



BIOLA
UNIVERSITY
School of Education

STUDENT TEACHING HANDBOOK

SCHOOL OF EDUCATION
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The School of Education Mission and Vision

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.”

The vision of the School of Education is “to equip a generation of influential educators, focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.”

BIOLA UNIVERSITY SCHOOL OF EDUCATION TEACHER COMMITMENT

I do hereby commit myself, in the presence of the Lord Jesus Christ, before my family, my friends, my professors, and my peers, that according to my ability and best judgment I will keep this Teacher Commitment as a covenant of best practice in the teaching profession:

I will remember first and foremost that the fear of the Lord is the beginning of wisdom (Proverbs 1:7), and that His Word is a lamp unto my feet and a light unto my path (Psalm 119).

I will consider the teaching profession a ministry in which I am *privileged* to serve and will be diligent to make prayer a daily practice on behalf of my students, my school, and myself.

I will respect and remember those who have taught me the art of teaching, and my colleagues who are engaged in the endeavors of teaching. I will also respect students and parents, as it is an honor to be trusted by them as a model, mentor, and facilitator of learning.

I will continue with diligence to stay apprised of advances in the teaching profession, and within my subject(s), and remember that I have special obligations to ALL learners within my classroom, without exception, to teach them to the best of my ability.

I will not use my position as a teacher to influence a student towards any purpose but knowing God, knowing self, promoting godly character, and inviting scholarly endeavor.

I will remember that there is an art to teaching as well as a science, and that warmth, sympathy, and understanding are still essential skills for serving students. In every situation where I am called upon to teach, I will do so only for the good of my students. I will practice diligent integrity, ardent study, and keeping myself from all intentional ill-doing.

I will not be embarrassed to say "I do not know" nor will I hesitate to call on my colleagues when the skills of another are needed to support student learning.

I will remember that I teach more than a curriculum; I educate students who are made in the image of God. I will put forth my best effort to prepare them for their future, the path that God has ordained for them from the foundations of the earth (Psalm 139), and to prepare them to be productive citizens in society.

I will be mindful to create inquiry whenever I can and tailor learning to student interest, for curiosity and motivation delights the learner.

Through the power of the Holy Spirit, I will keep this COMMITMENT to be a part of a generation of influential teachers who are focused on God's calling, devoting my strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.

Biola School of Education Teacher Preparation Program

The SB2042 Professional Teacher Preparation Programs are available for Single Subject and Multiple Subject credentials and are accredited by the California Commission on Teacher Credentialing (CTC) and the Association of Christian Schools International (ACSI). As required by CTC and ACSI, the Biola School of Education periodically reviews the roles and evidence of fulfillment thereof of all participants in the program.

Contractual Agreement between Student Teacher and the Biola School of Education Teacher Preparation Program

The expectations, guidelines, and requirements found within the Student Teaching Handbook are considered a contractual agreement between Student Teacher and Biola University School of Education. By signing this agreement, the Biola Student Teacher is agreeing to adhere to the precepts described in this Handbook. Please sign the Acknowledgement (**Appendix A**) and turn it in to the seminar professor the first week of class.

Appendix A

Section 1: Overview of Student Teaching

There are few professions that have the potential to impact the trajectory of the life of a student like a teacher. Educators are the primary vehicle for promoting a spirit of rigor, relevance, and relationships within the classroom environment and among the students.

By providing the Student Teacher with the tools and skills necessary for the stimulation of intellectual growth and maturation, they are more likely to become equipped and prepared to function as a primary agent toward positive change in the life of the learner.

The guidelines and requirements described in this Handbook apply to ALL candidates who have advanced to Student Teaching. Please see **Appendix B: COMPLIANCE WITH NON-DISCRIMINATION LAWS AND REGULATIONS**.

Requirements for Advancement to Student Teaching

- Hold a valid Certificate of Clearance.
- Hold a minimum 2.75 cumulative GPA.
- Completion of **teacher preparation courses (including Multiple Subject competency courses and Single Subject Pedagogy courses)**. These courses must be passed with a “B-” or better. Overall a 3.0 GPA must be maintained in the Teacher Preparation course sequence.
- Passage of CBEST or equivalent.
- Multiple Subject candidates must pass the CSET: Multiple Subjects to prove subject matter competency.
- Single Subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET), for the subject they have selected to be credentialed.
- Passage of CalTPAs 1-2 with a score of “3” or better. Please see Appendix AC.
- Demonstration of professional dispositions that reflect a commitment to biblical character and academic excellence in both coursework and field placement requirements.
- Completion of all fieldwork placement hours (120 hours).
- Demonstration of knowledge of the U.S. Constitution through an approved course (grade of “C” or better), passage of an appropriate exam, or hold a baccalaureate degree from a CSU.
- Hold valid TB clearance.
- Interview for Student Teaching with professors and director(s) of the Teacher Preparation program.

Course Enrollment for Student Teaching

In most cases, Multiple Subject Student Teaching candidates will enroll in LEDU440/SEED512 Elementary Student Teaching I (6 units) **concurrently with** LEDU442/SEED513 Elementary Student Teaching II (6 units) for a total of 12 units. Single Subject Student Teaching candidates will enroll in LEDU450/SEED514 Secondary Student Teaching I (6 units) **concurrently with** LEDU452/SEED515 Secondary Student Teaching II (6 units) for a total of 12 units.

A semester long Student Teaching Seminar is taken in concert with the Student Teaching Field-placement assignment. The Student Teaching Seminar course is held on campus at Biola. Both sections must be successfully completed for the Student Teacher to receive full credit for his or her Student Teaching.

The Student Teaching seminar is designed to assist the Student Teacher with the following:

- Refine professional teaching skills, including the development of a professional attitude that is reflective and centered on the Student Teacher's growth and development as a teacher.
- Solve instructional problems that may arise in the classroom.
- Provide a support group comprised of Student Teacher and his/her peers.
- Help Student Teachers successfully submit CalTPA Task 4 (Culminating Teaching Experience).

Taking Courses Concurrent with Student Teaching

During the Student Teaching semester, students will be enrolled in a maximum of 12 units. Student Teachers are responsible for spending the allotted number of class periods for Single Subject and an entire day for Multiple Subject, at their school site M-F and planning lessons as well as conferencing with their University Supervisor and cooperating Master Teacher while also attending the Student Teaching seminar. Student Teaching is equivalent to a full-time job. Therefore, during this semester, Student Teachers are not allowed to enroll in any other courses without first obtaining permission from the Director(s) of Teacher Education.

Grades

Student Teachers must receive a grade of "B-" or better in both sections of Student Teaching. Student Teachers who do not receive a grade of "B-" or better in their initial attempt in Student Teaching may be subject to repeating the Student Teaching placement and/or seminar. Students who do not receive a grade of "B-" are not guaranteed an opportunity to repeat the Student Teaching experience with the School of Education. Student concerns will be addressed on a case-by-case basis. Analysis of student performance will be based upon a triangulation of data collected from the Master Teacher, the University Supervisor, and the Student Teaching Seminar Professor. Attempts to repeat any portion of Student Teaching must be approved by the Director(s) of Teacher Education.

The responsibility for determining the final Student Teaching grade is assigned by the Student Teaching Seminar Professor, based on evidence collected during the Student Teaching semester, including the midterm evaluation, final evaluations, and culminating teaching experience.

Biola University Withdrawal/Delay/Removal from Student Teaching Policy

Official Withdrawal from enrollment to the University is made by submitting a completed Departure Form to the Registrar's Office. Students may officially withdraw until the end of the eighth week of the semester.

Students who drop from enrollment at any time during the semester but do not submit a Departure Form, or withdraw from enrollment during the ninth through the fifteenth week of the semester, are considered Unofficially Withdrawn.

Unofficially Withdrawn students will not receive a refund of any portion of tuition or fees and will receive grades of "UW" or "F" for their courses. Students departing the University for longer than one year will be required to follow the current catalog at the time of their readmission. Students may petition for an exception. Students who withdraw from the University must re-apply through the Admissions Office when they wish to return.

Withdrawal

Student Teachers who voluntarily withdraw from Student Teaching for health, financial, or personal reasons must submit a "Postponement/Withdrawal from Student Teaching" form as soon as possible (see **Appendix C**). The Student Teaching candidate will be required to reactivate their Student Teaching application and re-interview with the appropriate Director. For **Fall** Student Teaching placements, candidates must notify the Student Teaching/Field Placement Coordinator by **March 1st**. For **Spring** Student Teaching placements, candidates must notify the Student Teaching/Field Placement Coordinator by **October 1st**. Candidates withdrawing from Student Teaching will be subject to fees outlined in the Student Teaching Contract. Please note that the Office of the Registrar also has a withdrawal fee schedule (see University catalog for details). All candidates are subject to the current credentialing standards as prescribed by the California Commission on Teacher Credentialing.

Delay

Candidates choosing to delay Student Teaching must submit a "Postponement/Withdrawal from Student Teaching" form at the time of application (see **Appendix C**). The Student Teaching candidate will be required to reactivate their Student Teaching application and may be required to re-apply and/or re-interview. For **Fall** Student Teaching placements, candidates must notify the Student Teaching/Field Placement Coordinator by **March 1st**. For **Spring** Student Teaching placements, candidates must notify the Student Teaching/Field Placement Coordinator by **October 1st**. All candidates are subject to the current credentialing standards as prescribed by the California Commission on Teacher Credentialing.

Removal

Removal from Student Teaching due to behavior, disposition, or performance issues will be addressed on a case-by-case basis by the Student Teaching Supervisor, the Seminar Professor, and the Director(s) of Teacher Education. Students may appeal removal from Student Teaching to the Dean of the School of Education. Student

Teachers who are removed from a placement for performance and/or disposition reasons must petition the Director(s) of Teacher Education to re-enter Student Teaching. Upon approval, a contract will be established between the candidate and the School of Education prior to the start of a new Student Teaching placement.

