task must be completed and submitted before a grade can be assigned for ED 468.
CalTPA #4: Culminating Teaching Experience will be administered during the fourth week of ED 478. During the first three weeks of ED 478, all will attend weekly seminars to assist them in completing TPA #4. The actual task involves the teaching and videotaping of the prepared TPA #4 lesson with post lesson reflection and analysis. The task must be completed and returned to the University on Monday of week 5. Students must complete and submit Task #4 in order to receive a grade for ED 478 and the task must be passed before applying for the Preliminary Level I Credential.

TEACHING PERFORMANCE EXPECTATIONS

OVERVIEW

During the coursework, you will be instructed in the following Teaching Performance Expectations that will be evaluated during ED 478 at an advanced level:

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 1A: Multiple Subject
- Teaching Reading-Language Arts
- Teaching Mathematics
- Teaching Science
- Teaching History-Social Science

TPE 1B: Single Subject
- Teaching English-Language Arts
- Teaching Mathematics
- Teaching Science
- Teaching History-Social Science
- Teaching other specific subject areas
  - PE-Health
  - Art-Performing Arts

TPE 2: Monitoring Student learning During Instruction

TPE 3: Interpretation of Assessment

TPE 4: Making Content Accessible
TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Practices in Grades K-3

TPE 6B: Developmentally Appropriate practices in Grades 4-8

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

TPE 7: Teaching English Learners

TPE 8: learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth
Teaching Performance Expectations

Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CCTC) developed the Teaching Performance Expectations (TPEs) to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains:

A. Making Subject Matter Comprehensible to Students
B. Assessing Student Learning
C. Engaging and Supporting Students in Learning
D. Planning Instruction and Designing Learning Experiences for Students
E. Creating and Maintaining Effective Environments for Student Learning
F. Developing as a Professional Educator

The complete text of the TPEs can be found below.

Teaching Performance Expectations

A. **MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

**TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while
departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

**TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

**Teaching Reading-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using
mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

**Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

**Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

**TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

**Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research.
or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.
Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates
anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

**C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

**TPE 4: Making Content Accessible**

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic
language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

**TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**TPE 6: Developmentally Appropriate Teaching Practices**

**Background information for TPE 6**: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g.,

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¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.
consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being “different” means for high school students.

**TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar
with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal

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2 Teachers are not expected to speak the students’ primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students’ primary language skills, to support their learning of English and curriculum content.
interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

**E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 11: Social Environment**
Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates
access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.

PORTFOLIO REQUIREMENTS

The Portfolio started in ED 460 and ED 470 will be continued during the intern program and ED 468 and in all subsequent courses taken through ED 478. At the end of ED 478, the Portfolio will be assessed and will become a part of the final grade and will be assessed as to the granting of a Preliminary Level 1 Teaching Credential.

INTERN TEACHING PORTFOLIO REQUIREMENTS

The following are suggestions for developing your Intern Teaching Portfolio.

The University supervisor will also have requirements for the Portfolio that must be followed.

University Portfolio Requirements
• **Classroom Management Plan**
  - Develop a Classroom Management Plan following the Classroom Management Part I Seminar

• **Yearly Curriculum Plan**
  - Develop a curriculum plan for the year

• **Semester Curriculum Plan**
  - Develop a curriculum plan for the semester building on the general Yearly Curriculum Plan

• **Monthly Curriculum Plan**
  - Develop a monthly curriculum plan expanding the semester plan

• **Weekly Lesson Plan**
  - Develop a weekly lesson outline that will be complete enough for a substitute teacher to successfully teach your class

• **Daily Lesson Plans**
  - One complete formal lesson plan a week using the University’s lesson plan format
  - Informal daily lesson outlines of all lessons taught using the University’s lesson plan format

• **Weekly Lesson Reflection**
  - Complete a reflection of one lesson a week as to what went well in the lesson, what did not go well, and how you would modify the lesson for future instruction.

• **Weekly Conferences with School-site Supervisor**
  - Meet weekly with school-site supervisor for a minimum of two hours
  - Discuss yearly, semester, monthly, weekly, and daily lesson planning, classroom management, ELL teaching strategies, and any other topics of interest
  - Complete a Conference Log every week detailing the school-site supervisor conferences

**Other Portfolio Suggestion and Classroom Responsibilities**
• Learn how to record attendance and grades
• Develop a grading system with assistance
• Begin a file for bulletin board materials
• Continue to observe as many teachers as possible
• Consider yourself “one of the staff”
• Attend faculty meetings and staff development opportunities
• Participate in extra-curricular activities
• Participate in any additional meeting in which the master teacher may be involved
Teacher Responsibilities That Can be Included in the Portfolio

- Planning written lessons
- Identifying and/or preparing teaching materials
- Presenting lessons in the University’s recommended format
- Identifying student needs: teaching/re-teaching as appropriate
- Maintaining student progress records and portfolios
- Establishing and maintaining discipline
- Establishing and maintaining rapport
- Performing assigned tasks responsible and promptly
- Participating in school meetings, parent conferences, I.E.P meetings, etc.
- Dressing and conducting self in professional manner
- Classroom assessment of students
- Communicating effectively with administrators, teachers, and parents
- Assessing own progress, accepting professional advice, and considering constructive criticism
- Maintaining a clean and orderly classroom (cleaning, organizing, etc.)
- Designing and putting up bulletin boards
- Assisting with fire and earthquake drills
- Participating in yard duty and bus duty
- Duplicating student materials
- Arranging and participating in field trips
- Participating in holiday programs
- Ordering supplies, videos, films, etc.
- Assisting in preparing student referrals
- Examining Student Cumulative Records
- Other activities as appropriate
- Writing behavior management plans

Your Teaching Portfolio
(Typical Contents)
Draft-version 03-11.17

Your teaching portfolio is an integral part of your Teacher Education program. It is not only a resource of tools and strategies, but is also a requirement of the supervised teaching experience, mandated by California Teacher Credentialing requirements, and commonly expected during teaching interviews because it can show summary examples of your best work.

What follows is a rough list of possible suggestions for some items that you may wish to include in your portfolio. Don’t feel that you should include all of the items in every section! You only need enough material to adequately address having met each general section.
We suggest that your teaching portfolio be organized in the following manner, in order to mirror the six California Standards for the Teaching Profession (CSTP):

Table of Contents (An introduction or abstract of the portfolio contents)

Section I – Engaging and Supporting All Student in Learning

Evidence of:
1.2 – Connecting students’ prior knowledge, life experience, and interests with learning goals.
1.2 – Using a variety of instructional strategies and resources to respond to students’ diverse needs.
1.3 – Facilitating learning experiences that promote autonomy, interaction, and choice.
1.4 – Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
1.5 – Promoting self-directed, reflective learning for all students.

Some examples of the types of evidence that might be appropriate for this section:
ULV coursework items:
- Ed460: Multicultural checklist, fieldwork write-up.
- Ed472 & Ed474: “Learning about students” fieldwork description; differentiated instruction lesson plans based on MI, LD, COP, ELL; lesson and unit reflections
- Ed470: Strategy charts.
- SpEd457: Strategies list matched to disabilities under I.D.E.A. and Sec. 504.
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.
- Other coursework artifacts which might address this section:
  Lesson plan content areas: details of course contents and objectives; syllabi and/or courses of study; long-term lesson plans; long-range lesson plan content; student assignments; daily units showing appropriate strategy use; plans for targeting learning styles, modalities, and/or taxonomies; lesson plans showing a variety of instructional strategies; differentiated instruction plans; illustrations of real-world content applications.
Reflection possibilities: teaching methodologies; table of contents from text books; inclusion plans; strategies for accessibility and integration (e.g. of ELL, hearing challenged, and regular ed students); references to content framework; strategies toward equity agenda; explanation of use of Special Ed standards; reflection outlining an understanding of the importance of prior knowledge; evidence of varied teaching styles (visual, auditory, and kinesthetic).
Other ideas: copies of student assessment pieces; KWL graphic organizers; opening activities lists; field trip reports; copy of targeted IEP goals; artifacts of student engagement and development; evidence of developmentally appropriate teaching approaches; outline of strategies for reaching students from a non-dominant culture; examples of sensitivity to student needs; evidence of scaffolding onto prior knowledge and/or tapping into student interests.

Section II – Creating and Maintaining Effective Environments for Student Learning

Evidence of:
2.1 – Creating a physical environment that engages all students.
2.2 – Establishing a climate that promotes fairness and respect.
2.3 – Promoting social development and group responsibility.
2.4 – Establishing and maintaining standards for student behavior.
2.5 – Planning and implementing classroom procedures and routines that support student learning.

Some examples of the types of evidence that might be appropriate for this section:

ULV coursework items:
- Ed460: classroom management reflection write-up.
- Ed472 & Ed474: Group participation/interdependent work rating scales for Group Investigation lesson; lesson pre-planning notes; psychological environment of classroom.
- SpEd457: Student-enhanced lesson to include 3-4 special needs learners; journal entries on diversity (from SpEd457 portfolio).
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.
- Other coursework artifacts which might address this section:

Lesson plan content areas: representative samples of a diversity of teaching strategies; examples of instructional materials adapted to meet different needs; examples of differentiated instruction for ELL, GATE, and/or Special Ed (could be seminar packets).

Reflection possibilities: reflections on inclusion and diversity; reflections on student integration; reflections outlining the reasons and outcomes of environmental adjustments.

Other ideas: a copy of posted classroom rules and procedures; a list of strategies enacted to address classroom management, instructional time, and/or social environment (e.g. fairness and respect); discipline charts; behavior contracts; contingency management plans; room plan; seating chart; copy of COMP certificate; copy of Equity certificate; examples and/or evidence of school/community partnerships; list of homework assignments; anticipatory sets; team teaching notes; example of cooperative learning strategies; examples of approaches used to meet individual student needs.
Section III – Understanding and Organizing Subject Matter for Student Learning

Evidence of:
3.1 – Demonstrating knowledge of subject matter content and student development.
3.2 – Organizing curriculum to support student understanding of subject matter.
3.3. – Interrelating ideas and information within and across subject matter areas.
3.4 – Developing student understanding through instructional strategies that are appropriate to the subject matter.
3.5 – Using materials, resources, and technologies to make subject matter accessible to students.

Some examples of the types of evidence that might be appropriate for this section:
ULV coursework items:
- Ed460: Cross-curricular (group thematic) lesson plans, write-up, and artifacts.
- Ed470: SDAIE lesson plan.
- Ed472 & Ed474: Pro-active thinking lesson plan organization chart; lesson plan template aligning purpose, strategy, and outcome.
- Ed474: Knowledge semantics; content/strategy matrix.
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.
- Other coursework artifacts which might address this section:
  Lesson plan content areas: lesson plans showing cross-curricular pedagogy and instruction; lesson plans or illustrations clearly related to content framework and standards; mini-lessons; any evidence of learning based on taxonomic breadth and depth; evidence addressing diversity, ELL Strategies, SDAIE, GATE, and/or special needs.

Reflection possibilities: reflections on assessments/calibrations.
Other ideas: artifacts of technology use as a part of instruction (e.g. PowerPoint files, digitally-generated work, library and/or learning center notes); visual aids; graphic organizers; flowcharts; flexible grouping charts; staff, team, faculty, and/or department meeting minutes; assessment pieces which guide instructional needs; a copy of standards-based report card protocol; indications of a wide variety of genres and levels; any artifacts which focus on the usefulness of content standards.

Section IV – Planning Instruction and Designing Learning Experiences for All Students

Evidence of:
4.1 – Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.
4.2 – Establishing and articulating goals for student learning.
4.3 – Developing and sequencing instructional activities and materials for student learning.
4.4 – Designing short-term and long-term plans to foster student learning.
4.5 – Modifying instructional plans to adjust for student needs.

Some examples of the types of evidence that might be appropriate for this section:
ULV coursework items:
- Ed460: Multicultural practicum.
- Ed470: ELD lesson plan.
- Ed474: Content analysis schematics.
- Ed472 & Ed474: Daily and weekly instructional units.
- SpEd457: Enhanced lesson; individual disability strategy matches.
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.

Other coursework artifacts which might address this section:

Lesson plan content areas: references to meeting the needs of student IEP goals; a written anticipatory set involving student background and experience; instructional planning involving differentiated instruction to meet the needs of students with special needs; lesson plans involving cross-curricular integration; indications of strategies for ELL, GATE, and/or Special Ed students; long-term and/or short-term lesson plans with lesson adjustments and/or modified assignments noted for special populations; lesson plans which include sensitivities of cultural, gender, and/or socio-economic differences.

Reflection possibilities: reflections of challenges and successful moments with students; reflections of modifications desired or made.

Other ideas: interdisciplinary plans and/or team meeting minutes; team teaching notes; 504 plans; IEP plans; indications of including Special Education standards in teaching.