Student Teaching Assignments

Student Teaching assignments are made through the cooperative efforts of the Student Teaching Field Placement Coordinator and school district representatives. Student Teachers are not permitted to make their own Student Teaching assignments. Student Teachers are assigned to local schools that are contracted with the University as part of the teacher training process. Several factors are used in assigning Student Teachers to specific schools:

- The assignment must be appropriate in terms of the subject (e.g. math credential candidates will student teach in math classes, and grade level, e.g. Multiple Subject candidates, in K-6 classrooms).
- Approved, credentialed, Master Teachers must be available.
- The location of the school will generally be within 30 minutes of the Biola service area.
- Multiple Subject Student Teachers are responsible for 16 weeks (eight weeks per placement) of Student Teaching. Single Subject Student Teachers are responsible to remain in the placement for the entire district high school semester (up to 18 weeks) for a minimum of FOUR periods a day (M-F). All candidates will arrive at their classroom at least 30 minutes prior to their teaching assignment and remain a minimum of 30 minutes following class.
- Student teachers are expected to attend staff meetings, professional development trainings, Back-to-School night, Open House, or any other appropriate school function that is critical to the teaching assignment.
- Student Teachers are expected to “go the extra mile” as far as meeting the expectations of their Master Teachers (e.g. time commitments, extra meetings, etc.).

What to Expect from Student Teaching

Multiple Subject Placements

Student Teaching is a full day, Monday-Friday, one-semester commitment that lasts 16 weeks. Multiple Subject Student Teaching consists of TWO eight-week placements; one upper and one lower grade. During the first eight-week placement (phase one), Multiple Subject Student Teachers will assume complete responsibility for the classroom when the Master Teacher and Student Teaching Supervisor determine that the Student Teacher appears prepared for that task (please see **Appendix D: Multiple Subject Suggested Guidelines for Classroom Student Teaching Program**).

Single Subject Placements

Student Teaching is a full day, Monday-Friday, one school district semester commitment that lasts approximately 18 weeks. Student Teachers will assume complete responsibility for the classroom when the Master Teacher and Student Teaching Supervisor determine that the Student Teacher appears prepared for that task (please

see **Appendix E:** Single Subject Suggested Guidelines for Classroom Student Teaching Program).

Single Subject Student Teachers assume complete responsibility for FOUR classes. Remaining periods of the Student Teacher's day are for preparation, observation, and consultation.

Calendar Considerations

Student Teachers need to be aware that the University calendar **may not** coincide with the district calendar. Student Teachers are REQUIRED to follow the calendar at his/her teaching site and are expected to finish the entire term (i.e., Student Teaching begins and ends when the placement school begins and ends its term without regard for Biola University vacation periods).

School personnel should be aware that Student Teachers still have responsibilities to the University. Allowances should be given to the Student Teacher to fulfill such obligations. Student Teachers may need to be released from teaching responsibilities to take care of other University related business (i.e. Career Fair). With this in mind, Master Teachers should be aware that it might be necessary to occasionally stand in for the Student Teachers when they may need to be on campus at Biola University.

Differentiated Instruction

Each Student Teacher must demonstrate the ability to teach and communicate with students who have differentiated instructional needs, including but not limited to: special needs students, English Learners, students with socio-economic differences, culturally and ethnically diverse students, and gifted students.

Support Team

"...Not only was the teacher wise, but he also imparted knowledge to the people. He pondered and searched out and set in order many proverbs." - Ecclesiastes 12:9

The expressed desire of the Biola School of Education is to be an active participant in the success of the Student Teacher. The Biola School of Education provides Student Teachers with highly-qualified, well-skilled and experienced teacher educators in the form of: Student Teacher Supervisor(s), Master Teacher(s) and a Student Teaching Seminar Professor.

The Master Teacher(s)

Master Teachers are credentialed teachers with a minimum of THREE YEARS teaching experience at their grade level or subject area and authorized to teach English Learners (EL). The Master Teacher(s) are recommended by their site principal prior to Student Teacher placements at the school. The Master Teacher is expected to support and guide the development of the Student Teacher on a day-to-day basis (see Section 3).

The Student Teacher Supervisor

Believing in the importance of developing wise and discerning teachers, the Student Teacher Supervisor will prayerfully support each candidate as they uncover their strengths, address their weaknesses, develop discernment, and embrace the distinctive characteristics of being a Christian educator. Student Teacher Supervisors are contracted by the Biola School of Education and serve as a liaison between the placement school of the Student Teacher and the Teacher Preparation Program. The Student Teacher Supervisor will visit the Student Teacher in the classroom and observe him/her a minimum of **eight times**, or more as the situation requires. The Student Teacher Supervisors are No Child Left Behind (NCLB) “highly-qualified” teachers, who have a minimum of three years successful teaching experience in their grade level and/or credentialed subject area.

The Student Teaching Seminar Professor

The Student Teaching Seminar Professor will prayerfully and professionally support each candidate as they discover their strengths, address their weaknesses, develop discernment, and embrace the distinctive characteristics of being a Christian educator. The Student Teaching Seminar is intended to provide support to teacher candidates as well as time for them to engage in reflection and dialogue about their experiences in their classroom placement during weekly seminar sessions. During class sessions, candidates will be expected to interact collaboratively and respond to discussion prompts with relevant contributions.

Tips for a Successful Student Teaching Experience

- Each member of the Biola support team will make great strides to develop a professional working relationship with each other and the Student Teacher.
- Student Teachers should be forthright in discussing strengths and weaknesses, areas of confidence and areas of anxiety, and expectations and fears, with his/her respective support team. Please be mindful, that the Master Teacher and Student Teacher Supervisor will have a greater impact if the Student Teacher is teachable and able to accept constructive criticism, and willing to take risks to maximize student learning.

Appendices below are referred to throughout this section:

Appendix B, C, D, E

Section 2: Responsibilities of the Biola University Student Teacher

Student Teaching is the most important experience in the professional preparation of a Student Teacher. Biola University and school district partners will work as a supportive team to assist in the Student Teacher's success. The Biola Student Teaching experience is intended to provide Student Teachers with an opportunity to interact with students in a comprehensive and diverse learning environment.

- In Matthew 20:26, Jesus reminds his disciples, "Whoever wants to **become great** among **you must** be your **servant...**" A philosophy of service to students and colleagues alike is a core concept that should be consistently on display by the Student Teacher throughout the Student Teaching experience.
- "Let your light shine before men **in such a way** that they may see your good works, and **glorify your** Father who is in heaven" (Matthew 5:16). Student Teachers should work and act in a professional manner that reflects well upon the Lord Jesus Christ, themselves, the Teacher Preparation Program, and Biola University.
- Student Teachers should remember that they are "students" in terms of their relationships to Biola, their Master Teachers, their Student Teacher Supervisors, and the placement school.
- Student Teachers should act with the maturity of a teacher with their students, their students' parents, the principal, and other school personnel.
- Student Teachers should adhere to the legal requirements of the State of California and the policies, rules and regulations of Biola University and the placement school.
- Student Teachers are responsible for completing the Student Information Sheet (please see **Appendix F**) prior to their meeting with their Student Teaching Supervisor.

Attendance

Student Teaching Seminar Course

Student Teachers are permitted **ONE** absence from the Student Teaching Seminar course (for illness or family emergency only) without penalty. The Student Teacher should contact the professor via e-mail or phone call in advance of the missed class meeting. After the first absence, the semester grade is reduced by 30 points for each additional absence. Timeliness and responsibility are important aspects of the Student Teacher's professional behavior and failure to inform the professor of absences in advance of class will impact the Student Teacher's grade.

School Site Attendance

One hundred percent attendance is expected. If an absence occurs, Student Teachers must contact their Master Teacher, Student Teacher Supervisor and Seminar Professor **IMMEDIATELY**. If a Student Teacher has assumed primary responsibility for teaching in a classroom, they must also make arrangements to provide lesson plans and materials to their Master Teacher. In cases of five or more absences, the Student Teaching placement will be extended.

Normally, there should be no reason for the Student Teacher to be late for school or other responsibilities. If the situation is unavoidable, the Master Teacher(s) and Student Teacher Supervisor should be notified immediately.

In order to attain the full benefit of the Student Teaching experience, a list of responsibilities has been provided below. The Student Teacher shall:

- Follow the policies of Biola University.
- Attend scheduled meetings on campus, including: Meet the Student Teacher Supervisor, Master Teacher Reception, Student Teacher Celebration Banquet.
- Attend Student Teaching Boot Camp prior to the Student Teaching Assignment.
- Attend Student Teaching Seminar.
- Read School Accountability Report Card (SARC), available on website of placement public school, prior to placement in school.
- Read Student Teaching Syllabus and Student Teaching Handbook carefully, and adhere to all deadlines, requirements, policies and procedures.
- Make and keep appropriate conference appointments with his/her Student Teacher Supervisor.
- Be responsible to turn in the midterm evaluation to the Seminar Professor. Upon completion of the midterm evaluation (Multiple Subject: four weeks into each placement; Single Subject: nine weeks into each placement), Student Teacher Supervisors will return the midterm evaluations to the Student Teacher.
- Be responsible to turn in the final evaluation to the Seminar Professor. Upon completion of the final evaluation (Multiple Subject: final week of placement of each placement; Single Subject: final week of placement), Student Teacher Supervisors will return the final evaluations to the Student Teacher.
- Inform the Biola School of Education office of changes in his/her name, address, e-mail, or telephone number.
- Follow the school's procedures in the case of an accident or injury and report the information to the Student Teacher Supervisor and the Director(s) of Teacher Education in the Biola School of Education.
- In the event of a strike of certificated employees in the school district, Student Teacher should immediately contact his/her Student Teacher Supervisor. STUDENT TEACHER SHALL NOT APPEAR AT HIS/HER ASSIGNED SCHOOL. STUDENT TEACHER IS TO ABIDE BY ALL COLLECTIVE BARGAINING AGREEMENTS.
- In the event of a school-site mandatory lock-down, prior to school arrival STUDENT TEACHER SHALL NOT ATTEMPT TO ENTER HIS/HER ASSIGNED SCHOOL. If Student Teacher has already arrived at the school site, the Student Teacher will adhere to policies and procedures established by the school during lock-down. Student Teacher must promptly notify his/her Student Teacher Supervisor and the Director(s) of Teacher Education.

Orientation to the School and Classroom

Receiving the Student Teaching Placement

Placement information will be mailed to the current address listed in the Student Teacher's Student Teaching application. The Student Teaching/Field Placement Coordinator will send the Student Teacher's placement confirmation as soon as it is received from the school or district. The locations of placements made are within approximately 30 minutes of Biola University.

Student Teaching Placement

The Student Teacher is encouraged to contact the Master Teacher(s) as soon as possible upon receiving the placement in the mail. Please arrange a time to get acquainted with the Master Teacher(s) PRIOR to Student Teaching Boot Camp (Boot camp takes place approximately one week prior to the beginning of the Biola Fall/Spring semesters). Arrangements should be made to meet and exchange pertinent contact information, gather materials for planning (textbooks, syllabus, etc.), and discuss classroom expectations for both the students and the Student Teacher. Please dress in an appropriate manner and conduct yourself professionally, including arriving early to your assigned school.

Initial Meeting with Master Teacher

Both Multiple and Single Subject Student Teaching candidates will discuss pertinent details about the teaching materials of the grade level, classroom expectations, professional expectations, and look over the following documents: **Additional Responsibilities during Student Teaching (Appendix G)**, **Teacher Candidate Classroom Activities (Appendix AD)**, and the **Essential Questions and Information Gathering Guidelines for Biola Student Teachers. (Appendix H)**

It is the responsibility of the Student Teacher to ask for a meeting with the Master Teacher if one has not been given by the first week of the Student Teaching semester.

The first week of Student Teaching will provide the Student Teacher the opportunity to see the expectations and practices of BOTH the Master Teacher and students in action.

Multiple Subject Student Teachers should request permission to take an afternoon during the last week of the phase one placement to meet with the phase two Master Teacher.

Practicing Professional Dispositions

"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." - Galatians 5:22-23

As a credential candidate, professional behavior is an important aspect of the teacher preparation process. Becoming an excellent teacher involves a set of skills and attributes that extend BEYOND subject matter competence and instructional methodology.

ALL aspects and attributes of the Student Teacher are on display during the Student Teaching experience. Jesus Christ is our role model as a Master Teacher; therefore, it is essential that candidates walk in the Spirit and abide in Christ so that they reflect values and principles of Jesus Christ.

Student Teacher Candidates will adhere to the following guidelines:

- Candidates will use care and discretion regarding topics discussed with students (including details regarding personal life).
- Candidates will not bring friends or family members to the school.
- Candidates will avoid chatting with other Student Teachers during school time.
- Candidates will turn off their cell phones (including texting) while they are at school.
- Candidates will NOT work on non-placement related activities during the academic school day.

Time in the school should focus on K-12 student learning and the growth of the Student Teacher as a professional educator.

Accepting Professional Mentoring

“Where there is no guidance the people fall, but in abundance of counselors there is victory.” - Proverbs 11:14

Student Teachers should view their Support Team as mentors. As experts in their field, these professionals are providing the Student Teacher with advice, skills, and essential information that will greatly assist in making the Student Teaching experience a success. Additionally, this Support Team is committed to the growth and maturation of the Student Teacher in the teaching profession. As committed and dedicated professionals, this Support Team will be active in providing the Student Teacher with rigorous and relevant principles with the intent of stimulating professional growth and development. Therefore, candidates should accept all comments and suggestions as sincere efforts to enhance and refine professional knowledge and skills.

Professionalism

Always keep in mind that Student Teachers are guests of the school and of the classroom of the Master Teacher. Student Teachers should comply with school standards for professional dress and behavior. Student Teachers are expected to be punctual, professional in all aspects of behavior, and to be respectful of the learning community of the school.

Remember, Student Teachers represent the Lord Jesus Christ, and Biola University, and that Student Teachers' presence will affect the working relationship between the school and Biola University. A Student Teacher may be removed from a placement if his/her behavior is deemed unprofessional by the University or school site. Failure to complete Student Teaching will result in a failing grade.

Knowing and Following School Rules and Procedures

Student Teachers shall request and read the Faculty and Student Handbooks of the placement school (ask the Master Teacher for a copy), and follow all rules and procedures while in the school. Student Teachers should also be sure to follow instructions for parking and for signing in and out.

Academic Attire during Student Teaching

There should be a distinct difference between what the Student Teachers are wearing as opposed to how the students in the classroom are dressed.

Student Teachers are expected to dress professionally during their placement.

Attire guidelines for women include:

- Skirt hem-length to the knee
- Shoulders and mid-drift covered
- Dresses and tops with an appropriate neckline
- If jeans are worn, they must be in good order, no holes or frayed pant legs

Attire guidelines for men include:

- Collared shirt
- Shirt tucked in
- Belts
- Closed toe shoes
- Pants must not be “sagged”
- If jeans are worn, they must be in good order, no holes or frayed pant legs

PE Teachers:

- Dress appropriately for the activity of the day.
- Modesty should be considered at all times.

Social Networks

“You are witnesses, and so is God, of how holy, righteous and blameless we were among you who believed. For you know that we dealt with each of you as a father deals with his own children, encouraging, comforting and urging you to live lives worthy of God, who calls you into his kingdom and glory.” - 1 Thessalonians 2:10-12

Participation in Student Teaching is a privilege and carries with it professional responsibilities. As a future professional educator, Student Teachers are expected to maintain high standards of personal and professional ethics at all times and in all settings. Social networking sites such as: Facebook, Google+, MySpace, Xanga, Twitter, and Friendster should represent a Student Teacher’s high personal and professional standards. Student Teachers who participate in any of these sites **MUST remember that ALL postings are public and may be viewed by school personnel and students.** Any unprofessional postings may be cause for probation or dismissal from the Student Teaching placement. **A new Student Teaching placement MAY NOT**

be established until the following semester. Additionally, Student Teachers shall not post any K-12 student pictures on their sites.

Confidentiality and Discretion

Students in the Classroom

Biola Student Teachers may have access to information (grades and personal information) about students that should remain confidential. Student Teachers should take concerns about confidential student information to their Master Teacher and/or their Student Teacher Supervisor in a private setting. This guideline includes the sharing of information with the media or other non-school related personnel.

Data on student achievement can be collected (including student work) during Student Teaching, but all data must be carefully screened to remove any information that could identify individual students.

Reporting Suspicion or Incidence of Child Abuse

Student Teachers are mandated by the state of California to report of child abuse and/or neglect. Student Teachers shall report the situation to the Master Teacher, appropriate administrator, or the Student Teacher Supervisor as soon as possible. (See link in **Appendix I: Mandatory Reporter.**)

Media

Photographs, pictures, and video clips of students may not be used without written parental permission. Additionally, the Student Teacher should always check school policy to determine usage of any form of media involving students.

Professional Relationships with Students

A Student Teacher is not placed in a school to be a friend or confidant to students. Student Teachers can be friendly, concerned, and approachable without being “one of the crowd.” Students should address Student Teachers as Miss, Ms., Mrs., or Mr., not by first name or a nickname.

Student Teachers should follow the guidelines of the Master Teacher regarding student extra-credit or rewards given out during class.

If a Student Teacher comes into physical contact with students—even in the most innocent of contexts—it may place the Student Teacher and his or her future career at risk. Even the simple act of congratulating a student with a pat on the back can be misinterpreted. Unfortunately, every year teachers are falsely accused of inappropriate touching of students.

Here are some suggestions to maintain a professional relationship with students:

- Do not meet with students alone in closed settings. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone’s boundaries are different.

- Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play.
- Do not let students sit on your lap.
- Do not meet with students in non-school settings, especially when other adults are not present.
- Never use physical force to punish a student.

Student Teaching Observation and Participation Log

Student Teachers are required to create and maintain a Student Teaching Notebook with the following contents/tabs:

- Schedules
 - Day: typical
 - Week: typical
 - Month: with events listed
 - Transition schedule: to assume instructional responsibility
- Long-Range Planning (See **Appendix J.**)
 - Long-term: sequence
 - Weekly
- Daily Planning
 - Daily lesson plans: for all areas of teaching responsibility
- Resource Profiles
 - Seating chart
 - Classroom demographics
 - Other
- Observation Notes
 - Supervisor sign-in sheet
 - Observation summaries from University Supervisor
 - Evaluations of Master Teacher and Supervisor (**See Appendices K and L**)
- Reflection Notes
 - Class or site reflections, questions, concerns, or ideas
- SARC Report
- Student Handbook
- Personal Discipline Model

The Student Teaching Notebook must be submitted to your Student Teaching Supervisor during each visit, and prior to your final evaluation. The purpose of the notebook is to demonstrate that the Student Teacher has made a variety of contacts and observations throughout the school. Such observations are subject to the availability of the school site. **The Observation and Participation Log** is included for duplication in **Appendix M.** Please also see **Appendix N: Rubric for Grading Student Teacher Notebook and Sample E-mail to Student Teacher/Observations.**

Additional Responsibilities

Student Teaching is more than just daily classroom instruction; it also includes various duties and activities that go into making a school a well-rounded learning experience.

Please acquaint yourself with the **Additional Responsibilities during Student Teaching** in **Appendix G**.

Essential Elements of Student Teaching

Devotion of time and talent is essential to a Student Teacher's success. Teaching is a calling and the primary responsibility of the Student Teacher is to provide an education to his/her students.

ATTITUDE MATTERS! The Student Teaching assignment deserves effort and enthusiasm. This experience will provide an amazing opportunity to place theory into practice on a daily basis.

COMMUNICATION is critical between the Student Teacher and the Master Teacher(s). Student Teachers **MUST** take responsibility regarding appropriate and professional communication. When in doubt, **ASK!**

- E-mail: ALL e-mail communication **MUST** be in appropriate formal register. **DO NOT** use "text language" in correspondence with the Master Teacher, Principal, or Student Teaching Supervisor (even if they use it).