Section V – Assessing Student Learning

Evidence of:

5.1 – Establishing and communicating learning goals for all students.
5.2 – Collecting and using multiple sources of information to assess student learning.
5.3 – Involving and guiding all students in assessing their own learning.
5.4 – Using the results of assessments to guide instruction.
5.5 – Communicating with students, families, and other audiences about student progress.

Some examples of the types of evidence that might be appropriate for this section:
ULV coursework items:
- Ed470: CELDT information sheet; alternative forms of assessment info.
- SpEd457: student-created “assessment notebook” organized to address special needs students.
- Ed472 & Ed474: STAR program activity; criterion reference test; group investigation rating scale for group participation; inquiry process rating scale.
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.
class.

- Other coursework artifacts which might address this section:

  Lesson plan content areas: ideas for whole-group monitoring; lessons differentiated to meet individual student needs; samples of pre-, mid-unit-, and post-assessment; multiple measures of student skills (e.g. on-demand assignment, observation, work over time, standardized assessment); evidence of monitoring student learning during instruction.

  Reflection possibilities: reflections on using a scoring rubric; reflections on “best” assessments (and why).

  Other ideas: graded papers showing assessment by a standards-referenced rubric; student portfolio examples, including reflections and work in progress; peer-guided rubrics for peer review of work; publishers’ tests; teacher-generated, criterion-referenced tests; evidence of curriculum calibration; rubrics for individual assignments/assessments.

Section VI – Developing as a Professional Educator

Evidence of:

6.1 – Reflecting on teaching practice and planning professional development.
6.2 – Establishing professional goals and pursuing opportunities to grow professionally.
6.3 – Working with communities to improve professional practice.
6.4. – Working with families to improve professional practice.
6.5 – Working with colleagues to improve professional practice.

Some examples of the types of evidence that might be appropriate for this section:

ULV coursework items:

- Ed460: Bolman & Deal reflective essay; success life line write-up.
- Ed470: Fieldwork reflections.
- Ed474: Lesson evaluations.
- Ed468: Notes from seminars, lesson reflections, school meetings, parent involvement, and district/school committees; observations and evaluations from supervisor and mentor teacher.
- SpEd457: Student-created evaluation and personal goals for the course; peer critique and personal response to enhanced lesson and behavioral support poster (from SpEd457 portfolio).
- Ed472 & Ed474: Notes from parent interview and from college, student, and parent scenarios, for academic problem solving.
- Generic: All appropriate lesson plans, unit plans, and weekly plans created in class.

- Other coursework artifacts which might address this section:

  Lesson plan content areas: course syllabi showing growth.

  Reflection possibilities: a brief educational autobiography which includes your main strengths, and your teaching goals for the next five years; log of hours and courses taken’ handbooks or notes from new teacher orientations, student
services, and/or meetings; a list of participation in professional organizations or professional journals read; reflections on what worked and didn’t work, reflections on your changing philosophy, reflections on your attitude toward discipline/management; reflections on growth toward deeper understanding. Other ideas: your full and complete resume (including dates, contacts, salaries, etc); your college or university transcripts (unofficial copies are fine); reference documentation (e.g. credentials, awards, certificates, honors, complimentary notes from students, letters from colleagues or supervisors who directly observed your skills in the classroom, etc); a list of references (contact information for professors, principals, or teachers who have reviewed your teaching materials); documentation of teaching development activity (e.g. a list of programs or workshops you participated in, books you read, advanced courses you took, or other steps you took specifically to sharpen your instructional skills); research work (e.g. an authored publication, term paper, or thesis abstract); evidence of scholarship in teaching (e.g. summaries of academic projects, or of curriculum development, review, or transformation); photos of you, preferably in a classroom teaching (may be spread throughout the portfolio); school handbook on procedures; a log of attendance at professional conferences, monthly meetings, etc.

Basic Rules and Guidelines for Portfolio Structure

General guidelines:
• Do not duplicate content in more than one area. (Don’t, for example, use the same lesson plan to demonstrate prior knowledge in one section and cross-curricular integration in another. Instead, use two different lesson plans.) If you do wish to refer to a particular lesson plan or reflection more than once, please indicate which other section(s) it appears in, and state why you chose to place it in more than one area.
• Whenever possible, include samples of student work, and post-reflections, with your lesson plans. That will demonstrate not only your ability to compose lesson plans, but also shows your students’ reactions, and your own reflections and key learnings.

Electronic portfolio guidelines:
The following file types are acceptable and recommended:

  Word processing: Rich Text format (.rtf), Adobe Acrobat (.pdf), or MS Word (.doc)
  Spreadsheet: Microsoft Excel (.xls) or web page (.htm)
  Web page: Hypertext Markup (.htm or .html)
  Presentation: PowerPoint (.ppt), and/or .ppt export to web page (.htm)
  Pictures or drawings: JPEG (jpeg or .jpg) or GIF (.gif). [Bitmap files (.bmp) are too large]
  Audio files: MP3 files (preferable), or wave (.wav) files in common sampling rates.
  Video files: MPEG (.mpeg or .mpg), AVI (.avi), or movie (.mov) files in common codec.
Other: Use common file formats. Do not expect software to be downloaded so that someone can view your portfolio! Stay away (for security reasons) from executables (.exe).

Web page checklist:

File Names:
- Don’t use spaces in the document name! [Not all browsers can open those pages.]
- The page name can be all lowercase letters, or CapWordsOnly, or use_the_underline.
- Do not use any symbols (except the underline [“_”] symbol) in document names.
- You first (“home”) page should always be named “index.html”.
- All other web page files should be “.htm” files.
- Image files should be “.jpg” or “.gif” (not “.bmp”, for size).

Security:
- Never reveal anyone’s private info (address, phone number, SSN, etc.) on a web page.

Images:
- Anchor all of your images! [Otherwise they will “float” around the page in different screen resolutions.]

Fonts:
- Use common fonts only. [Otherwise the host computer will substitute a standard font anyway.]

Tables:
- Arrange columns in tables. DO NOT create pseudo-tables via tabs and/or spaces, because they will go askew when viewed in a different font or screen resolution.

De-bloating:
- If you use MS Word to create a web page, de-bloat it (export to compact html) and/or save to filtered web page before uploading it (ask why; it’s complicated but very necessary).

Copyright:
- When quoting from an article, book,, or web site, always cite the source and author.
- Obtain permission before using anything (including images) from another web site.
UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
ED 467: INTERN TEACHING MULTIPLE AND SINGLE SUBJECTS

Supervised teaching candidates completing ED 467: Intern Teaching Multiple and Single Subjects must demonstrate proficiency in the following CSTP and TPE standards and expectations as well as the following dispositions in order to receive a passing grade.

The demonstrated level of achievement for each standard, expectation, and disposition is determined through the use of a four-scale rubric, as evaluated by the University supervisor and the school-site supervisor, through observation of the supervised teacher candidate as he/she relates to students.

Rubric Scale: 1. Not Present
              2. Emerging
              3. Competent
              4. Exceptional

ED 467: Intern Teaching Multiple and Single Subjects candidates must pass the standards, expectations, and dispositions with a minimum score of 112/140.

EVALUATION RUBRIC SUMMARY

Students completing ED 467: Intern Teaching Multiple and Single Subjects will be scored using the following rubric score.

Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.

SCORE LEVEL 1: NOT PRESENT

The candidate’s planning and teaching abilities were inappropriate, irrelevant, or missing. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The lesson was unconnected across the response.

SCORE LEVEL 2: EMERGING
The candidate’s planning and teaching abilities were **minimal, limited, cursory, inconsistent and/or ambiguous**. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. **The lesson was weakly connected across response and may be inconsistent.**

**SCORE LEVEL 3: COMPETENT**

The candidate’s planning and teaching abilities were **appropriate, relevant, or accurate**. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. **The lesson was connected across the response.**

**SCORE LEVEL 4: EXCEPTIONAL**

The candidate’s planning and teaching abilities were **appropriate, relevant, accurate, and clear or detailed**. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. **The lesson was purposefully connected and reinforced across the response.**

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

**TEACHING PERFORMANCE EXPECTATIONS**

**CSTP 1:** Engaging and Supporting All Students in Learning  
  **TPE 4:** Making Content Accessible  
  **TPE 5:** Student Engagement  
  **TPE 6:** Developmentally Appropriate Practices  
  **TPE 7:** Teaching English Learners  

**CSTP 2:** Creating and Maintaining Effective Environments for Student Learning  
  **TPE 10:** Instructional Time  
  **TPE 11:** Social Environment  

**CSTP 3:** Understanding and Organizing Subject Matter for Student Learners  
  **TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction  

**CSTP 4:** Planning Instruction and Designing Learning Experiences for All Students  
  **TPE 8:** Learning About Students  
  **TPE 9:** Instructional Planning  

**CSTP 5:** Assessing Student Learning  
  **TPE 2:** Monitoring Student Learning During Instruction  
  **TPE 3:** Interpretation and Use of Assessments  

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CSTP 6: Developing as a Professional Educator
TPE 12: Taking Responsibility for Student Academic Learning
TPE 13: Using Reflection and Feedback to Formulate Goals to Increase Teaching Effectiveness

TEACHER EDUCATION CANDIDATE DISPOSITIONS

DISPOSITIONS OF CHARACTER

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<tr>
<th>Responsibility</th>
<th>Ethical Behavior</th>
<th>Professionalism</th>
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<td>Initiative</td>
<td>Integrity</td>
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<td>Fairness</td>
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DISPOSITIONS OF INTELLECT

Commitment to Professional Development

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<th>Intellectual Commitment</th>
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<td>Commitment to the profession</td>
<td>Spirit of inquiry</td>
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<td>Responsive to feedback</td>
<td>Applies theory to practice</td>
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<tr>
<td>Commitment to remaining current in the field</td>
<td>Commitment to lifelong learning</td>
</tr>
</tbody>
</table>

DISPOSITIONS OF CARING

Empathy

<table>
<thead>
<tr>
<th>Concern for others</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance of others</td>
<td>For students, parents,</td>
</tr>
<tr>
<td>Belief that all children can learn</td>
<td>faculty, staff, and the</td>
</tr>
<tr>
<td></td>
<td>profession</td>
</tr>
</tbody>
</table>

Respectfulness

<table>
<thead>
<tr>
<th>Civility</th>
<th>Socio-Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Comfort and ease in</td>
</tr>
<tr>
<td>Social awareness</td>
<td>all social and cultural</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidentiality</th>
<th>Emotional maturity</th>
</tr>
</thead>
</table>
LESSON PLANNING

INTERN TEACHERS

Intern teachers will be responsible for the overall curricular continuity and classroom management of their classroom environment and their students. Intern teachers will be expected to participate in the requirements of their school and district as well as meeting the requirements of the University.

Intern teachers must meet the University requirements for lesson planning and lesson presentations including having complete and thorough written lesson plans for every lesson observed during supervised teaching and their intern program.

For each lesson taught, complete written outline lesson plans should be thoughtfully prepared and constructed using the University’s lesson plan format that was or will be taught and discussed in the coursework. These daily lesson plans should be detailed and should include all of the teaching information and examples to assure that the lesson is a success.

For each formally observed lesson, a complete and thorough INTO: THROUGH: BEYOND lesson plan, following the University’s lesson plan format, must be prepared and presented to the University supervisor and the mentor teacher.

Prior to developing daily lesson plans, intern teachers must develop the following curricular plans:

YEARLY CURRICULUM PLAN
Develop a Yearly Curriculum Plan as a complete overview of your year’s instruction. This plan will simply be a month-by-month overview of the units of work you will be teaching.
Unit titles are all that are required for this plan.

MONTHLY CURRICULUM PLAN
The Monthly Plan takes the semester plan and develops the curriculum further by breaking down the unit into weekly chapter headings.

WEEKLY LESSON PLAN
The Weekly Lesson Plan further defines your instruction into what exactly you will be teaching on a day-day basis each week of the unit based on the chapter headings from the Monthly Plan.
This Weekly Plan has to be thorough enough for a substitute teacher to be able to successfully teach from. The Weekly Plan identifies everything you will be teaching on a day-to-day basis.

INTERN DAILY PLANS
Written lesson plans are essential for the intern teacher.

For each lesson taught, complete written lesson plans should be thoughtfully prepared and constructed using the University’s lesson plan format that was taught and discussed in the coursework. These daily lesson plans should be detailed and should include all of the teaching information and examples to assure that the lesson is a success.

Well-prepared lesson plans provide:

- A detailed description of lesson objectives, instructional sequence and learning activities for the school-site supervisor and the University supervisor to review
- Thoughtfully pre-planned and appropriately sequenced learning activities
- Confidence that comes with knowing where you are going, why it’s important, and how you intend to get there
- Fewer behavior problem situations and more effective classroom management

Daily lesson plans are your detailed plan of instruction with specifications of what you and the students will be doing to achieve the pre-planned objectives and follow the Weekly Lesson Plan.