Attendance at school orientation, staff development, staff meetings (if invited), Back-to-School Night/Open House meetings are required; discuss arrangements with the Master Teacher concerning this participation.

Remember that a Student Teacher's professional behavior as an educator during his/her placement reflects upon his/her Christian witness and Biola University, long after the Student Teacher has completed the placement. Please note, many students have been offered a teaching opportunity based upon their performance and attitude during the Student Teaching experience.

Student Teachers are expected to dress professionally during their placement.

BEING ON TIME MATTERS! Student Teachers should adjust their schedules to ensure they arrive at school with time to complete necessary arrangements prior to their teaching assignments. They should be prepared to spend time planning with the Master Teacher for future assignments before and after class.

Plan ahead so that all deadlines are met and all work is professional and complete.

Lesson Planning

Though the Biola School of Education Teacher Preparation Program has a universal planning format across all subjects that models the format used in CalTPA 4, each discipline treats the subject of planning in its own fashion. For example, planning processes for music and physical education teachers are different from those of math or English teachers. However, there are key elements that should be a part of all approaches to instructional planning. (Please see **Appendix O** for the **Biola Student Teaching Lesson Plan Template**.)

The following guidelines offer key elements that should be considered during instructional planning:

- Individual lessons should be planned in advance with the Master Teacher and should be integrated with state content standards, benchmarks, and long-range learning objectives.
- Instructional objectives should be clear, specific, and measurable. Objectives **MUST** be phrased in terms of learning outcomes for the students.
- Measurable learning objectives should be aligned with assessment strategies.
- Student Teachers should plan on utilizing a variety of instructional strategies (one size does not fit all) to achieve the instructional objective(s) and assessment.
 - Appropriate teaching strategies should be implemented to meet needs of diverse learners (including: EL, IEP, 504, GATE).
- Assessment of students should vary, be prompt, clear, aligned with the learning objective, and promote student learning.
- Each lesson should be developed with the allotted time frame in mind (e.g. block, traditional, or self-contained classroom).
- The content of each **daily lesson** should be reviewed and approved by the Master Teacher prior to teaching.
- Biola Student Teachers will submit **formal lesson** plans to the Master Teacher and Student Teaching Supervisor 48 hours prior to formal teaching observation.

Working with the Master Teacher and Student Teaching Supervisor

The role of the Master Teacher and the Biola Student Teaching Supervisor is to provide the Student Teacher with a model of good instruction and support as the Student Teacher transitions to his/her teaching responsibilities, provide constructive feedback, and provide informed evaluations. Student Teachers are advised to follow the Master Teacher's practices and procedures. If Student Teachers have questions or concerns about these practices, they should consult their Student Teaching Supervisor or the Student Teaching Seminar Professor.

Student Teacher Evaluations

The Master Teacher and Student Teaching Supervisor will formally evaluate the Student Teacher in a midterm evaluation and a final evaluation. The evaluations are aligned to the learning outcomes of the Biola School of Education and the California *Teaching Performance Expectations* (TPE).

The midterm evaluation is a formative assessment and the final evaluation is a summative assessment and a copy is kept in the file of the Student Teacher. All midterm and final evaluations **must be submitted to the Student Teaching Seminar Professor before a final grade can be given.**

- Midterm and Final Evaluations (**see Appendices P and Q**) are reviewed, discussed and signed by the Student Teacher, the Master Teacher, and the Student Teaching Supervisor. The signature of the Student Teacher is an acknowledgement of the evaluation and review process. The Student Teacher

will be given the opportunity to submit a rebuttal to the appropriate Director of Teacher Education in the event of a disagreement.

- **Appendices M, P, and Q** (Observation and Participation Log and Midterm and Final Student Teaching Evaluations) may be used as helpful self-assessment tools. It is recommended that the Student Teacher refer to these regularly as a way of assessing growth and development over the course of the semester.

Student Teaching under Contract

Student Teacher candidates who are already full-time teachers in public schools or WASC–accredited private schools may interview to student teach under contract. If approved, public school candidates remain in their full-time teaching position while fulfilling all requirements for Student Teaching. Private school candidates will fulfill half of the Student Teaching requirements at the private school; the other half of Student Teaching will most often be fulfilled during the summer in a public school setting. See the Student Teaching Field Placement Coordinator for details. Candidates with less than two years of teaching experience must successfully complete SEED 518 Designing Successful Classrooms: Starting Right (second Summer session) prior to Student Teaching under contract.

Substitute Teaching during Student Teaching

Please see **Appendix R** for criteria and necessary forms for substitute teaching during the Student Teaching assignment.

Forms

There are a number of forms that you as a Student Teacher are responsible for submitting during the semester. For your convenience, Form Checklists can be located in **Appendices S, T, and U**.

Appendices below are referred to throughout this section:

Appendix F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U

Section 3: Responsibilities of the Master Teacher

“A student is not above his teacher, but everyone who is fully trained will be like his teacher.” – Luke 6:40

The Master Teacher serves as a role model for the Student Teacher and an important and significant resource over the course of the semester. The Master Teacher has been selected for this training opportunity based upon observed exceptional professional standards in the teaching profession. The Student Teacher will benefit immensely as the Master Teacher shares insights, procedures, and practices that are essential to successful teaching.

The Master Teacher should consider the following guidelines in mentoring the Biola Student Teachers:

- The Master Teacher will be greatly benefited by becoming familiar with the Personal Data Sheet of the Student Teacher. This sheet will provide the Master Teacher with information about the Student Teacher’s background, interests, prior teaching experiences and expectations for the semester. There are many expectations and responsibilities to be communicated to the Student Teacher.
- When possible, the Master Teacher should meet with the Student Teacher prior to the beginning of the semester to discuss expectations and provide relevant teaching materials for use in planning of lessons.
- During the first few weeks of the Student Teaching assignment it is essential for the Master Teacher to establish classroom procedures and expectations for the daily teaching assignment.
- The Master Teacher should meet with the Student Teacher to discuss planning of unit and lesson plans.
- The Master Teacher should conduct conferences with the Student Teacher prior to and following lessons.
- The Master Teacher should make plans to meet with the Student Teacher on a regular basis to provide formal observations and constructive feedback.
- The Master Teacher should provide constructive feedback with the intent of improving the performance, confidence, lesson preparation, and delivery.
- The Master Teacher should see **Appendix H: Essential Questions and Information Gathering Guidelines for Biola Student Teachers** for a sample of the information that will be valuable to the Student Teacher. The Master Teacher should attempt to provide answers to the essential questions for the Student Teacher prior to the first day in the classroom.
- The Master Teacher should not leave the Student Teacher alone with the class prematurely. The Master Teacher and the Student Teaching Supervisor should have a conference prior to making the decision to allow the Student Teacher to

teach the class without assistance. The Master Teacher should **see Appendices D and E**: Multiple Subject and Single Subject Suggested Guidelines for Classroom Student Teaching Program regarding the Student Teacher taking on the majority of teaching responsibilities in the classroom.

- The Master Teacher will be completing formal Biola midterm and final evaluations that will be used in concert with the evaluations conducted by the Student Teaching Supervisor to establish the final grade of the student. The evaluations conducted by the Master Teacher become part of the permanent file of the Student Teacher and should be based upon the observation of authentic teaching practice of the Student Teacher.
- Planning matters! The Master Teacher has teaching skills and abilities that the Student Teacher may not yet have acquired. Therefore, when working with the Student Teacher, it is vital that the Master Teacher lend a strong measure of personal expertise when discussing lesson planning, use of instructional materials, and strategies.
- It is important for the Master Teacher to encourage the Student Teacher to think through the Master Teacher's methods and strategies, as well as allow the Student Teacher to initiate new ideas for approaching a learning task. However, the sharing of experienced practice and strategies with the Student Teacher is a critical element in the learning process of a new teacher. The Master Teacher should be flexible during lesson planning as there will be times in which the Student Teacher will need explicit assistance in structuring a lesson or concept in a manner that is clear, specific, and measurable.
- When possible, the Master Teacher and the Student Teacher should meet prior to the placement to discuss crucial elements to the success of the placement.
- The Master Teacher should explain school policies dealing with disaster preparedness and medical emergencies.
- The Master Teacher should assist the Student Teacher in getting to know school personnel: faculty, the department chair, the principal and assistant principals, resource personnel and school staff.
- The Master Teacher should arrange for the Student Teacher to have a work area in the classroom that includes a desk and storage space if possible.
- The Master Teacher should assist the Student Teacher in obtaining parking privileges and/or a teacher mailbox as appropriate.
- The Master Teacher should remind his/her students to be respectful and considerate toward the Student Teacher.
- The Master Teacher may want to consider using a co-teaching model during the first few weeks of the semester to assist the Student Teacher in acclimating to the fulltime teaching classroom experience.

- The Master Teacher may leave the classroom for short periods of time when comfortable with the progress and performance level of the Student Teacher. Please confirm district and school policies regarding this matter.
 - The Master Teacher must be on campus and available while the Student Teacher is in class.
 - The Master Teacher is legally responsible for all that occurs in the classroom.
 - The Master Teacher should always inform the Student Teacher of where they can be reached when not in the classroom.

- Regular feedback from the Master Teacher may be one of the most significant services provided to a Student Teacher. The Master Teacher should provide timely feedback and constructive comments after a lesson (both positive feedback and areas of improvement). Feedback should be specific about the learning objective, elements of the lesson, student engagement, and differentiated instruction of the learning endeavor.

- The Master Teacher should schedule a regular time to provide the Student Teacher with information and relevant details about improving classroom management, creating and maintaining procedures, and exploring issues of professionalism that will further assist the Student Teacher toward success.

- As the Student Teacher becomes more established with planning, policies, and procedures, and has made the transition into full teaching responsibilities of the class, the Master Teacher should avoid making suggestions or interfering with the teaching/learning process unless safety issues warrant interruption.

- After the Student Teacher has resumed full responsibility of the classroom, attendance, student questions, and student assessment should all be directed to the Student Teacher.

- The Master Teacher should invite the Student Teacher to attend professional development opportunities at the school, parent/teacher conferences, Back-to-School Night, Open House, and other school functions that are deemed necessary and essential to experiencing the full range of responsibilities for the teaching profession.

Assessment and Evaluation Responsibilities

Formative and summative evaluation processes are critical components of learning during the Student Teaching experience.

- Multiple Subject Student Teacher candidates complete two eight-week placements (16 weeks total):
 - The midterm evaluation will occur at the FOUR WEEK mark of phase one and again during the FOUR WEEK mark of phase two. Please see **Appendix P**.
 - The final evaluation will be conducted in WEEK EIGHT of phase one and again during phase two. Please see **Appendix Q**.

- Single Subject Student Teacher candidates complete an 18-week placement:
 - The midterm evaluation will occur at the NINE WEEK mark. Please see **Appendix P.**
 - The final evaluation will occur during the 18-week mark. Please see **Appendix Q.**

The midterm and final evaluations will be turned in to the Student Teaching Supervisor who will then give them to the Student Teaching Seminar Professor.

Evaluation should be accurate, fair, based on multiple sources of information, and in the context of the Student Teacher being a novice.

Midterm Evaluation of Student Teacher

This is the opportunity for providing the Student Teacher with explicit, formal performance assessment. The evaluation should reflect the Master Teacher's professional assessment based on:

- Individual conferences following daily lessons.
- Review of Student Teacher's unit and lesson plans.
- Observation of Student Teacher's performance in the classroom.
- Observation of the Student Teacher's interactions with the students. A three-way conference with the Student Teacher, the Master Teacher, and the Student Teaching Supervisor is recommended near the nine week mark.

It is of vital importance that the Master Teacher is clear regarding assessment of the Student Teacher during ANY evaluation. Student Teachers who receive poor performance marks may be withdrawn from the assignment after a meeting of the Support Team and adequate time for remediation to have occurred.

- The Master Teacher, School Site Administrator, or the Director(s) of Teacher Education may initiate withdrawals from Student Teacher assignments. Student Teaching Supervisors may recommend a Master Teacher change, or withdraw, but do not hold executive power to remove a student from the placement.
- Except for gross misbehavior and other extenuating circumstances, it is unusual for a Student Teacher to withdraw prior to the midterm evaluation.
- Student Teachers who are not meeting performance expectations by the midterm should receive explicit performance behaviors and goals, and the setting of a date by which the goals must have been reached.

It is the Master Teacher's responsibility, along with the Student Teaching Supervisor, to work closely with a struggling Student Teacher.

- Student Teachers should not be left alone to "work out their problems."
- Guidance, support and encouragement should come from the Master Teacher and Student Teaching Supervisor.

The Master Teacher should not expect problems (of any size) to be resolved without a conference. Major deficiencies in teaching practice or professionalism should be addressed prior to either midterm or final evaluations. Master Teachers and Student

Teaching Supervisors should be in regular contact to discuss the performance of the Student Teacher.

The Master Teacher should maintain written records of observations, conferences, and feedback to the Student Teacher (including improvement suggestions).

Final Evaluation of Student Teacher

The final evaluation becomes part of the Biola Student Teacher's permanent file. Please consider creating a thoughtful and typed final evaluation.

The final assessment of the Student Teacher should reflect classroom performance and professional disposition. Please note that the Student Teacher is still a novice and potential for growth in the profession should be taken into account during the evaluation.

A rating of "1" or "Unprepared" should only be given after attempts to improve the performance of the Student Teacher have been both documented and exhausted.

- All members of the Support Team should be made aware of a possible poor rating as soon as possible.
- The Student Teaching Seminar Professor, in concert with evaluations gathered from the Student Teaching Support Team, is responsible for the final grade appearing on the Student Teacher's transcript.

Evaluation of Student Teaching Supervisor

We greatly value the input of our Master Teachers. Prior to the end of each placement, Master Teachers are required to provide an evaluation of the Student Teaching Supervisor. Please see **Appendix V: Master Teacher Evaluation of Supervisor**.

Appendices below are referred to throughout this section:

Appendix D,E, H, P, Q, V

Section 4: Responsibilities of the Principal or Principal Designee

“Wisdom is the principle thing; therefore get wisdom: and with all your getting, acquire understanding.” - Proverbs 4:7

Principals, or their designees, are responsible for coordinating the assignments of Student Teachers within the school and play a vital role in the final pre-service phase of teacher preparation. Effective leadership will do much to build the morale of Student Teachers. Cooperating schools are selected because of their welcoming attitudes on the part of both the administrators and the Master Teachers. The professional attitude of school administrators and their teachers are a necessity in creating a desirable working relationship.

Master Teacher Qualifications

Master Teachers serve as content experts and provide daily modeling and guidance for the teacher candidate during the Student Teaching experience. They are dedicated to comprehensive preparation of effective future teachers who demonstrate the conceptual framework necessary to equip students. The Master Teacher provides expertise that supports the growth of a Student Teacher in knowledge, disposition, and performance.

Master Teachers shall meet the following criteria:

- Hold a current California credential (Single Subject or Multiple Subject authorization).
- Have three years of successful teaching experience in the subject or grade level for which they are serving as a Master Teacher.
- Be a full-time classroom teacher who assumes classroom and/or school-wide professional instructional responsibilities including, but not limited to, team leader, department chair, and mentor.
- Be recognized as an instructional leader in grade and/or content area (Multiple or Single Subject).
- Have been observed and have a documented record of successful teaching based upon evidence of student performance.
- Have evidence of ongoing learning and professional development.
- Practice current methodology and pedagogical practices that utilize high-leverage strategies: checking for understanding, active participation, differentiated instruction, and EL strategies.
- Have evidence of solid assessment results on standardized tests and district benchmarks.
- Be an active participant in teacher/school/district collaboration and or PLC meetings.
- Use data and standards to inform instruction.
- Be recognized by principal and other teachers as a leader, evidenced by committee work; not afraid to present and help train others.
- Have a helpful personality; demonstrate enthusiasm for teaching and working with Student Teachers; be friendly, welcoming, dynamic, and confident.
- Maintain an appropriate classroom environment that embodies the California

Standards for the Teaching Profession. Establish and maintain an appropriate learning environment.

- Have community and parent relationships in place; utilize parent and community volunteers.
- Be confident teaching in front of others.

The principals and/or designated representatives will be responsible for the following:

- Provide an orientation for Student Teachers to acquaint them with the campus and the mission of the school, familiarize them with various student organizations and activities, discuss the rules and regulations applicable to Student Teachers, and introduce them to key faculty members.
- Work with the Master Teachers and the Student Teachers to establish an observation schedule of school activities appropriate to the background and future needs of the Student Teachers. (See the Observation and Participation Log in **Appendix M**.)
- Interpret the Student Teaching program to the school staff, parents and school-affiliated groups.
- Select experienced Master Teachers who have demonstrated excellence in classroom teaching, the ability to mentor adult learners, a desire to work with a Student Teacher, and hold the same credential area as the Student Teacher.
 - Student Teachers should not be assigned to teachers under any circumstances without the teacher's explicit consent.
 - The Master Teacher has significant mentoring responsibilities to the Student Teacher that cannot be properly fulfilled by teachers who have no true interest in working with novice teachers.
 - A desire to reward teachers with "free" time should never be a reason for assigning a Student Teacher.
 - Student Teachers should not be assigned to teachers so they can have time to devote to other school projects.
 - Master Teachers must have the Student Teacher as their first priority during the time the Student Teacher is in class.
- Ensure that there are appropriate facilities, equipment and supplies necessary for instruction in the Student Teacher's classroom; assist the Student Teacher in obtaining a desk and storage space, parking privileges, mailbox, school access, etc., as appropriate and needed.
- Make faculty and student handbooks, policy statements, descriptions of the school's academic program, the school's mission statement, and other pertinent publications readily available to Student Teachers.
- Encourage Student Teachers to become participating members of the faculty by encouraging their attendance at faculty, PTA and other meetings sponsored by or closely connected with the school.
- Discuss the role of professional educators with Student Teachers from Biola.
- Suggest to Student Teaching Supervisors ways to improve the Biola Teacher Preparation program.

The Appendix below is referred to in this section:

Appendix M

Section 5: Responsibilities of the Student Teaching Supervisor

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.” - 1 Peter 4:10

“If your gift is serving others, serve them well. If you are a teacher, teach well.”
- Romans 12:7

As part of the Student Teaching triad, the Student Teaching Supervisor is the representative of the University who is responsible for the supervision of the Student Teacher and serves as a liaison between the University and the personnel of the cooperating schools (principal, Master Teacher, office staff), promoting a positive relationship between the University and the school. Please see **Appendix W: Supervisor Event Calendar** and **Appendix X: Supervisor Checklist**.

The National Survey of Student Teaching Programs found that the most important characteristics for a Student Teaching Supervisor to possess are:

- good human relations skills,
- knowledge of teaching methodology,
- a commitment to supervision,
- and subject matter competency.

The principle role of the Student Teaching Supervisor should be to provide performance-based assessment, encouragement, and support. In addition to evaluation of Student Teacher performance, the Supervisor plays a vital part in assisting and encouraging the professional growth of a Student Teacher during their classroom experience. Each observation should be followed by a substantial conference, providing the Student Teacher with specific performance feedback from the perspective of an experienced educator. Observation feedback that is purely evaluative may not be sufficient to provide the Student Teacher with the kind of detailed, targeted assistance needed for the growth of a novice teacher.

Here are the requirements and suggested guidelines to follow:

Observation and Conference

- The Biola Teacher Preparation Program suggests that Student Teaching Supervisors use a supervision model that is structured around a pre-observation contact/conference, the observation, and a post-observation conference.
- Student Teaching Supervisors must make a minimum of **EIGHT** classroom observations during the Student Teaching assignment. Supervisors can make more than **EIGHT** visits in order to observe and assist the Student Teacher to the extent that the teaching performance deems necessary.
- Initial visitation should be made within the first two weeks of the Student Teaching semester.
 - Student Teaching Supervisors should take note that Student Teachers assume teaching responsibilities at different paces, depending on their readiness and the Master Teacher’s schedule.