For lessons that are formally observed by the University supervisor or the school-site supervisor, a full and complete lesson format must be developed using the INTO: THROUGH: and BEYOND format.

All other daily lessons may be planned using an outline form only for the INTO: THROUGH: BEYOND format.

During the fifteen week supervised teaching experience, you should plan on teaching Direct Instruction, Group Investigation, and Inquiry strategies following the prescribed INTO: THROUGH; and BEYOND format.

PREPARING LESSON PLANS

During the fifteen-week supervised teaching experience, you should plan to teach the following lessons:

Direct Instruction teaching strategies
Group Investigation teaching strategies
### Inquiry teaching strategies

#### STRATEGY: DIRECT INSTRUCTION, PURPOSE: Skills and Concepts

<table>
<thead>
<tr>
<th>INTO:</th>
<th>THROUGH:</th>
<th>BEYOND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Overview of Content</td>
<td>Presentation Direct Instruction</td>
<td>Direct Instruction: Independent Practice: Student practice individually</td>
</tr>
<tr>
<td>• Review: Link to Prior Knowledge (LPK)</td>
<td>• Explain: New content/skills</td>
<td>• Check for understanding (CFU)</td>
</tr>
<tr>
<td>• Tell lesson</td>
<td>• Model: New concept/skills</td>
<td>• Transition to next lesson</td>
</tr>
<tr>
<td>• Objectives: Give reasons for lesson objectives</td>
<td>• Guided Practice: Students practice content/skills</td>
<td>STAD: Team practice: Students practice in teams</td>
</tr>
<tr>
<td>• Check for understanding (CFU)</td>
<td>• Check for understanding (CFU)</td>
<td></td>
</tr>
</tbody>
</table>

#### STRATEGY: GROUP INVESTIGATION, PURPOSE: Facts, Skills, Concepts, Organized Bodies of Content, H.O.T.S., Problem-Solving

<table>
<thead>
<tr>
<th>INTO:</th>
<th>THROUGH:</th>
<th>BEYOND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher organizes groups</td>
<td>• Group Planning: Students plan investigation/develop hypothesis</td>
<td>• Prepare Reports: Students prepare type of presentation and method of display</td>
</tr>
<tr>
<td>• Teacher guides students to identify topics</td>
<td>• Implement Investigations: Students investigate</td>
<td>• Presenting Reports: Students present</td>
</tr>
<tr>
<td>• Teacher gathers research materials through component</td>
<td>• Analyze Results: Students analyze</td>
<td>• Assessment for inquiry and group process: Rating scales</td>
</tr>
</tbody>
</table>

#### STRATEGY: INQUIRY, PURPOSE: Systematic process: answer questions based on facts and observations, H.O.T.S., Inquiry

<table>
<thead>
<tr>
<th>INTO:</th>
<th>THROUGH:</th>
<th>BEYOND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify Questions: Teacher guides students to identify questions</td>
<td>• Gathering Data: Students gather data using primary and</td>
<td>• Make Generalizations: Students make generalizations</td>
</tr>
</tbody>
</table>

The following lesson plan format is required during the supervised teaching experiences.

Lesson plans are required for all lessons taught, observed and unobserved.

The candidate must be thoroughly prepared for each and every lesson taught. Unprepared lessons will result in the candidate failing the supervised teaching experience.

During the supervised teaching experiences, the University supervisor will observe and evaluate the candidate each week, except for the first week and during the fourth week of ED 478, when the University supervisor videotapes the CalTPA #4 lesson.

**Lesson Plan Format**

Candidates will be required to prepare and teach the following types of lessons:
- Direct Instruction
- Group Investigation
- Inquiry

**Into: Through: Beyond format**

Cover sheet for the lesson must include:
- Teacher Candidate
- Date of Lesson
- Grade Level
- Lesson Title
- Type of Lesson: Direct Instruction: Group Investigation: Inquiry
- Educational Strategies: Direct Instruction: Inductive: Concept Attainment:
  - Cooperative Learning: Problem Based Inquiry: Group
  - Inquiry: Lecture-Discussion: Jigsaw: Integrative
Instructional Strategies: Whole Group: Small Group: Independent

Instruction

Content Area: (math)

Subject Matter: (geometry)

Content Subject Standard

ELD Standard

Lesson Objective: Must be related to Content Standard

Areas that must be addressed in the planning and be included in the lesson plan outline, where appropriate:

Assessment: CFU: Performance: Formative Assessment: Summative Assessment

Scaffolding Adaptations

Modification for Learners

All lesson plans should be written in outline format.

All lesson plans should be complete and reflect everything that will be happening in the lesson.

All lesson plans should reflect in depth what the candidate is going to teach as well as how the candidate is going to teach the material. What strategies the candidate will be using.

Lesson plans should be developed clearly and concisely so that a substitute teacher would be able to easily follow and understand what and how the lesson should be taught.

The following are suggestions for the candidate to consider when developing lesson plans.

All of these suggestions need to be considered by the candidate as he/she develops lessons.

This Instructional Outline will be adapted by the candidate depending on the strategy chosen for the lesson.

**Direct Instruction**

All lessons should be planned around the following Instructional Outline:

Modeling: Direct Instruction

Guided Practice

Checking for Understanding

Re-teaching, if necessary

Independent Practice
**Instructional Strategies Utilized for Direct Instruction**
- Lecture
- Discussion
- Guided Reading
- Scaffold Instruction
- Graphic Organizer

**Group Investigation and Inquiry**

Group Investigation and Inquiry will utilize some of the Instructional Outline:
- Modeling: explaining to the students what they will be doing in Group Investigation and Inquiry
- Guided Practice: taking the students through step-by-step how they will be completing the Group Investigation and Inquiry assignment
- Checking for Understanding: monitoring the groups as they work
- Independent Practice: allowing the students to work independently on the assignment

**Instructional Strategies Utilized for Group Investigation and Inquiry**
- Inquiry
- Inductive
- Concept Attainment
- Jigsaw
- Integrative
- Group Inquiry
- Academic Controversy
- Case Study
- Computer Simulation
- Learning Centers
- Cooperative Project

**Lesson Plan Observation**

During the teaching of the lesson, the supervisor observing the lesson will be looking for evidence of the following California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE).

**CSTP**
1. Engaging and Supporting all Students in Learning
   - Connecting prior knowledge
   - Teaching at the level of the students’ interests and understanding
   - Using multiple instructional strategies
   - Promoting interaction and choice by students
   - Engaging students in problem solving and HOTS

**TPE**
4. Making Content Accessible: incorporating specific strategies, teaching/instructional activities, procedures, and experiences
5. Student Engagement: communicating instructional objectives, ensuring active and equitable participation, monitoring instruction, encouraging student participation
6. Developmentally Appropriate Practices: utilizing strategies that are age and skill level appropriate
7. Teaching English Learners: utilizing appropriate ELD activities

CSTP
2. Creating and Maintaining Environments for Student Learning
   - Involving all students
   - Valuing fairness and respect
   - Promoting group responsibilities and social development
   - Maintaining effective student behavior standards
   - Planning and implementing effective classroom procedures and routines

TPE
10. Instructional Time: Using instructional time effectively
11. Social Environment: Using effective classroom behavioral standards

CSTP
3. Understanding and Organizing Subject Matter for Student Learning
   - Knowing subject matter well
   - Organizing the curriculum and presentation sequentially
   - Interrelating ideas within and across subject matter areas
   - Using appropriate instructional strategies

TPE
1. Specific Pedagogical Skills: Identifying and effectively teaching the state academic learning goals

CSTP
4. Planning Instruction and Designing Learning Experiences for All Students
   - Planning lessons to meet student interests, background, and needs
   - Establishing short and long-term goals and plans
   - Planning effective instructional activities and effectively incorporating technological resources and outside materials

TPE
8. Learning About Students: Teaching to student learning needs
9. Instructional Planning: Teaching from a well-planned, standard-based lesson plan

CSTP
5. Assessing Student Learning
   - Using multiple methods to assess student learning
   - Allowing students to assess their own learning
   - Using assessment results to re-teach
• Communicating assessment results to students, family, others

**TPE**

2. Maintaining Student Learning During Instruction: Monitoring the class during guided practice, checking for understanding, and independent practice

3. Interpretation and Use of Assessments: Using a variety of methods to CFU and assess learning

**SUGGESTED FORMAT FOR LESSON PLAN**

Teacher Candidate: 

Date of Lesson:

Grade Level: 

Lesson Title:

Type of Lesson: 

Educational Strategies:

Instructional Strategies:

Content Area: 

Subject Matter:

Content Subject Standard:

ELD Standard:

Lesson Objective:

Assessment: Formative: 

Summative: 

Into: 

Anticipatory Set 

State Objective 

Through: 

Modeling: Direct Instruction
GUIDED PRACTICE

CHECKING FOR UNDERSTANDING

BEYOND:

INDEPENDENT PRACTICE

DIRECT INSTRUCTION LESSON

INTO

The INTO phase of the lesson introduces the students to the objective. Get the students interested and engaged Focus the students’ thoughts on what will be learned through questions, activities

Tie-in to prior knowledge
State the objective: how is it meaningful and relevant? Tell the students what they will be learning and what they will be able to do at the end of the lesson Tie the objective directly into the Content Standard

THROUGH

During the THROUGH stage of the lesson, the candidate presents new knowledge, process, or skill in the most effective way: presents old/new information to students through Modeling/Direct Instruction: Guided Practice: Checking for Understanding: re-teaching if necessary.

Specifically, how will the each student be encouraged to engage the information, construct knowledge using different sensory modalities and intelligences.

MODELING/DIRECT INSTRUCTION

Modeling/Direct Instruction is the part of the lesson where the candidate shows, tells, explains the objective. The candidate is making sure that all students are comprehending the instruction
What is going to be modeled for direct instruction?

**What will be explained, taught, shown**

**List activities: examples**

How will direct instruction be modeled?

**What strategies are going to be used to model/direct instruct**

*Use discovery, discussion, reading, listening, lecturing, multi-media*

*Students see and understand what is being explained/taught*

**GUIDED PRACTICE**

After modeling sufficient examples so that all students understand, take the students through Guided Practice.

Guided Practice is where the students are taken through what has been modeled in a step-by-step process.

Students complete the first step, check for understanding; then students complete the second step: check: students complete third step: check: continue until problem is completed in a step-by-step procedure

Complete as many Guided Practice examples as are necessary to allow for student fluency

What will be used to teach in a step-by-step instruction?

**List the activities, examples**

*Each step of the process needs to be practiced by the students and checked by the candidate*

How will the guided practice strategies be used?

**What guided practice strategies will be used to take the students through the step-by-step process**

**List strategies**

**CHECKING FOR UNDERSTANDING**

Checking for Understanding is where the candidate checks to make sure that what was guided in Guided Practice was fully understood by the students.

Assign up to four examples that the students will complete independently.

If all students demonstrated that they fully understood the objective, then assign Independent Practice.

If some students did not demonstrate understanding, assign Independent Practice to those who did and then re-teach using Guided Practice.

If the whole class did not demonstrate understanding, re-teach using Guided Practice.

**Checking for Understanding is completed independently by students without help or guidance from teacher.**
How will it be ascertain that the students understood the objective?

List the Checking for Understanding examples or activities that the students will complete independently.

What strategies will be used to Check for Understanding?

List strategies

How will the concept be re-taught if necessary?

List examples or activities

What strategies will be used?

List strategies

How will the students prove that they have mastered the objective?

What assessment will be used to prove that the objective was attained?

Checking for Understanding examples can be used as a formative assessment

BEYOND

Beyond is the end of the lesson.
There is no instruction during this step.
Summative assessment can be assigned in Independent Practice.
Students are practicing and reinforcing the objective.

INDEPENDENT PRACTICE

Independent Practice is where the students work independently to practice and reinforce the objective.
The Independent Practice can be a summative assessment.

INDEPENDENT PRACTICE IS NEVER HOMEWORK

What examples will be used for independent practice?

List activity

Why will the independent practice examples be used?

Will this activity be a summative assessment?

Will the independent practice reinforce the objective taught?

Will the independent practice strategies used allow the students to build on their prior and new knowledge?

How will you conclude the lesson?
Assign homework

GROUP INVESTIGATION: INQUIRY LESSON

INTO

The INTO phase of the lesson introduces the students to the objective for the Group Investigation or Inquiry lesson.
- Get the students interested and engaged
- Focus the students’ thoughts on what will be learned through discussing the activities that will be performed
- Tie-in to prior knowledge
- State the objective: how is it meaningful and relevant?
- Tell the students what they will be performing and what they will be able to do at the end of the lesson

Tie the objective directly into the Content Standard

THROUGH

During the THROUGH stage of the lesson, the candidate explains the Group Investigation or Inquiry to the students.