- In the post-observation conference, the Student Teaching Supervisor should provide explicit, performance-based, written and oral feedback with specific suggestions for the Student Teacher.
- The Student Teaching Supervisor should be ready to actively assist the Student Teacher in solving problems. This may effectively be accomplished via e-mail, telephone, or in person. This may require the following:
 - Discussion and suggestions regarding pedagogy and curriculum.
 - Guidance to sharpen the objective and focus of unit and lesson plans.

Assessment and Evaluation

The Student Teaching Notebook must be submitted to the Student Teaching Supervisor during each visit, and prior to your final evaluation. The purpose of the notebook is to demonstrate that the Student Teacher has made a variety of contacts and observations throughout the school. Such observations are subject to the availability of the school site. Please see **Appendix N: Rubric for Grading Student Teacher Notebook and Sample E-mail to Student Teacher/Observations.**

The Student Teaching Supervisor should guide the Student Teacher in self-assessment by engaging in reflective discussion of the teaching performance during the post-observation conference.

- Student Teachers should be encouraged to periodically look at midterm and final evaluations as a means of self-assessment.

Student Teaching Supervisors are responsible for completing midterm and final evaluation forms. The midterm evaluation is formative and will remain in the Student Teacher's program file in the School of Education office. Upon completion of the midterm evaluation (Multiple Subject: Four weeks into each placement; Single Subject: Nine weeks into each placement), Student Teaching Supervisors will turn in midterm evaluations to the Student Teacher, who will then submit the midterm evaluation to the Student Teaching Seminar Professor.

Upon completion of the FINAL evaluation (Multiple Subject: FINAL week of placement of each placement; Single Subject: FINAL week of placement), Student Teaching Supervisors will turn in **FINAL** evaluations to the Student Teacher, who will then submit the final evaluation to the Student Teaching Seminar Professor.

- The final evaluation is summative and reflects an assessment of the entire semester and an evaluation of the Student Teacher's readiness for recommendation for the teaching credential. Both midterm and final evaluations require a signature from the Student Teacher indicating they have read the evaluation.
- The final evaluation becomes part of the Student Teacher's permanent file. Please give the Student Teacher a thoughtful and typed final evaluation based upon both performance and potential as a teacher (see **Appendix Q**).

Student Teaching Supervisors should arrange conferences with the Master Teacher and the Student Teacher around both the midterm and the final evaluation. These three way conferences provide opportunities for substantive discussion of the Student

Teacher's strengths and weaknesses, and should result in suggestions for future efforts.

Working with the 'At Risk' Student Teacher

A rating of "1" or "Unprepared" should only be given after attempts to improve the performance of the Student Teacher have been both documented and exhausted. All members of the Support Team should be made aware of a possible poor rating as soon as possible.

The Student Teaching Supervisor should carefully document the Student Teacher's performance and all efforts on the part of the Master Teacher and the Supervisor to inform the Student Teacher of his/her level of performance, remediation efforts, progress and prospects for success.

The Student Teaching Supervisor should contact the Student Teaching Seminar Professor and the Director(s) of Teacher Education immediately upon assessing a Student Teacher as 'marginal' or 'at risk.'

Responsibilities to Cooperating Schools

Student Teaching Supervisors should hold frequent conferences with the Master Teacher to review objectives, guide activities and assess the progress of the Student Teacher.

At the beginning of the semester, Student Teaching Supervisors should make strong effort to meet with the principal or the administrator in charge of Student Teaching.

Responsibilities of Biola University

The Student Teaching Supervisor must maintain and submit a Lesson Observation Form (see **Appendix Y**), along with mileage, for each visit to the Student Teacher.

- The Commission on Teacher Credentialing requires the institution to maintain records of student progress throughout the Teacher Preparation Program.

Appendices below are referred to throughout this section:

Appendix N, P,Q, V, W, Y

Section 6: CalTPA: Culminating Teaching Experience (Task 4)

The CalTPAs (California Teaching Performance Assessments) are part of the SB 2042 requirement for a program-embedded teaching performance assessment. All candidates must pass each of the four Tasks of the CalTPA with a minimum score of “3” on an ascending 4-point scale in order to be recommended for a Preliminary California Teaching Credential. Candidates are directed to the state-developed CalTPA Candidate Handbook for a full description of the CalTPA, each of the four Tasks and their scoring rubrics, as well as for guidelines for completing each Task. Candidates may access the CalTPA Candidate Handbook, the four CalTPA Tasks and their scoring rubrics at the Commission on Teacher Credentialing website www.ctc.ca.gov/educator-prep/TPA.html. Every Student Teacher will be completing the CalTPA: Culminating Teaching Experience (Task 4) during Student Teaching and Student Teaching Seminar. CalTPA 4 is completed during the course, and is part of the course grade.

Unaided Authentic Work

All Task submissions must be unaided authentic student work. Students must submit work that has not been evaluated or critiqued by others (friends, family, professional colleagues, teachers, professors, etc.).

Submissions

During the Student Teaching Seminar, all Student Teachers are required to submit CalTPA Task 4 through Taskstream. All Student Teachers will enroll into the proper Taskstream CalTPA program according to their course syllabus. Once this is done, students will be able to begin submitting their CalTPA Tasks through Taskstream. Tasks not submitted on Taskstream by the posted deadline will be considered a non-submission and will be given a score of zero. Please see Appendix AC.

Scoring

Each Task will be blind scored by state-trained and calibrated assessors. Tasks will be assessed on the extent to which they provide a clear, consistent, and convincing evidence of the Student Teacher’s pedagogical knowledge, skills, and abilities for those domains assessed by the Task. Student Teachers should keep in mind that each Task is scored independently of other Tasks and responses to different Tasks may not be scored by the same assessor. Tasks that receive a non-passing score (1 or 2) will be scored a second time by a different assessor, and possibly a third time before being given a final score. Assessors are required to use the state-developed Record of Evidence (ROE) to score a CalTPA Task. The ROE is kept on file for five years by the program. The ROE is confidential and cannot be released to or shared with the candidate or external parties. Since two and possibly three different assessors have scored non-passing CalTPA Tasks, the scores are final and cannot be appealed. Teacher candidates receiving a score of 1 or 2 must resubmit their TPA Task no later than six months after the first submission of said TPA. If the low scoring TPA is not completed by the six-month deadline, candidates must enroll in a one-unit independent study class with the TPA Coordinator before re-submissions can occur. (Appendix AC)

Task 4: Culminating Teaching Experience

For CalTPA Task 4, Culminating Teaching Experience, candidates will demonstrate the ability to design a standards-based lesson for a class of students and implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class and managing instruction and student interaction. Candidates will also demonstrate the ability to assess student learning related to the lesson and analyze the overall strengths and weaknesses of the lesson. For more information on Task 4, see Chapter 6 of the CalTPA Candidate Handbook. As part of this Task, candidates will be asked to submit a 20-minute unedited video of their teaching. Candidates will need to collect and submit student permission forms for every student that appears in the video. Consent forms are available in **Appendix Z** of the Student Teacher Handbook. Student Teachers should be sure to collect these permission forms well in advance of teaching so that students who do not have parental permission forms submitted do not appear in the video. All permission slips must be scanned and uploaded with the Student Teacher's Task to Taskstream.

CalTPA Task 4 Directions for Video Recording and Tips for Success

It is the candidate's responsibility to submit a 20-minute video of his or her teaching in an appropriate size and format on Taskstream. The video **must** be the following: digital (no VHS); 20 minutes long (+/- a minute) of continuous teaching (no editing); less than 100MB; and viewable in either Windows Media Player or QuickTime. The candidate should ensure that the resolution level is low so that he/she has space to upload his/her work in Taskstream.

Begin Early! Don't wait until the final days. Shoot the video well in advance of the submission deadline.

The Appendix below is referred to in this section:

Appendix Z

Section 7: Student Teaching Overseas

The overseas teaching experience is intended to provide the Student Teacher with valuable preparation in an international setting. While overseas, Student Teachers are expected to adhere to the guidelines discussed in the Student Teaching Handbook.

Preparation for Placement

Much of the preparation for placement is completed **TWO SEMESTERS prior** to arrival at the respective Student Teaching placement.

The Biola School of Education has strategically selected several schools in a number of countries that have partnered with the Teacher Preparation Program. The Directors of the School of Education will work with the Student Teaching candidate to select the appropriate school and country for the Student Teaching experience.

Once the placement school and a host contact has been established by the School of Education, it is the responsibility of the Student Teacher to establish personal contact and make arrangements with the host school for housing, date of arrival, and beginning of the Student Teaching experience. All of these components **MUST** be in place prior to departure.

The School of Education Field Placement Coordinator will provide the Student Teacher with the name and e-mail information of their contact person at the placement school.

Responsibilities of Overseas Placement School

- Answers questions about the school, culture, teaching assignment, etc.
- Assists in travel planning, logistics and arranges for meeting at airport.
- Arranges housing for the student teacher (although the student pays the cost of his housing).
- Provides the Master Teacher and the Supervisor.
- Evaluates the progress and performance of the student teacher.

APPENDIX A



BIOLA
UNIVERSITY
School of Education

ACKNOWLEDGEMENT AND CONTRACTUAL AGREEMENT BETWEEN STUDENT TEACHER AND BIOLA UNIVERSITY SCHOOL OF EDUCATION TEACHER PREPARATION PROGRAM

I affirm that I have received the Student Teaching Handbook and have read it in its entirety and agree to adhere to the procedures and policies therein.

Name _____ Date _____

Signature _____

APPENDIX B



BIOLA
UNIVERSITY
School of Education

COMPLIANCE WITH NON-DISCRIMINATION LAWS AND REGULATIONS

The School of Education at Biola University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, as well as attempts at humor that aim to elicit laughter at the expense of an individual or any group of individuals. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

The School of Education at Biola University operates in compliance with all applicable federal and state non-discrimination laws and regulations in conducting its programs. Such laws and regulations include:

1. Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin in the programs and activities of the University. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the University's tax-exempt status.
2. Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination based on sex, race, color, or national origin.
3. Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of its programs and activities.
4. The Americans with Disabilities Act of 1990 (Public Law 101-336), the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.
5. The Age Discrimination Act of 1975, which prohibits age-based discrimination against persons of all ages in programs and activities of the University.
6. The Age Discrimination in Employment Act of 1967, which prohibits discrimination against persons aged 40 and over regarding employment decisions.
7. Title IX of the Education Amendments of 1972, which prohibits all forms of discrimination on the basis of gender (including sexual harassment) in programs and activities of the University, except where the University has been granted exemptions based on its religious tenets.

SEXUAL HARASSMENT POLICY

It is the policy of the School of Education at Biola University to encourage Student Teaching candidates to actively practice the standards of Christian behavior at all times while serving the community as a Student Teacher. All Student Teachers, staff and faculty should be aware that the School of Education at Biola University is prepared to take action to prevent any intimidation and exploitation, and that individuals who engage in such behavior are subject to discipline and possible removal from the Student Teaching program and in some cases the University.

Sexual harassment can vary with particular circumstances, but, generally, it is defined as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact. None of these actions reflect a Christian attitude or commitment and all adversely affect the working or learning environment.

Coercive behavior, including suggestions that academic rewards or penalties will follow the refusal or granting of sexual favors, or conduct that unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment, constitutes a violation of the School of Education and Biola University's spiritual and/or educational standards, objectives and goals; and such misconduct will not be tolerated.

Under the direction of the appropriate administrator, the School of Education will fully and effectively investigate any such report and will take whatever corrective action is deemed necessary, including disciplining or discharging any Student Teacher who is found to have violated this prohibition against harassment. The reporting agency (school administrator, teacher, or Student Teaching Supervisor) will be informed of the action taken. School of Education officials will also take action to protect the reporting party, to prevent further harassment or retaliation, and as appropriate, to redress any harm done.

Factors considered in determining whether an environment is hostile include whether the conduct was:

- Verbal or physical or both
- A single incident or a pattern of behavior
- Perceived to be hostile or offensive to a reasonable person
- Exercised by an individual in a position of authority
- Directed to one or more individuals or class of individuals

It is the policy of the School of Education not to tolerate sexual harassment, and appropriate disciplinary action will be taken whenever such harassment is demonstrated. Any individuals engaging in such conduct contrary to the School of Education policy may be personally liable in any case brought against them.

A Student Teaching candidate who feels that he or she has been sexually harassed

may meet with and provide a report to the any of the following persons:

- Student Teaching Supervisor
- Student Teaching Seminar Professor
- Director of Teacher Education
- Dean of the School of Education

APPENDIX C



BIOLA
UNIVERSITY
School of Education

POSTPONEMENT/WITHDRAWAL FROM STUDENT TEACHING

Name: _____ Student ID#: _____

Address: _____
(Street) (City & State) (Zip)

Phone: _____ E-mail: _____

Subject Area
Program: _____

Semester From Which You are Withdrawing: _____
Semester/Year

Reason for Withdrawal:

I plan to re-enter Student Teaching in _____ / _____
(Semester) (Year)

I have not decided when I will re-enter Student Teaching.

As a result of my withdrawal, I understand that any future Student Teaching application may result in my being placed in a different priority category. In order to re-enter Student Teaching, I understand that I must initiate contact with my Credential Advisor and with the Director of Teacher Education in the School of Education office and that I will need to complete a new application form. It is my responsibility to stay informed of program changes and deadlines.

I understand that I will have to initiate withdrawal procedures from the University or take an official leave of absence.

Student Signature: _____ Date: _____

Credential Advisor
Signature: _____ Date: _____

Director of Teacher
Preparation Signature: _____ Date: _____

APPENDIX D



BIOLA
UNIVERSITY
School of Education

MULTIPLE SUBJECT SUGGESTED GUIDELINES FOR CLASSROOM STUDENT TEACHING PROGRAM

| | |
|-----------------------------------|--|
| Placement One Week 1 | <ol style="list-style-type: none"> 1. Report to assigned school. 2. Meet with principal. 3. Meet with Master Teacher to further articulate duties and responsibilities. 4. Meet with school secretary to gather needed information. 5. Find out how to become a substitute teacher in your district. 6. Learn students' names. 7. Examine the form and content of lesson plans. 8. Work with small groups. |
| Week 2 | Take over one area of content for daily lessons (such as math). |
| Week 3 | Take over two areas of content for daily lessons (continue teaching the content area that was assumed during week 2 and add an additional content area). |
| Week 4 | Take over three areas of content for daily lesson (continue teaching the content areas that were assumed during weeks 2 and 3 and add an additional content area). |
| Week 5 | Take over four areas of content for daily lessons (continue teaching the content areas that were assumed during weeks 2, 3 and 4 and add an additional content area). |
| Week 6 | Take over five areas of content for daily lessons (continue teaching the content areas that were assumed during weeks 2, 3, 4 and 5 and add an additional content area) |
| Week 7 | Take over FULL RESPONSIBILITY for all content areas. |
| Week 8 | Transition out of teaching responsibilities at master teacher's discretion. |
| Placement Two Week 1-5 | Same as above. |
| Week 6 | Take over FULL RESPONSIBILITY for all content areas. |
| Week 7 | Continue FULL RESPONSIBILITY for all content areas. |
| Week 8 | Transition out of teaching responsibilities at Master Teacher's discretion. |
| | Student Teaching Supervisor will conduct four observations throughout each phase. Student Teaching Supervisor will remain in communication with Master Teachers regarding candidate's progress, including in person, e-mail and/or phone. Student Teaching Supervisor will conduct the midterm evaluation by the fifth week of instruction and the final evaluation before the candidate completes the assignment. |

APPENDIX E



BIOLA
UNIVERSITY
School of Education

SINGLE SUBJECT SUGGESTED GUIDELINES FOR CLASSROOM STUDENT TEACHING PROGRAM

| | |
|--|--|
| Week 1 | <ol style="list-style-type: none"> 1. Report to assigned school. 2. Meet with principal and assistant principals. 3. Meet with Master Teachers to further articulate duties and responsibilities. 4. Meet with school secretary to gather needed information. 5. Find out how to become a substitute teacher in your district. 6. Make sure you have an ELL student for TPA 4. 7. Learn students' names. 8. Learn how to take roll. 9. Examine the form and content of lesson plans. |
| Week 2 through 3 | <ol style="list-style-type: none"> 1. Work with small groups. 2. Begin to take roll. 3. Become involved with instruction—gain access to lesson plans, unit plans, and other instructional organization instruments. 4. Prepare and teach small class segments or entire period. 5. Participate in co-teaching for all classes. 6. Develop lesson plans for the Master Teachers' review. 7. Identify and learn specialized software. 8. Become involved with the management of the classroom. 9. Identify and review assessments and evaluation instruments. 10. Score assignments. 11. Examine the structure, rubric, and other scales used to develop assessment and evaluation instruments. 12. Supervise the class for short periods of time. 13. Make copies of relevant lessons and units of study for future use. |
| Weeks 4 through 5 | <ol style="list-style-type: none"> 1. Supervise the class for entire periods. 2. Introduce substantive units or parts of units. 3. Develop, administer, and assess quizzes, tests, and projects. 4. Develop grading rubrics. 5. Be supervised and formally evaluated twice by University personnel. 6. Take over two class periods as instructor. 7. Prepare and execute complete lesson plans under guidance of Master Teachers. <p>Please Note: Student Teachers need to begin to take over courses during this time.</p> |
| Weeks 6 through 18 | <ol style="list-style-type: none"> 1. Become an autonomous teacher to the extent that opportunity is available and Master Teachers believe you are capable. (Should include a minimum requirement of six weeks of full-time responsibility in the classroom.) 2. Create, administer, and score assessments and evaluation instruments. 3. Operate a grading record. 4. Assist in development/administration of final exams. 5. Teach final days of class. 6. Record final grades. 7. Debrief with Master Teachers. 8. Complete TPA Task 4 and submit for assessment. |
| <p>Student Teaching Supervisors will conduct 8-10 observations throughout the semester. Student Teaching Supervisors will remain in communication with Master Teachers regarding Student Teacher's progress, including in person, e-mail and/or phone. Student Teaching Supervisor will conduct the midterm evaluation by the 7th week of instruction and the final evaluation before the Student Teacher completes assignment.</p> | |

APPENDIX F



BIOLA
UNIVERSITY

School of Education

STUDENT INFORMATION SHEET Student Teaching

Name: _____ Biola ID # _____

Mailing Address: _____ City: _____

School: _____ District: _____ Grade Level: _____

Master Teacher Name(s) : _____

Phone: _____ E-Mail: _____

Reflect on the roles and responsibilities of being the teacher of record:

In what areas do you think you are well-prepared?

Are there any areas where you think you may need additional support?

Reflect on your personal life and responsibilities outside of student teaching. Where might you have challenges in finding time to adequately prepare and fulfill your student teaching responsibilities?

While we strongly recommend that you do not work during student teaching, please indicate whether you have already committed to employment in a part-time job during this placement.

Place of employment: _____ Work days & hours: _____

Signature: _____ Date: _____

APPENDIX G



BIOLA
UNIVERSITY
School of Education

ADDITIONAL RESPONSIBILITIES DURING STUDENT TEACHING

A Student Teacher who engages in active participation throughout and beyond the school day:

- Observes opening and/or closing of the school term.
- Observes opening and closing of the school day.
- Attends orientation meetings for new faculty.
- Attends faculty meetings (department and school).
- Observes teacher committee meetings.
- When possible, shows support through attendance of school activities such as plays, dances, and athletic events.
- Assists in the management and supervision of school activities (lunch duty, recess).
- Participates in events or meetings involving parents and the community.
- When possible, observes experienced teachers who exhibit different teaching styles, techniques and abilities.