The Group Investigation or Inquiry is specifically described to the students

Engage and motivate the students in the upcoming investigation or inquiry through building on knowledge using different sensory modalities and intelligences

MODELING

Explain, describe, show what the investigation or inquiry will be about
Do not tell the students the outcome

GUIDED PRACTICE

Review with the students the steps that were explained, described, shown in order to complete the investigation or inquiry

Repeat until the students show a high degree of understanding

CHECKING FOR UNDERSTANDING

Check for understanding by monitoring the groups as they work through the investigation or inquiry to make sure that all students are on task
BEYOND

In the BEYOND section of the lesson, the students complete the investigation or inquiry and reach a conclusion.

REFLECTION AND LESSON ANALYSIS

To be completed each week on one lesson

What do you consider went well in the teaching of this lesson:
What do you consider did not go as well as you had planned in the teaching of this lesson:
Adaptations that you would make to the lesson in order to re-teach it effectively:

ED 468: INTRODUCTORY SUPERVISED TEACHING

ED 468: Introductory Supervised Teaching is taken concurrently with ED 467: Intern Teaching: Multiple and Single Subjects sections.

ED 468: Introductory Supervised Teaching is offered during the middle five weeks of the semester. Each intern must register separately for ED 468 and ED 467. ED 467 will begin before ED 468 and will continue after ED 468 has ended and will finish at the end of the semester.

During the five-week ED 468: Introductory Supervised Teaching experience, intern teachers will continue all requirements for ED 467. Intern teachers will not be required to complete ED 468 requirements.

FORMAL OBSERVATIONS

One formal lesson a week required by the University supervisor and the lesson plan will follow the outline required for the Intern Program.

The school-site supervisor will also require a minimum of two formal lesson plans during the five weeks using the same outline from the Intern program.

WEEKLY PLANS

The weekly plan consists of specific topics, activities, materials, and assignments for each teaching period, usually Monday through Friday. The weekly plan is detailed in brief outline form and allows for changes necessitated by daily student progress. The weekly
plan allows you to re-think the sequence and articulation of individual lessons and provides precision in scheduling and activities.

The weekly plan should never be substituted for the daily lesson plan.

DAILY PLANS

Written lesson plans are to be prepared for ED 468 for each lesson taught each day and will follow the ED 467 Lesson Plan format.

ED 478: ADVANCED SUPERVISED TEACHING

ED 478: Advanced Supervised Teaching does not have to be taken with ED 467: Intern Teaching: Multiple and Single Subjects. ED 478 is a stand-alone course.

ED 478: Advanced supervised Teaching is to completed at the end of the Intern Program after all coursework has been completed, with the exception of SPED: 457: Introduction to Exceptional Individuals and Their Families, which is the only course that can taken concurrently with ED 478.

Intern teachers must verify completion of the health and computers I courses as well as receive a passing grade for ED 474: Teaching Strategies for Multiple Subjects or ED 476: Teaching Strategies for Single Subjects before being admitted into ED 478.

FORMAL OBSERVATIONS

One formal lesson a week required by the University supervisor and the lesson plan will follow the outline required for the Intern Program.

The school-site supervisor will also require a minimum of four formal lesson plans during the ten weeks using the same outline from the Intern program.

WEEKLY PLANS

The weekly plan consists of specific topics, activities, materials, and assignments for each teaching period, usually Monday through Friday. The weekly plan is detailed in brief
outline form and allows for changes necessitated by daily student progress. The weekly plan allows you to re-think the sequence and articulation of individual lessons and provides precision in scheduling and activities.

The weekly plan should never be substituted for the daily lesson plan. ED 478 lesson plans will follow the format for ED 467: Intern Teaching: Multiple and Single Subjects

**DAILY PLANS**

Written lesson plans are to be prepared for ED 478 for each lesson taught each day and will follow the ED 467 Lesson Plan format.

**PRESENTING FORMALLY OBSERVED LESSONS**

In these formally presented lessons, the University supervisor and school site support provider will formally observe the intern and will provide both written and oral feedback as to how well the lesson went and provide some suggestions for the intern to consider and incorporate into future lesson planning.

The intern will teach a weekly formal lesson for the University supervisor and a minimum of four formal lessons for the school-site support provider for ED 467 and two formal lessons for ED 468.

**SCHOOL-SITE SUPPORT PROVIDER**

**ED 467**

The school site support provider will formally observe the intern a minimum of four times during the fifteen-week supervised teaching experience.

During these formal observations, the school-site support provider will complete the University’s Observation Form and give the intern a copy of the observation at the conclusion of the oral review and will keep a copy for his/her records and give the remaining copy to the University supervisor as soon as possible after the observation lesson.
Each intern teacher is required to have a complete lesson plan for each formal observation and an outline lesson plan for all lessons taught.

ED 468

The school site support provider will formally observe the intern twice during the five-week supervised teaching experience.

During these formal observations, the school-site support provider will complete the University’s Observation Form and give the intern a copy of the observation at the conclusion of the oral review and will keep a copy for his/her records and give the remaining copy to the University supervisor as soon as possible after the observation lesson.

Each intern teacher is required to have a complete lesson plan for each formal observation and an outline lesson plan for all lessons taught.

ED 478

The school site support provider will formally observe the intern four times during the ten-week supervised teaching experience.

During these formal observations, the school-site support provider will complete the University’s Observation Form and give the intern a copy of the observation at the conclusion of the oral review and will keep a copy for his/her records and give the remaining copy to the University supervisor as soon as possible after the observation lesson.

Each intern teacher is required to have a complete lesson plan for each formal observation and an outline lesson plan for all lessons taught.

UNIVERSITY SUPERVISOR

ED 467: ED 468: ED 478

Each student teacher will be assigned a University supervisor who will formally evaluate you once a week using the University’s Observation Form.

The University supervisor will visit you on a weekly basis to formally observe a complete lesson. At the conclusion of this lesson, the supervisor will conference with the intern regarding the lesson observed and will give feedback as to what went well in the lesson and will also give you suggestions for improvement and consideration. At the conclusion of this conference, the supervisor will give a copy of the observation to the intern and will also conference with the school-site support provider and leave him/her a copy of the observation as well.
Each intern teacher is required to have a complete lesson plan for each formal observation and an outline lesson plan for all lessons taught.

UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

OBSERVATION REPORT RUBRIC

The Observation Report for ED 467: Intern Teaching: Multiple and Single Subjects is based on the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE).

Please evaluate the intern candidate as a new beginning teacher with no previous teaching experience as the teacher-of-record.

Please score the intern candidate as either 3-4 Satisfactory or 1-2 Unsatisfactory for each of the CSTP Standards and TPE Expectations that you observe in the lesson.

The following rubric is to be used in observing the ED 467: Intern Teaching: Multiple and Single Subjects candidate:

SCORE LEVEL 1: NOT PRESENT
The candidate’s planning and teaching abilities were inappropriate, irrelevant, or missing. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The lesson was unconnected across the response.

SCORE LEVEL 2: EMERGING

The candidate’s planning and teaching abilities were minimal, limited, cursory, inconsistent and/or ambiguous. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The lesson was weakly connected across response and may be inconsistent.

SCORE LEVEL 3: COMPETENT

The candidate’s planning and teaching abilities were appropriate, relevant, or accurate. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. The lesson was connected across the response.

SCORE LEVEL 4: EXCEPTIONAL

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, and clear or detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The lesson was purposefully connected and reinforced across the response.

The rubric will be applied to each of the areas of the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE).

California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

The candidate:

1. Connects students’ prior knowledge, life experience and interest with learning goals.
2. Uses a variety of instructional strategies and resources to respond to students’ diverse needs.
3. Facilitates learning experiences that promote autonomy, interaction, and choice.
4. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.
5. Promotes self-directed, reflective learning for all students.

Teaching Performance Expectations (TPE)

TPE 4: Making Content Accessible
- The candidate explains standards-based content clearly

TPE 5: Student Engagement
- The candidate ensures active and equitable participation of all students

TPE 6: Developmentally Appropriate Practices
- The candidate designs academic activities that are developmentally appropriate

TPE 7: Teaching English Learners
- The candidate incorporates appropriate English Language Development strategies in all lessons

California Standards for the Teaching Profession (CSTP)

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

The candidate:

1. Creates a physical environment that engages all students.
2. Establishes a climate that promotes fairness and respect.
3. Promotes social development and group responsibility.
4. Establishes and maintains standards for student behavior.
5. Plans and implements classroom procedures and routines that support student learning.
6. Uses instructional time effectively.

Teaching Performance Expectations (TPE)

TPE 10: Instructional Time
- The candidate plans and designs appropriate instructional time to maximize student achievement.

TPE 11: Social Development
- The candidate develops and maintains clear expectations for academic and social behavior.
California Standards for the Teaching Profession (CSTP)

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

The candidate:

1. Demonstrates knowledge of subject matter content and student development.
2. Organizes curriculum to support student understanding of subject matter.
3. Interrelates ideas and information within and across subject matter areas.
4. Develops student understanding through instructional strategies that are appropriate to the subject matter.
5. Uses materials, resources, and technologies to make subject matter accessible to students.

Teaching Performance Expectations (TPE)

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- The candidate demonstrates the ability to successfully teach the state-adopted academic content standards.

California Standards for the Teaching Profession (CSTP)

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

The candidate:

1. Draws on and values students’ backgrounds, interests, and developmental learning needs.
2. Establishes and articulates goals for student learning.
3. Develops and sequences instructional activities and materials for student learning.
4. Designs short-term and long-term plans to foster needs.

Teaching Performance Expectations (TPE)

TPE 8: Learning About Students
- The candidate bases instruction on the learning needs of students.

TPE 9: Instructional Planning
- The candidate plans content standards-based lessons.

California Standards for the Teaching Profession (CSTP)
CSTP 5: Assessing Student Learning

The candidate:

1. Establishes and communicates learning goals for all students.
2. Collects and uses multiple sources of information to assess student learning.
3. Involves and guides all students in assessing their own learning.
4. Uses the results of assessments to guide instruction.
5. Communicates with students, families, and other audiences about student progress.

Teaching Performance Expectations (TPE)

TPE 2: Monitoring Student Learning During Instruction
- The candidate used progress monitoring at key points during instruction.
- The candidate checks for understanding during the lesson.

TPE 3: Interpretation of Use of Assessment
- The candidate uses a variety of formal and informal, formative, and summative assessments, to determine students’ progress and to plan instruction.

UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

EVALUATION RUBRIC SUMMARY

Candidates completing ED 467: Intern Teaching: Multiple and Single Subjects will be scored using the following rubric score.

Each candidate will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

Please refer back to the ED 467 Observation Report Rubric and to the Observation Reports completed on the intern candidate to complete this evaluation.
The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.

SCORE LEVEL 1: NOT PRESENT

The candidate’s planning and teaching abilities were inappropriate, irrelevant, or missing. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The lesson was unconnected across the response.

SCORE LEVEL 2: EMERGING

The candidate’s planning and teaching abilities were minimal, limited, cursory, inconsistent and/or ambiguous. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The lesson was weakly connected across response and may be inconsistent.

SCORE LEVEL 3: COMPETENT

The candidate’s planning and teaching abilities were appropriate, relevant, or accurate. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. The lesson was connected across the response.

SCORE LEVEL 4: EXCEPTIONAL

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, and clear or detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The lesson was purposefully connected and reinforced across the response.
Students completing ED 467: Intern Supervised Teaching: Multiple and Single Subjects will be scored using the following rubric score.

Please score the student as a new beginning teacher without any experience as the teacher-of-record.

Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession (CSTP), the Teaching Performance Expectations (TPE), and the
University of La Verne, College of Education and Organizational Leadership, Knowledge, Skills, and Dispositions using a four-point rubric score.

Please refer back to the ED 478 Observation Report Rubric and to the Observation Reports completed on the student to complete this evaluation.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.

**CSTP 1: Engaging and Supporting All Students in Learning**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Present 1</th>
<th>Emerging 2</th>
<th>Competent 3</th>
<th>Exceptional 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The candidate’s support and engagement of all students using a variety of instructional strategies were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s support and engagement of all students using a variety of instructional strategies were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s support and engagement of all students using a variety of instructional strategies were appropriate, relevant, or accurate.</td>
<td>The candidate’s support and engagement of all students using a variety of instructional strategies were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Making Content Accessible</td>
<td>The candidate explained standards-based content to students was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s explanation of standards-based content to students was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s explanation of standards-based content to students was appropriate, relevant, or accurate.</td>
<td>The candidate’s explanation of standards-based content to students was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>The candidate ensured active and equitable participation of all students was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s assurance of active and equitable participation of all students was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s assurance of active and equitable participation of all students was appropriate, relevant, or accurate.</td>
<td>The candidate’s assurance of active and equitable participation of all students was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Developmentally Appropriate Practices</td>
<td>The candidate designed academic activities that were developmentally</td>
<td>The candidate’s design for academic activities that were developmentally</td>
<td>The candidate’s design for academic activities that were developmentally</td>
<td>The candidate’s design for academic activities that were developmentally</td>
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<tr>
<td>academic activities that were developmentally appropriate.</td>
<td>appropriate was inappropriate, irrelevant, or missing.</td>
<td>appropriate was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>appropriate was appropriate, relevant, or accurate.</td>
<td>appropriate was appropriate, relevant, accurate, and clear or detailed.</td>
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</tr>
<tr>
<td>Teaching English Learners</td>
<td>The candidate’s incorporation of appropriate English Language Development strategies in all lessons was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s incorporation of appropriate English Language Development strategies in all lessons was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s incorporation of appropriate English Language Development strategies in all lessons was appropriate, relevant, or accurate.</td>
<td>The candidate’s incorporation of appropriate English Language Development strategies in all lessons was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Disposition Ethical Behavior</td>
<td>The candidate’s maintenance of high standards for following the guidelines of honesty, integrity, confidentiality, and fairness, personally and with students, faculty, staff, and parents as evidenced through the supervised teaching experience was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s maintenance of high standards for following the guidelines of honesty, integrity, confidentiality, and fairness, personally and with students, faculty, staff, and parents as evidenced through the supervised teaching experience was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s maintenance of high standards for following the guidelines of honesty, integrity, confidentiality, and fairness, personally and with students, faculty, staff, and parents as evidenced through the supervised teaching experience was appropriate, relevant, or accurate.</td>
<td>The candidate’s maintenance of high standards for following the guidelines of honesty, integrity, confidentiality, and fairness, personally and with students, faculty, staff, and parents as evidenced through the supervised teaching experience was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Disposition Socio-Cultural Competence</td>
<td>The candidate’s planning and teaching to include acceptance of diversity in various cultural perspectives, individual learning styles, and recognition of others’</td>
<td>The candidate’s planning and teaching to include acceptance of diversity in various cultural perspectives, individual learning styles, and recognition of others’</td>
<td>The candidate’s planning and teaching to include acceptance of diversity in various cultural perspectives, individual learning styles, and recognition of others’</td>
<td>The candidate’s planning and teaching to include acceptance of diversity in various cultural perspectives, individual learning styles, and recognition of others’</td>
</tr>
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</table>
various cultural perspectives, individual learning styles, and recognizes others’ contributions and strengths.

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<table>
<thead>
<tr>
<th>Contributions and strengths were inappropriate, irrelevant, or missing.</th>
<th>Contributions and strengths were minimal, limited, cursory, inconsistent, and/or ambiguous.</th>
<th>Contributions and strengths were appropriate, relevant, or accurate.</th>
<th>Contributions and strengths were appropriate, relevant, accurate, and clear or detailed.</th>
</tr>
</thead>
</table>

**CSTP 2: Creating and Maintaining Effective Environments for Student Learning**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Present 1</th>
<th>Emerging 2</th>
<th>Competent 3</th>
<th>Exceptional 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate planned and designed learning experiences that met the needs of all students</td>
<td>The candidate’s planning and designed learning experiences that met the needs of all students were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s planning and designed learning experiences that met the needs of all students were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s planning and designed learning experiences that met the needs of all students were appropriate, relevant, or accurate.</td>
<td>The candidate’s planning and designed learning experiences that met the needs of all students were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>The candidate’s appropriate time allocation for maximizing student achievement was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s appropriate time allocation for maximizing student achievement was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s appropriate time allocation for maximizing student achievement was appropriate, relevant, or accurate.</td>
<td>The candidate’s appropriate time allocation for maximizing student achievement was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Social Environment</td>
<td>The candidate’s development and maintenance of clear expectations for academic and social behavior were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s development and maintenance of clear expectations for academic and social behavior were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s development and maintenance of clear expectations for academic and social behavior were appropriate, relevant, or accurate.</td>
<td>The candidate’s development and maintenance of clear expectations for academic and social behavior were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Disposition Professionalism</td>
<td>The candidate’s demonstration of a strong commitment to teacher</td>
<td>The candidate’s demonstration of a strong commitment to teacher</td>
<td>The candidate’s demonstration of a strong commitment to teacher</td>
<td>The candidate’s demonstration of a strong commitment to teacher</td>
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</table>
demonstrated a strong commitment to teacher education and was able to model expert instruction in an interactive, academic context through his/her teaching and planning,

| Education and his/her ability to model expert instruction in an interactive, academic context through his/her teaching and planning was inappropriate, irrelevant, or ambiguous. | Education and his/her ability to model expert instruction in an interactive, academic context through his/her teaching and planning was appropriate, relevant, or accurate. | Education and his/her ability to model expert instruction in an interactive, academic context through his/her teaching and planning was appropriate, relevant, or accurate, and clear or detailed. |

| Disposition | Respectfulness | The candidate’s communication of expectations, professional and personal opinions or philosophical perspectives and responses to requests, suggestions, and feedback in a reflective and appropriate manner through his/her teaching style and interaction with students and others. | The candidate’s communication of expectations, professional and personal opinions or philosophical perspectives and responses to requests, suggestions, and feedback in a reflective and appropriate manner through his/her teaching style and interaction with students and others were minimal, limited, cursory, inconsistent, and/or ambiguous. | The candidate’s communication of expectations, professional and personal opinions or philosophical perspectives and responses to requests, suggestions, and feedback in a reflective and appropriate manner through his/her teaching style and interaction with students and others were appropriate, relevant, or accurate. |

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Present</th>
<th>Emerging</th>
<th>Competent</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate understood and organized all subject matter for student success</td>
<td>The candidate’s understanding and organization of all subject matter for student success were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s understanding and organization of all subject matter for student success were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s understanding and organization of all subject matter for student success were appropriate, relevant, or accurate.</td>
<td>The candidate’s understanding and organization of all subject matter for student success were appropriate, relevant, or accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Specific Pedagogical Skills for Subject Matter Instruction</td>
<td>The candidate demonstrated the ability to successfully teach the state-adopted academic content standards.</td>
<td>The candidate’s demonstrated ability to successfully teach the state-adopted content standards was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s demonstrated ability to successfully teach the state-adopted content standards was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s demonstrated ability to successfully teach the state-adopted content standards was appropriate, relevant, or accurate.</td>
</tr>
<tr>
<td>Disposition Intellectual Commitment</td>
<td>The candidate demonstrated a strong sense of inquiry both personally and as a model for students.</td>
<td>The candidate’s demonstration of a strong sense of inquiry both personally and as a model for students was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s demonstration of a strong sense of inquiry both personally and as a model for students was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s demonstration of a strong sense of inquiry both personally and as a model for students was appropriate, relevant, or accurate.</td>
</tr>
<tr>
<td>The candidate was able to apply theory to practice as evidenced in his/her planning and instruction.</td>
<td>The candidate’s ability to apply theory to practice as evidences in his/her planning and instruction was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s ability to apply theory to practice as evidences in his/her planning and instruction was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s ability to apply theory to practice as evidences in his/her planning and instruction was appropriate, relevant, or accurate.</td>
<td>The candidate’s ability to apply theory to practice as evidences in his/her planning and instruction was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>The candidate demonstrated objectivity in teaching and interaction with students, faculty, staff, and parents, and was open to alternative viewpoints.</td>
<td>The candidate’s objectivity in teaching and in his/her interactions with students, faculty, staff, and parents, and his/her openness to alternative viewpoints were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s objectivity in teaching and in his/her interactions with students, faculty, staff, and parents, and his/her openness to alternative viewpoints were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s objectivity in teaching and in his/her interactions with students, faculty, staff, and parents, and his/her openness to alternative viewpoints were appropriate, relevant, or</td>
<td>The candidate’s objectivity in teaching and in his/her interactions with students, faculty, staff, and parents, and his/her openness to alternative viewpoints were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
</tbody>
</table>
### CSTP 4: Planning Instruction and Designing Learning Experiences for all Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Present 1</th>
<th>Emerging 2</th>
<th>Competent 3</th>
<th>Exceptional 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate planned and designed instructional learning experiences for all students.</td>
<td>The candidate’s planning and designing of instructional learning experiences for all students were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s planning and designing of instructional learning experiences for all students were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s planning and designing of instructional learning experiences for all students were appropriate, relevant, or accurate.</td>
<td>The candidate’s planning and designing of instructional learning experiences for all students were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Learning About Students</td>
<td>The candidate’s instruction based on the learning needs of his/her students was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s instruction based on the learning needs of his/her students was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s instruction based on the learning needs of his/her students was appropriate, relevant, or accurate.</td>
<td>The candidate’s instruction based on the learning needs of his/her students was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>The candidate’s planned lessons based on content standards were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s planned lessons based on content standards were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s planned lessons based on content standards were appropriate, relevant, or accurate.</td>
<td>The candidate’s planned lessons based on content standards were appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Disposition Responsibility</td>
<td>The candidate’s demonstration of initiative in planning thorough lesson plans was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s demonstration of initiative in planning thorough lesson plans was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s demonstration of initiative in planning thorough lesson plans was appropriate, relevant, or accurate.</td>
<td>The candidate’s demonstration of initiative in planning thorough lesson plans was appropriate, relevant, accurate, and clear or detailed.</td>
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<td>The candidate was dependability in</td>
<td>The candidate’s dependability in</td>
<td>The candidate’s dependability in</td>
<td>The candidate’s dependability in</td>
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<tr>
<td>Criteria</td>
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</tr>
<tr>
<td>dependability in assuming the duties and responsibilities as the teacher of record.</td>
<td>assuming the duties and responsibilities as the teacher of record was inappropriate, irrelevant, or missing.</td>
<td>assuming the duties and responsibilities as the teacher of record was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>assuming the duties and responsibilities as the teacher of record was appropriate, relevant, or accurate.</td>
<td>assuming the duties and responsibilities as the teacher of record was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Monitoring Student Learning During Instruction</td>
<td>The candidate’s planning for assessing student learning at appropriate stages in each lesson was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s planning for assessing student learning at appropriate stages in each lesson was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s planning for assessing student learning at appropriate stages in each lesson was appropriate, relevant, or accurate.</td>
<td>The candidate’s dependability in assuming the duties and responsibilities as the teacher of record was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>The candidate checked for understanding during the lesson</td>
<td>The candidate’s monitoring of student learning during instruction was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s monitoring of student learning during instruction was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s monitoring of student learning during instruction was appropriate, relevant, or accurate.</td>
<td>The candidate’s monitoring of student learning during instruction was appropriate, relevant, accurate, and clear or detailed.</td>
</tr>
<tr>
<td>Interpretation and Use of Assessments</td>
<td>The candidate’s use of a variety of formal and informal, formative, and summative</td>
<td>The candidate’s use of a variety of formal and informal, formative, and summative</td>
<td>The candidate’s use of a variety of formal and informal, formative, and summative</td>
<td>The candidate’s use of a variety of formal and informal, formative, and summative</td>
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</tbody>
</table>
summative assessments, to determine students’ progress and to plan for instruction was inappropriate, irrelevant, or missing.

assessments, to determine students’ progress and to plan for instruction was minimal, limited, cursory, inconsistent, and/or ambiguous.

assessments, to determine students’ progress and to plan for instruction was appropriate, relevant, or accurate.

assessments, to determine students’ progress and to plan for instruction was appropriate, relevant, accurate, and clear or detailed.

Disposition
Empathy
The candidate modeled patience and compassion in working with students and others.

The candidate’s patience and compassion in working with students and others were inappropriate, irrelevant, or missing.

The candidate’s patience and compassion in working with students and others were minimal, limited, cursory, inconsistent, and/or ambiguous.

The candidate’s patience and compassion in working with students and others were appropriate, relevant, or accurate.

The candidate’s patience and compassion in working with students and others were appropriate, relevant, accurate, and clear or detailed.

The candidate demonstrated ability to understand the different perspective of students and others and was able to help them obtain educational goals.

The candidate’s demonstrated abilities to understand the different perspective of students and others and to be able to help them obtain educational goals were inappropriate, irrelevant, or missing.

The candidate’s demonstrated abilities to understand the different perspective of students and others and to be able to help them obtain educational goals were minimal, limited, cursory, inconsistent, and/or ambiguous.

The candidate’s demonstrated abilities to understand the different perspective of students and others and to be able to help them obtain educational goals were appropriate, relevant, or accurate.

The candidate’s demonstrated abilities to understand the different perspective of students and others and to be able to help them obtain educational goals were appropriate, relevant, accurate, and clear or detailed.

The candidate demonstrated a belief that all children can learn,

The candidate’s demonstrated belief that all students can learn was inappropriate, irrelevant, or missing.

The candidate’s demonstrated belief that all students can learn was minimal, limited, cursory, inconsistent, and/or ambiguous.

The candidate’s demonstrated belief that all students can learn was appropriate. relevant, or accurate.

The candidate’s demonstrated belief that all students can learn was appropriate, relevant, accurate, and clear or detailed.

CSTP 6: Developing as a Professional Educator

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Exceptional 4</th>
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</thead>
<tbody>
<tr>
<td>The candidate pursued</td>
<td>The candidate’s pursuit of</td>
<td>The candidate’s pursuit of</td>
<td>The candidate’s pursuit of</td>
<td>The candidate’s pursuit of</td>
</tr>
<tr>
<td>Professional, Legal, and Ethical Obligations</td>
<td>Professional Growth</td>
<td>Disposition Advocacy</td>
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<tr>
<td>The candidate engaged in collegial conversations about teaching and learning.</td>
<td>The candidate used reflection and feedback to formulate goals to increase teaching effectiveness.</td>
<td>The candidate demonstrated advocacy for students and the teaching profession through planning and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s conversations with colleagues about teaching and learning were inappropriate, irrelevant, or missing.</td>
<td>The candidate’s formulation of goals to increase teaching effectiveness based on reflection and feedback was minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s advocacy for students and the teaching profession as demonstrated through planning and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s responsibility for student academic learning goals was inappropriate, irrelevant, or missing.</td>
<td>The candidate’s formulation of goals to increase teaching effectiveness based on reflection and feedback was appropriate, relevant, or accurate.</td>
<td>The candidate’s advocacy for students and the teaching profession as demonstrated through planning and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s conversations with colleagues about teaching and learning were minimal, limited, cursory, inconsistent, and/or ambiguous.</td>
<td>The candidate’s formulation of goals to increase teaching effectiveness based on reflection and feedback was appropriate, relevant, accurate, and clear or detailed.</td>
<td>The candidate’s advocacy for students and the teaching profession as demonstrated through planning and instruction.</td>
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</table>
THE FINAL EVALUATION PROCESS

SEMESTER EVALUATIONS

ED 467

All University of La Verne intern teachers are evaluated at the end of each semester in ED 467: Intern Teaching: Multiple and Single Subjects, with the exception of the semester in which ED 478: Advanced Supervised Teaching is completed.
The school-site supervisor will complete an evaluation form on the intern teacher that must be returned to the University.

**Intern students who do not satisfactorily pass ED 467: Intern Teaching: Multiple and Single Subjects will not be advanced into ED 468: Introductory Supervised Teaching or ED 478: Advanced Supervised Teaching**

**ED 468 AND ED 478**

Each intern student is formally evaluated by the school-site support provider and the University supervisor at the end of each of the supervised teaching experiences. As well as the evaluations by the school-site supervisor and the University supervisor, each student will complete a self-evaluation of his or her supervised teaching experience.

The Evaluation Process for the University of La Verne also includes an evaluation of the supervised teaching program completed by the intern student, school-site supervisor, University supervisor, and the site administrator.

The school-site supervisor is evaluated by the intern student and the University supervisor.

The University supervisor is evaluated by the intern student and the school-site supervisor.

**All evaluations are completed within the last week of ED 467 and ED 468 and ED 478.**

**EVALUATION FORMS**

**INTERN TEACHERS**

At the conclusion of each of the supervised teaching experiences, each intern teacher will be required to complete the following Evaluation Forms:

**ED 467**
- Self evaluation of the intern teaching experience

**ED 468**
- Self evaluation of the supervised teaching experience
- Evaluation of the school-site support provider
- Evaluation of the University supervisor
ED 478

- Self evaluation of the supervised teaching experience
- Evaluation of the school-site support provider
- Evaluation of the University supervisor
- Evaluation of the program. This form will be completed at the end of the Supervised Teaching Retreat held in April for the spring semester and October for the fall semester.

SCHOOL-SITE SUPERVISORS

School-site supervisors complete the following forms at the completion of the supervised teaching experience:

ED 467
- Evaluation of the intern teacher

ED 468
- Evaluation of the intern teacher
- Evaluation of the University supervisor

ED 478
- Evaluation of the program
- Evaluation of the intern student
- Evaluation of the University supervisor

UNIVERSITY SUPERVISORS

All University supervisors complete the following forms at the completion of the supervised teaching experience:

ED 467
- Evaluation of the intern teacher
- Evaluation of the school-site support provider

ED 468
- Evaluation of the intern student
- Evaluation of the school-site support provider

ED 478
- Evaluation of the program
- Evaluation of the intern student
- Evaluation of the school-site support provider

**SUPERVISED TEACHING RETREAT**

Approximately mid-way through ED 478, April for the spring semester and October for the fall semester, a special retreat is held for all completing credential students. The date and location are announced at the Orientation meeting at the beginning of ED 478 but the Retreat is held at the Sheraton Suites Fairplex, Pomona. At the Retreat, all intern students will receive the information required to apply for their credential as well as covering resume and job interviewing techniques.

**BECOME THE A PLUS TEACHER**

- Show a consistent vitality and enthusiasm for teaching. Make continuous effort to improve your teaching skills.
• Be industrious. Do more than required. Meet all responsibilities promptly.

• Be vitally concerned with the development of each student in your class.

• Exhibit an in-depth knowledge of the content you are presenting.

• Plan all lessons thoroughly so that you are free to responsively utilize student responses.

• Model enthusiasm for learning. Display and stimulate creativeness.

• Establish positive goals, values, and standards that result in self-directed, purposeful and orderly behavior on the part of your students.

• Show good judgment regarding when to permit students to carry their own solutions to problems and when to step in and help.

• Risk self-disclosure and adopt a constructive problem-solving attitude.

• DEMONSTRATE A TOTAL LOVE FOR YOUR STUDENTS AND FOR YOUR PROFESSION!

UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

UNIVERSITY INTERN RESPONSIBILITIES
INTERN PROGRAM

INTERN TEACHER RESPONSIBILITIES

• Register for ED 467: Intern Teaching: Multiple and Single Subjects: depending on the semester

• Prior to the start of the intern semester:
  Attend a three-hour Classroom Management Seminar
  Attend a University orientation meeting
  Attend a University supervisor orientation meeting

• During the first week of the intern’s first semester:
  Develop a Classroom Management Plan
  Develop a Yearly Unit Plan
  Develop a Monthly Unit Plan

• Develop a Weekly Plan

• Develop daily lesson plans for all subjects taught from the Weekly Plan

• Write a Reflective Evaluation for each of the weekly formal observations given by the University supervisor.

• Schedule weekly conference times to meet with school-site supervisor in order to satisfy the two-hour a week conference requirement. Keep a weekly log of the conference.

• Attend the University supervisor’s seminars: two seminars a semester

UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
The University of La Verne thanks you for being the school-site support provider for one of our intern teachers during ED 467: Intern Teaching: Multiple and Single Subjects.

ED 467: Intern Teaching: Multiple and Single Subjects is a fifteen-week contracted teaching assignment that must be completed by all intern teachers each semester until they complete the program and receive their preliminary credential.

For many interns, this will be their first full-time experience in a classroom and we want it to be pleasurable for them as well as for you. ED 467: Intern Teaching: Multiple and Single Subjects is an introductory teaching experience and the goal of the course is to allow the interns to develop as new teachers and gain confidence and competence through weekly University observations and daily mentoring from you.

PRIOR TO THE START OF ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

- The University will send you a thank you letter outlining the responsibilities of a school-site support provider and discuss the stipend of $400 per semester for ED 467: Intern Teaching: Multiple and Single Subjects that will be paid to your district, on your behalf, at the conclusion of the semester.

ORIENTATION MEETING

- Attend an orientation meeting that will be held at the University of La Verne, from 10:00 a.m. to 2:00 p.m. on a Saturday during the first two weeks of ED 467. A stipend of $100 will be paid for attending this orientation.

VERIFICATION OF CREDENTIAL AND TEACHING EXPERIENCE

- Each University of La Verne school-site support provider is required to have a minimum of three years of successful fully credentialed teaching within the credential area.
- The Verification of Experience document is to be returned to the University supervisor prior to the end of the second week of the semester.
SCHOOL-SITE SUPPORT PROVIDER REQUIREMENTS

- Each school-site supervisor is chosen based on the following qualifications:
  Exemplary teaching qualities: classroom management skills: modeling and teaching strategies
  Strict adherence to district and state content standards and California Standards for the Teaching Profession
  Extensive English Language Development teaching strategies and experience

ENHANCED INTERN PROGRAM REQUIREMENTS

- Each intern in the University of La Verne’s Enhanced Intern program is required to complete the following each semester:
  - Develop a yearly curriculum outline for each subject area
  - Develop a monthly curriculum outline for each subject area
  - Develop a weekly outline for each subject area
  - Develop a daily lesson plan for each subject area
  - Develop a Semester Induction Plan
  - Complete a weekly School-site Supporter Contact Log
  - Complete weekly Lesson Reflection
  - Develop a Classroom Management Plan

GUIDELINES FOR SUPERVISING ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

School-site Support Provider and University Supervisor

The school-site support provider has been carefully chosen according to experience, quality of teaching, working with EL students, ability to work with others, and a sincere commitment to preparing future teachers. The school-site support provider is the intern teacher’s bridge into the curriculum, staff, and services of the school. The school-site support provider helps the intern teacher learn how to work effectively in the classroom and how to utilize other human or material resources, both in and out of school.

Following is a list of suggestions to be utilized by the school-site support provider and the University supervisor.

Model: Good teaching is an enormously complex undertaking. The school-site support provider is the professional who helps connect the student teacher’s enthusiasm, knowledge and eagerness with the effective “doing” of instruction that takes place in the classroom. He or she is the exemplary teacher, able to model a wide variety of skills,
analyze instructional situations and constructively coach the student teacher toward meeting the requirements of the practicum and demonstrating continued improvement.

**Facilitate:** As a facilitator, the school-site support provider will mentor the intern teacher in developing weekly and daily schedules; discuss school standards such as special techniques/procedures for managing groups and individuals; describe student/community characteristics; talk about room environment; point out where equipment, materials and supplies are located in the school; acquaint the intern teacher with support personnel and office procedures such as registers, cumulative records, and share all the other nitty-gritty information new teachers need to have.

**Lead and Guide:** The school-site support provider retains his or her role as the guiding influence in the professional life of the intern teacher and assists in helping the intern plan for the yearly outline, monthly outline, weekly outline and daily lesson plans. Throughout the assignment, the school-site support provider will observe, evaluate and conference with the student teacher on a daily and weekly basis. The school-site support provider will continually discuss various strategies of teaching and their advantages and disadvantages for particular situations, especially for EL learners. Although the school-site support will not be in the classroom with the intern teacher, they are still available on campus for counsel and suggestions.

**Evaluate:** Throughout the assignment, the school-site support provider will provide “formative” information to the intern teacher, enabling them to build upon their strengths and to correct behaviors that might cause later difficulty.

**Coaching Versus Evaluation:** The major role of the school-site support provider is that of “coach.” Although the school-site supervisor does complete a summative report, he or she is not an evaluator in the traditional sense of the word. While coaching and evaluation are similar in some respects, they are vastly different in others. Some of those important differences are outlined below.

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102
Communication is two-way with emphasis on strengths, questioning/inquiry and problem solving.

Communication is primarily one-way with emphasis on judgment by evaluator.

The Coaching Conference:
1. Set a tone of exploration and analysis. Elicit and share perceptions and feelings about how the lesson went. “How did you feel about the lesson?”
2. Reinforce strengths. Elicit and share strategies and activities that were effective and why. “What were you aware of that worked well?”
3. Give SPECIFIC feedback.
   “When you used the overhead projector to show molecular vibration and collision you helped the students to concretely visualize the abstract process.” instead of
   “I liked the way you used the overhead projector.”
4. Extend thinking. Elicit and share strategies and activities that were less effective and why. Discuss alternatives. “Was there anything that didn’t work?” “What might have been done differently?”
5. Reflectively process. Elicit and share perceptions and feelings about how the coaching conference went. “What did you think about this coaching conference?”

ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

University of La Verne’s Support for the School-site Support Provider

- The University supervisor will make arrangements to meet and confer with the intern, the school-site support provider and the school-site administrator during the first week, or as soon as possible at the beginning of the ED 467.

University Supervisor

The University supervisor will:

- Review the requirements for ED 467 with school-site support provider:
  - Meet with the intern minimum of two hours each week
  - Complete four formal observations each semester

Review with the school-site support provider:
School-site Support Provider Packet

- Observation Forms:
  Minimum of four observations required for enhanced intern teachers
- Observation Rubric
- Enhanced Intern Handbook
- School-site Support Provider Credential and Experience Verification Form

ENHANCED INTERN SCHOOL-SITE SUPPORT PROVIDER REQUIREMENTS

- Complete the Credential and Experience Verification Form and return it to the University supervisor by the end of the second week of the semester.

- Follow the guidelines established in the ULV Enhanced Intern Handbook and related handouts.

- All enhanced interns must prepare daily informal lesson plans for all subjects taught.

- Formal lesson plans must be prepared for all University supervisor and school-site support provider observations.

- **Enhanced Intern Teachers:**
  - Assist the intern teacher with developing:
    - yearly curriculum outline
    - monthly curriculum outline
    - weekly curriculum outline
    - daily lesson plans
    - classroom management plan
  
  - Serve as coach and mentor to the intern teacher.

  - Meet once a week for a minimum of two hours with the intern teacher to discuss:
    - lesson plans and classroom practices
    - English Language Development teaching strategies
    - concerns or problems the intern may be having

  - Formally observe the intern teacher a minimum of four times each semester as an intern teacher. Additional observations will be required for interns completing ED 468: Introductory Supervised Teaching.

UNIVERSITY SUPERVISOR
• The University supervisor will meet and observe the intern teacher each week throughout the semester.

• The University supervisor will arrange a time during the first week of intern teaching to review the requirements for intern teaching and will give the school-site support provider the School-site Support Provider Packet that includes:
  The Enhanced Intern Teacher Handbook
  Observation Forms
  Observation Rubric
  Credential and Experience Verification Form
  Evaluation Forms

• Collect the Credential and Experience Verification Form from the school-site support provider by the end of the second week of the semester.

• The University supervisor will meet and conference regularly with the school-site support provider at your school site. Ideally, this should take place immediately or as soon as possible following the University supervisor’s observation and conference with the intern teacher.

FORMAL OBSERVATIONS

School-site Support Provider

• Complete a minimum of four intern observations each semester.

• Two additional formal observations will be required for interns completing ED 468: Introductory Supervised Teaching.

• Observe the lesson, write formal observation notes indicating suggestions and what went well, using the ULV observation form, and conference with the intern teacher as soon as possible after the observation. The student receives the original copy, the University supervisor receives the last copy as soon as possible after the completion of the observation, and the school-site support provider retains the second yellow copy.

University Supervisor

• Complete a formal observation each week.

• Continue the weekly evaluations using ED 468 Observation Forms if the intern is completing ED 468: Introductory Supervised Teaching.

• Observe the lesson, write formal observation notes indicating suggestions and what went well, using the ULV observation form, and conference with the intern teacher as
soon as possible after the observation. The intern receives the original copy, the school-site support provider receives the second yellow copy as soon as possible after the completion of the observation, and the University supervisor retains the last pink copy.

**EVALUATION**

Each intern teacher candidate is formally evaluated by the school-site support provider and the University supervisor at the end of the intern teaching semester.

- Complete a summative report during the last two weeks of the semester, using the University of La Verne’s evaluation form, based on the supervised teacher candidate’s performance. This should be a collaborative effort between the school-site support provider, the University supervisor, and the intern teacher candidate.

**Evaluation of Performance: Intern Teaching: Multiple and Single Subjects**

This formal evaluation will be scored using the ED 467: Intern Teaching: Multiple and Single Subjects Rubric which is based on 1-4 scale from Not Present to Exceptional. ED 467: Intern Teaching: Multiple and Single Subjects candidates must receive a score of 112 out of a total of 140 to pass.

- Complete a summative evaluation form on the University supervisor.

**All evaluations are completed within the last week of ED 467: Intern Teaching: Multiple and Single Subjects**

Being a school-site support provider involves a significant investment of time and energy. The University of La Verne’s Education Department faculty sincerely appreciates this personal commitment to advancement of the teaching profession. School-site support providers suggestions toward improving the University of La Verne’s Teacher Education Program and the Enhanced Intern Program are always welcomed.
The University of La Verne thanks you for being the University supervisor for one of our intern teachers during ED 467: Intern Teaching: Multiple and Single Subjects.

ED 467: Intern Teaching: Multiple and Single Subjects is a fifteen-week contracted teaching assignment that must be completed by all intern teachers each semester until they complete the program and receive their preliminary credential.

For many interns, this will be their first full-time experience in a classroom and we want it to be pleasurable for them as well as for you. ED 467: Intern Teaching: Multiple and Single Subjects is an introductory teaching experience and the goal of the course is to allow the interns to develop as new teachers and gain confidence and competence through weekly University observations and daily mentoring from the school-site support provider.

PRIOR TO THE START OF ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

ORIENTATION MEETING

- Attend a general orientation meeting at the beginning of each semester.
  
  - Attend an orientation meeting that will be held at the University of La Verne, from 10:00 a.m. to 2:00 p.m. on a Saturday to be announced during the first two weeks of ED 467. A stipend of $100 will be paid for attending this orientation.
VERIFICATION OF CREDENTIAL AND TEACHING EXPERIENCE

- Each University of La Verne school-site support provider is required to have a minimum of three years of successful fully credentialed teaching within the credential area.
- Each school-site supervisor is chosen based on the following qualifications:
  - Exemplary teaching qualities: classroom management skills:
  - Modeling and teaching strategies
  - Strict adherence to district and state content standards and California Standards for the Teaching Profession
  - Exemplary teaching strategies in English Language Development

ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS

- Meet and confer with the intern, the school-site support provider, and the school-site administrator during the first week, or as soon as possible at the beginning of the ED 467.

School-site Support Provider

- Review the requirements for ED 467
  - Meet with the intern minimum of two hours each week
  - Complete four formal observations each semester

School-site Support Provider Packet

- Observation Forms:
  - Minimum of four observations required for enhanced intern teachers
- Observation Rubric
- Enhanced Intern Handbook
- School-site Support Provider Credential and Experience Verification Form

School-site Administrator

- Give the school-site administrator:
  - Enhanced Intern Handbook

By the end of the second week, collect from the school-site support provider:
  - School-site Support Provider Credential and Experience Verification Form
- Meet and observe each intern teacher on a weekly basis. Use the Observation Form to write up the observation.

- Conference with each intern teacher as soon as possible after the observation. Give the student the white original copy of the Observation Form.

- Meet and confer with the school-site support provider as soon as possible after each observation. Give the school-site support provider the second yellow copy of the Observation Form.

- Schedule two student seminars with your intern teachers.

**ENHANCED INTERN PROGRAM REQUIREMENTS**

- Each intern in the University of La Verne’s Enhanced Intern program is required to complete the following each semester:
  - Develop a yearly curriculum outline for each subject area
  - Develop a monthly curriculum outline for each subject area
  - Develop a weekly outline for each subject area
  - Develop a daily lesson plan for each subject area
  - Develop a Semester Induction Plan
  - Complete a weekly School-site Supporter Contact Log
  - Complete weekly Lesson Reflection
  - Develop a Classroom Management Plan

**GUIDELINES FOR SUPERVISING ED 467: INTERN TEACHING: MULTIPLE AND SINGLE SUBJECTS**

**School-site Support Provider and University Supervisor**

The school-site support provider and the University supervisor have been carefully chosen according to experience, quality of teaching, working with EL students, ability to work with others, and a sincere commitment to preparing future teachers. The school-site support provider and the University supervisor are the intern teacher’s bridge into the curriculum, staff, and services of the school. The school-site support provider and the University supervisor help the intern teacher learn how to work effectively in the classroom and how to utilize other human or material resources, both in and out of school.

Following is a list of suggestions to be utilized by the school-site support provider and the University supervisor.
**Model:** Good teaching is an enormously complex undertaking. The school-site support provider and the University supervisor are the professionals who help connect the intern teacher’s enthusiasm, knowledge and eagerness with the effective “doing” of instruction that takes place in the classroom. He or she is the exemplary teacher, able to model a wide variety of skills, analyze instructional situations and constructively coach the student teacher toward meeting the requirements of the practicum and demonstrating continued improvement.

**Facilitate:** As facilitators, the school-site support provider and the University supervisor will mentor the intern teacher in developing weekly and daily schedules; discuss school standards such as special techniques/procedures for managing groups and individuals; describe student/community characteristics; talk about room environment; point out where equipment, materials and supplies are located in the school; acquaint the intern teacher with support personnel and office procedures such as registers, cumulative records, and share all the other nitty-gritty information new teachers need to have.

**Lead and Guide:** The school-site support provider and the University supervisor retains his or her role as the guiding influence in the professional life of the intern teacher and assists in helping the intern plan for the yearly outline, monthly outline, weekly outline and daily lesson plans. Throughout the assignment, the school-site support provider and the University supervisor will observe, evaluate and conference with the intern teacher on a daily and weekly basis. The school-site support provider and the University supervisor will continually discuss various strategies of teaching and their advantages and disadvantages for particular situations, especially for EL learners. Although the school-site support provider will not be in the classroom with the intern teacher, they are still available on campus for counsel and suggestions.

**Evaluate:** Throughout the assignment, the school-site support provider and the University supervisor will provide “formative” information to the intern teacher, enabling them to build upon their strengths and to correct behaviors that might cause later difficulty.

**Coaching Versus Evaluation:** The major role of the school-site support provider and the University supervisor is that of “coach.” Although the school-site supervisor does complete a summative report, he or she is not an evaluator in the traditional sense of the word. While coaching and evaluation are similar in some respects, they are vastly different in others. Some of those important differences are outlined below.

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thoughtfully examine results; permission to make mistakes and try again; practice of new and awkward procedures.

Value judgments and decision authority collegial and in hands of the teachers.

Communication is two-way with emphasis on strengths, questioning/inquiry and problem solving.

**The Coaching Conference:**

6. Set a tone of exploration and analysis. Elicit and share perceptions and feelings about how the lesson went. “How did you feel about the lesson?”

7. Reinforce strengths. Elicit and share strategies and activities that were effective and why. “What were you aware of that worked well?”

8. Give SPECIFIC feedback.
   “When you used the overhead projector to show molecular vibration and collision you helped the students to concretely visualize the abstract process.” instead of
   “I liked the way you used the overhead projector.”

9. Extend thinking. Elicit and share strategies and activities that were less effective and why. Discuss alternatives. “Was there anything that didn’t work?” “What might have been done differently?”

10. Reflectively process. Elicit and share perceptions and feelings about how the coaching conference went. “What did you think about this coaching conference?”

**ENHANCED INTERN SCHOOL-SITE SUPPORT PROVIDER REQUIREMENTS**

- Complete the Credential and Experience Verification Form and return it to the University supervisor by the end of the second week of the semester.

- Follow the guidelines established in the University of La Verne’s Enhanced Intern Handbook and related handouts.

- All enhanced interns must prepare daily informal lesson plans for all subjects taught.
• Formal lesson plans must be prepared for all University supervisor and school-site support provider observations.

• **Enhanced Intern Teachers:**
  • Assist the intern teacher with developing:
    - yearly curriculum outline
    - monthly curriculum outline
    - weekly curriculum outline
    - daily lesson plans
    - classroom management plan
  • Serve as coach and mentor to the intern teacher.
  • Meet once a week for a minimum of two hours with the intern teacher to discuss:
    - lesson plans and classroom practices
    - English Language Development teaching strategies
    - concerns or problems the intern may be having
  • Formally observe the intern teacher a minimum of four times each semester as an intern teacher. Additional observations will be required for interns completing ED 468: Introductory Supervised Teaching.

**UNIVERSITY SUPERVISOR**

• The University supervisor will meet and observe the intern teacher each week throughout the semester.

• The University supervisor will arrange a time during the first week of intern teaching to review the requirements for intern teaching and will give the school-site support provider the School-site Support Provider Packet that includes:
  - The Enhanced Intern Teacher Handbook
  - Observation Forms
  - Observation Rubric
  - Credential and Experience Verification Form
  - Evaluation Forms

• Collect the Credential and Experience Verification Form from the school-site support provider by the end of the second week of the semester.

• The University supervisor will meet and conference regularly with the school-site support provider at your school site. Ideally, this should take place immediately or as soon as possible following the University supervisor’s observation and conference with the intern teacher.

**FORMAL OBSERVATIONS**
School-site Support Provider

- Complete a minimum of four intern observations each semester.
- Two additional formal observations will be required for interns completing ED 468: Introductory Supervised Teaching.
- Observe the lesson, write formal observation notes indicating suggestions and what went well, using the University of La Verne observation form, and conference with the intern teacher as soon as possible after the observation. The student receives the original copy, the University supervisor receives the last copy as soon as possible after the completion of the observation, and the school-site support provider retains the second yellow copy.

University Supervisor

- Complete a formal observation each week.
- Continue the weekly evaluations using ED 468 Observation Forms if the intern is completing ED 468: Introductory Supervised Teaching.
- Observe the lesson, write formal observation notes indicating suggestions and what went well, using the University of La Verne observation form, and conference with the intern teacher as soon as possible after the observation. The intern receives the original copy, the school-site support provider receives the second yellow copy as soon as possible after the completion of the observation, and the University supervisor retains the last pink copy.

EVALUATION

Each intern teacher candidate is formally evaluated by the school-site support provider and the University supervisor at the end of the intern teaching semester.

- Complete a summative report during the last two weeks of the semester, using the University of La Verne evaluation form, based on the supervised teacher candidate’s performance. This should be a collaborative effort between the school-site support provider, the University supervisor, and the intern teacher candidate.

Evaluation of Performance: Intern Teaching: Multiple and Single Subjects

This formal evaluation will be scored using the ED 467: Intern Teaching: Multiple and Single Subjects Rubric which is based on 1-4 scale from Not Present to Exceptional. ED
467: Intern Teaching: Multiple and Single Subjects candidates must receive a score of 112 out of a total of 140 to pass.

- Complete a summative evaluation form on the school-site support provider.

All evaluations are completed within the last week of ED 467: Intern Teaching: Multiple and Single Subjects

Being a University supervisor involves a significant investment of time and energy. The University of La Verne’s Education Department faculty sincerely appreciates this personal commitment to advancement of the teaching profession. University supervisor suggestions toward improving the University of La Verne’s Teacher Education Program and the Enhanced Intern Program are always welcomed.
University of La Verne  
Intern Program: Multiple and Single Subject  
Initial Support and Induction Plan

Intern: ___________________________________________ Date: ____________________

_________________________________________________________

School: __________________________________________ District: ____________________

Grade Level: _______ Subject Area: Multiple Subject: ___ Single Subject: ___ : Subject Area: ______

Responsibilities:

ULV Supervisor (name):
__________________________________________________________

Responsibilities: The University Supervisor will observe the intern every week and provide timely written and oral feedback after each visit. The University supervisor will conference with the school-site support provider to develop the initial induction plan to monitor the progress of the intern. The University supervisor will be available to the intern and the school-site provider for support and guidance as needed. The supervisor will conduct two seminars per semester.

School-site Provider (name):
__________________________________________________________

Responsibilities: The school-site provider will observe four (4) times per semester, or as needed, and provide timely written and oral feedback after each visit. The school-site provider will conference with the University of La Verne supervisor and the intern to develop the initial induction plan and monitor the progress of the intern. The school-site provider will be available to provide professional support to the intern for a minimum of two (2) hours a week to assist specifically in the areas of district/school policies and procedures and ELL strategies.

Intern (name):
__________________________________________________________

Responsibilities: The intern will participate in the development of the initial induction plan with the University of La Verne supervisor and school-site support provider. The intern will provide typed lesson plans for each formal observation visit and follow-up reflection of comments and recommendations provided during the feedback. The intern will also provide typed informal lesson plans for all non-observed informal lessons and complete a reflection and analysis on one lesson each day. The intern will develop a yearly plan, monthly plan, weekly plan, as well as the daily lesson plans and classroom management plan. The intern will participate in University of La Verne seminars conducted by the University of La Verne supervisor and the University. The intern will meet with
the school-site support provider a minimum of two (2) hours a week and will complete the Intern Teacher Support Contact Log (ITSCL) each week; retain the original copy, give the second yellow to the school-site support provider, and give the University supervisor the last pink copy.

**Professional/Performance Goals:** (eg: management instruction, adapting curriculum, ELL goals, classroom management)

1. 

2. 

3. 

4. 

5. 

6. 

---

**Signatures:**

____________________________  Date  
(Intern)  

____________________________  Date  
(School Principal/Administrator)  

____________________________  Date  
(School Support Provider)  

____________________________  Date  
(University Supervisor)  

Original: Intern  Yellow: Support Provider  Pink: University

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**UNIVERSITY OF LA VERNE**  
INTERN CLASSROOM MANAGEMENT PLAN

- **Classroom Procedures and Routines**
  - How do students enter the room?  
  - How do students leave the room?  
  - How do students move around the room during the lesson?  
  - Passing out and collecting papers
    - Homework  
    - Completed work  
    - Extra work  
  - Passing out and collecting supplies
- Drinking fountain, restroom, pencil sharpening
- Dismissal/greeting
- Roll taking

- **Classroom Physical Environment**
  - Furniture arrangement
  - Bulletin boards
  - Student work posted

- **Student Management**
  - Classroom rules (copy required)
  - School rules (copy required)
  - Student discipline procedures

- **Teaching Practices**
  - Established routines
  - Motivational phrases
  - Positive reinforcement
  - Response control/expectations
    - Whole class
    - Individual – raise hand
    - Helping students when you’re working with other students
  - Key instructional phrases
  - Physical involvement of teacher with the class (movement around the classroom)
  - Transitions
    - Within lessons
    - Between lessons and/or activities

- **Key School Personnel**
  - Principal, AP, secretary, custodian, chairperson

- Other processes that strike you as important or effective

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**UNIVERSITY OF LA VERNE**

**ENHANCED INTERN PROGRAM**

**YEAR’S OVERVIEW**

Each intern teacher is required to develop a Year’s Overview of his/her curriculum for each subject taught.

This Year’s Overview is to be completed on a semester and monthly unit basis using only major curriculum headings.
This Yearly Overview is based on the major chapter headings from the main textbooks that will be used for the year.

This Yearly Overview will give you a complete picture as to what you will be teaching throughout the year.

From this Yearly Overview, you will develop a more in-depth semester and monthly plan.

Example:
Semester I
September: Unit title
Chapter number
Chapter title
Any other supplementary source to be used
Chapter number
Chapter Title
Content Standards

This format can be used for each month of the semester.

The Yearly Overview is to be completed at the beginning of the year and is to include both semesters.

Single subject interns are to complete a Year’s Overview for each subject area taught within their credential area.
Example: Math: Algebra I: Algebra II: Foundational Math

Multiple subject interns are to complete a Year’s Overview for each subject taught.

UNIVERSITY OF LA VERNE
ENHANCED INTERN PROGRAM
MONTHLY OUTLINE PLAN

Each intern teacher is required to develop a Monthly Outline Plan of their curriculum for each subject taught based on the Semester Outline.
This Monthly Outline Plan is to be completed on a monthly unit basis for each semester using only major curriculum headings taken from the main textbooks and supplemental materials to be used and expands the Semester Outline and the Yearly Overview.

This Monthly Outline Plan will give you a complete picture as to what you will be teaching each week of each month of each semester.

From this Monthly Outline Plan, you will develop a more in-depth weekly plan.

Example:
Semester I
September:  Unit title
            Chapter number
            Chapter title
            Any other supplementary source to be used
            Chapter number
            Chapter Title
            Content Standards
            Assessment
            Week 1: Chapter topics to be covered
            Day 1: Topics to be covered
            Day 2: Topics to be covered
            Day 3: Topics to be covered
            Day 4: Topics to be covered
            Day 5: Topics to be covered

This format can be used for each week of the month.

The Monthly Outline Plan is to be completed at the beginning of each month.

Single subject interns are to complete the Monthly Outline Plan for each subject area taught within their credential area.
Example: Math: Algebra I: Algebra II: Foundational Math

Multiple subject interns are to complete the Monthly Outline Plan for each subject taught.

UNIVERSITY OF LA VERNE

ENHANCED INTERN PROGRAM

WEEKLY OUTLINE PLAN

Each intern teacher is required to develop a Weekly Outline Plan of their curriculum for each subject taught based on the Monthly Outline Plan.
This Weekly Outline Plan is to be completed on a weekly unit basis for each month using only major curriculum headings taken from the main textbooks and supplemental materials to be used and expands the Monthly Outline Plan and the Semester Overview.

This Weekly Outline Plan will give you a complete picture as to what you will be teaching each day of each week of each month of each semester.

From this Weekly Outline Plan, you will develop a more in-depth daily plan following the University’s format.

Example:

Semester I
September:  Unit title
            Chapter number
            Chapter title
            Any other supplementary source to be used
            Chapter number
            Chapter Title
            Content Standards
            Assessment
            Week 1:  Chapter topics to be covered
                      Day 1:  Topics to be covered: list individual curriculum areas to be covered
                              Assessment
                      Day 2:  Topics to be covered: list individual curriculum areas to be covered
                              Assessment
                      Day 3:  Topics to be covered: list individual curriculum areas to be covered
                              Assessment
                      Day 4:  Topics to be covered: list individual curriculum areas to be covered
                              Assessment
                      Day 5:  Topics to be covered: list individual curriculum areas to be covered
                              Assessment

This format can be used for each day of the week.

The Weekly Outline Plan is to be completed at the beginning of each week.

Single subject interns are to complete the Weekly Outline Plan for each subject area taught within their credential area.
Example: Math: Algebra I: Algebra II: Foundational Math

Multiple subject interns are to complete the Weekly Outline Plan for each subject taught. Example: Math: Language Arts (Reading, Writing, Spelling, Language): Social Studies: Science: Art: Music: PE: Health
Support Teacher: _______________________________________________________

School-site: ____________________________________________________________

District: _______________________________________________________________

**TEACHING STANDARD ADDRESSED**

___ 1. Engaging and Supporting all Students in Learning
___ 2. Understanding and Organizing Subject Matter
___ 3. Assessing Student Learning
___ 4. Creating and Maintaining Effective Environments
___ 5. Planning Instruction and Designing Learning Experiences for all Students
___ 6. Developing as a Professional Educator

**SUPPORT AND ASSESSMENT ACTIVITY**

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<tr>
<td>Conference</td>
<td>Pre Observation</td>
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<td>Model Lessons</td>
<td>Observation</td>
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<td>Curriculum Design</td>
<td>Post Observation</td>
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<td>Release time for observation</td>
<td>Demonstration Lesson</td>
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**Date: Length of Meeting**

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<th>In Person</th>
<th>By Phone</th>
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<td>Friday:</td>
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**SUMMARY OF SUPPORT**

Attach separate pages if necessary

What was discussed:

What suggestions were made:

What changes will be made:

Follow-up steps:

Support Provider:

Intern:

**UNIVERSITY OF LA VERNE
INTERN TEACHER LESSON REFLECTION**

Month: _____  Week: ___  Date: ______
Intern Teacher: _______________________________________________________

Support Teacher: _______________________________________________________

School-site: __________________________________________________________

District: _____________________________________________________________

Subject Area: _________________________________________________________

ELD Standard Addressed:

Content Standard Addressed:

Lesson Title:

Lesson Objective:

What went well in the lesson:

What could have been improved in the lesson:

Changes you will make in teaching the lesson again:

Changes you will make for the next day’s instruction:

Intern Signature: ______________________________ Date: ________________

University Supervisor Signature: _______________________ Date: ______________

Original: Intern Yellow: Support Provider Pink: University

U.S.#1 UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

UNIVERSITY SUPERVISOR EVALUATION BY SUPERVISED TEACHER CANDIDATE
To be completed by the supervised teacher candidate and returned confidentially to the University

Main Campus: ___; Bakersfield Campus: ___; Central Coast Campus: ___; Cerritos Campus: ___; Ventura Campus: ___; Newhall Campus: ___;

High Desert Campus: ___

ED 468: INTRODUCTORY SUPERVISED TEACHING ____    ED 478: ADVANCED SUPERVISED TEACHING ____

SUPERVISED TEACHER CANDIDATE: ___________________________  SEMESTER DATE: ______________

DISTRICT: ___________________  SCHOOL: __________________________

UNIVERSITY OF LA VERNE SUPERVISOR:

________________________________________________________________________

Please evaluate each statement below as to how you perceive the University of La Verne’s supervisor’s relationship was to you and your school-site supervisor.

Please use the following rubric to evaluate each statement.


The University of La Verne supervisor’s relationship with me was professional and helpful: 1 2 3 4

The University of La Verne supervisor was knowledgeable regarding the University’s policies and procedures: 1 2 3 4

The University of La Verne supervisor’s knowledge of subject area/s: 1 2 3 4

The University of La Verne supervisor’s guidance to me in developing lesson planning skills: 1 2 3 4

The University of La Verne supervisor’s guidance to me in developing classroom teaching skills: 1 2 3 4

The University of La Verne supervisor’s guidance to me in developing classroom management skills: 1 2 3 4

The University of La Verne supervisor’s guidance to me in developing my ability to work with students with diverse abilities, cultures, languages, learning styles, special needs, and interests: 1 2 3 4

The University of La Verne supervisor was a helpful resource and gave me thoughtful suggestions and/or recommendations for improvement: 1 2 3 4

The University of La Verne supervisor was reliable and kept scheduled appointments and commitments: 1 2 3 4

The University of La Verne supervisor gave me a copy of the Observation Form at an appropriate time after the lesson: 1 2 3 4

The University of La Verne supervisor discussed my performance and progress with me at an appropriate time after the lesson: 1 2 3 4

The University of La Verne supervisor was accessible to me: 1 2 3 4

The quality of assistance and level of support provided by the University of La Verne supervisor: 1 2 3 4

The overall performance of the University of La Verne supervisor: 1 2 3 4

THANK YOU FOR COMPLETING THIS EVALUATION