APPENDIX H



BIOLA
UNIVERSITY
School of Education

ESSENTIAL QUESTIONS AND INFORMATION GATHERING GUIDELINES FOR BIOLA STUDENT TEACHERS

Below are questions to ask the Master Teacher during your time in the classroom (some are time sensitive so consider prioritizing this list). Remember to always put the students and their learning first. Be sensitive to when and where you ask these questions of your Master Teacher. You will probably want to schedule a specific time to sit down with your Master Teacher and gather this information.

General Logistics

May I contact you outside of school?

If so, how may I contact you (by telephone, by e-mail)?

What time should I arrive in the morning?

Is there a sign-in procedure for Student Teachers?

Where should I meet you in the morning?

How long would you like me to remain after school?

Am I permitted to have a key to the classroom?

What is the procedure for early access to the building/classes?

Where should I park?

Do I need a parking permit?

How should I contact you in case an emergency or illness prevents me from coming to school or prevents me from being on time?

Are there any emergency procedures I should be aware of? (Building evacuation routes, safety drills, lock down codes, etc.)

Where and when do you usually eat lunch?

May I have a school calendar and handbook?

Is there a map of the school available?

Can I have a tour?

May I have a class list and seating chart?

May I have a copy of any discipline policies for the school/district?

Who would I ask for assistance with discipline?

What types of technology resources are available in the school?

Is there a Teacher Resource Center?

What are the rules and procedures for the copier?

Do I need a code number?

What process would you like to follow and when would be the best time for feedback on my lessons and suggestions for improvement: after each lesson, during a planning period, or at the end of each day?

Do you need any more information about Biola University's requirements, assessment, procedures, or forms used for assessment?

What responsibilities do you want a Student Teacher to assume?

Lessons/Curriculum

What can I do to prepare ahead of time for the coming lessons I will be teaching?

How far in advance do you want to see my lesson plans—a day, several days, a week?

What would you like me to teach? Is there something specific that needs to be covered?

Would you like the daily lesson plans typed?

Regarding Students

What can you tell me about the school community? What is the level of parental involvement?

Are there attendance problems with students?

What information should I be aware of regarding students? (strengths and weaknesses, IEPs, medical histories, etc.)

How are accommodations and/or modifications made for special needs students?

What protocol should I follow for reporting instances of suspected child abuse?

Classroom Management

What are your discipline policies?

What are the classroom rules?

What are the consequences if classroom rules are broken?

Do you anticipate any discipline problems from particular students because I am a Student Teacher?

Classroom Routine

What is your homework policy?

How much homework do you assign?

What are the procedures if students do not have homework done?

What is your grading system?

Do you want me to grade assignments?

If so, what are the grading criteria and the turnaround time?

How many questions do you put on a test or quiz? Do you write new tests/quizzes for those who are absent on test day?

What teaching methods or routines work best with your students?

Other

When would you like to review the Student Teacher evaluation forms and requirements?

What extracurricular activities do you supervise?

In what ways might I be involved?

May I attend parent-teacher conferences?

May I attend department or faculty meetings?

How can I best support the learning and teaching in your classroom?

APPENDIX I



BIOLA
UNIVERSITY
School of Education

MANDATORY REPORTER

SPECIAL CONSIDERATIONS FOR EDUCATORS IN CALIFORNIA

http://www.childwelfare.gov/systemwide/laws_policies/state/index.cfm?event=stateStatutes.showSearchForm

APPENDIX J



BIOLA
UNIVERSITY
School of Education

LONG-RANGE PLANNING

| | Subjects and Topics | Time of Day |
|--------|---------------------|-------------|
| Week#1 | | |
| Week#2 | | |
| Week#3 | | |
| Week#4 | | |
| Week#5 | | |
| Week#6 | | |
| Week#7 | | |
| Week#8 | | |

APPENDIX K



BIOLA
UNIVERSITY
School of Education

STUDENT TEACHER'S EVALUATION OF THE MASTER TEACHER

As a candidate for the teaching credential and graduate of Biola University, your feedback is important to us. The information you provide can further assist the School of Education in the selection of the Master Teachers and matching future teachers with professionals in the field.

Please complete the following information regarding the master teacher you worked with this semester.

Master Teacher _____ Student Teacher _____

School _____ District _____

Grade Level or Subject _____ Semester _____ Year _____

**Use the following scale to indicate your perceptions of your master or mentor teacher:
1 = Poor; 2 = Below Average; 3 = Average; 4 = Above Average; 5 = Excellent**

My master or mentor teacher...

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. Communicated with me regularly. | 1 | 2 | 3 | 4 | 5 |
| 2. Took a personal interest in me. | 1 | 2 | 3 | 4 | 5 |
| 3. Established and enforced classroom rules and procedures. | 1 | 2 | 3 | 4 | 5 |
| 4. Created an atmosphere in which students could learn and feel comfortable. | 1 | 2 | 3 | 4 | 5 |
| 5. Demonstrated concern for each and every student. | 1 | 2 | 3 | 4 | 5 |
| 6. Showed an awareness and acceptance of students with diverse backgrounds | 1 | 2 | 3 | 4 | 5 |
| 7. Was well-organized | 1 | 2 | 3 | 4 | 5 |
| 8. Encouraged me to try new strategies. | 1 | 2 | 3 | 4 | 5 |
| 9. Observed me regularly. | 1 | 2 | 3 | 4 | 5 |
| 10. Introduced me to the class promptly upon my arrival in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 11. Acquainted me with the available services and supplementary materials I could use to enrich instruction. | 1 | 2 | 3 | 4 | 5 |
| 12. Was open to my input regarding planning and students. | 1 | 2 | 3 | 4 | 5 |
| 13. Provided clear feedback and included both positive remarks and suggestions for improvement. | 1 | 2 | 3 | 4 | 5 |
| 14. Treated me as an individual and a professional. | 1 | 2 | 3 | 4 | 5 |
| 15. My overall rating of this teacher as a mentor is | 1 | 2 | 3 | 4 | 5 |

Would you recommend your master teacher be used with future student teachers? Why or why not?

Any need to "match" their personality or teaching style with a ST? Explain.

Other Comments:

APPENDIX L



BIOLA
UNIVERSITY
School of Education

STUDENT TEACHER'S EVALUATION OF THE SUPERVISOR

As a candidate for the teaching credential at Biola University, your feedback is important to us. The information you provide can further assist the School of Education in the selection and evaluation process of our Student Teaching Supervisors.

Student Teacher (optional): _____ Grade level: _____

Supervisor: _____ Semester/Year: _____

Please circle the rating that best characterizes your experience with this supervisor.

My supervisor . . .

| | Weak | Average | Good | Excellent | | | |
|---|------|---------|------|-----------|---|---|---|
| 1. was very clear in communicating expectations to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. provided advance notice of observation times. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. established a good relationship with my master teacher. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. visited me long enough to see a complete lesson (30-45 minutes). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. made sure to post-conference with me within 24 hours of observation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. provided me with written and oral feedback during post-conferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. gave me specific and relevant suggestions during our post-conferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. encouraged me spiritually throughout the semester. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. provided clear feedback and included both positive comments and suggestions for improvement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. seemed familiar with current educational practices and standards. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. was available to answer my questions and concerns. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. treated me in a professional manner. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. was effective as a mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Overall rating as a Biola University supervisor | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please comment briefly on the following:

A. Your supervisor's strengths: _____

weaknesses: _____

B. How did you usually feel after your supervisor's visit and conference with you?

C. Would you recommend this individual as a Student Teaching Supervisor?
___ Yes ___ No ___ With reservations Please explain.

APPENDIX M



BIOLA
UNIVERSITY
School of Education

OBSERVATION AND PARTICIPATION LOG **Thinking About and Planning for Your Classroom Pre-Observation Conference**

Thinking about the planning steps and areas for discussion outlined below will help you prepare for pre-observation conferences prior to formal observations by your Student Teaching Supervisor and Master Teacher. These pre-observation conferences may be conducted via e-mail, chat room, telephone, or in person, as circumstances allow.

Planning Steps

Areas for Discussion

Clarify Goals and Context for the Lesson

- What is the lesson about? What is its context?
- What has led up to this lesson?
- How is it building on previous lessons?
- How does it meet your students' needs?
- How does it match the district and/or state academic content standards for your grade level?
- Is the lesson available in your Lesson Plan folder for your Student Teaching Supervisor to preview?

Determine Evidence of Success/Student Achievement

- What do you want students to learn through this lesson?
- How will you know they are successful?
- Is there more than one way to measure their success for this lesson?
- How will your students know your expectations?

Explore Teaching Strategies and Decisions Made

- How will the instructional strategies and resources you're using during the lesson promote student learning?
- Are there other strategies or resources that you could incorporate to appeal to students' multiple intelligences?
- Are there any adaptations needed for students with special needs?

Identify Focus for Data Collection

- What TPE will be addressed in this lesson?
- What is the primary area of your teaching you'd like the observer to focus on?
- Are there specific student behaviors you'd like the observer to look for?

Adapted from A. Costa and R. Garmston, the New Teacher Center, University of California, Santa Cruz

APPENDIX N



BIOLA
UNIVERSITY
School of Education

RUBRIC FOR GRADING STUDENT TEACHING NOTEBOOK

1. The notebook is worth 5 points each visit (for a total of 50 per semester).
2. After more than one occasion of observing an incomplete notebook, please send an e-mail stating the areas where you observed missing information to both the Student Teacher and the seminar professor.

| Score | Notebook characteristics |
|-------|--|
| 5 | Complete and detailed. Evidence of reflection. |
| 4 | Complete but less detailed. Evidence of reflection. |
| 3 | More than 75% complete. Superficial reflections. |
| 2 | More than 50% complete. Inconsistent reflections. |
| 1 | Less than 50% complete, but notebook does exist. Infrequent reflections. |

Sample e-mail to ST; send cc to MT & Seminar Professor:

Dear Suzy ST,

I'm confirming my next formal visit with you on **May 1** to observe you teach a **Math lesson**. In the meantime, remember to:

~ be consistent in applying the classroom management strategies we discussed.

~ implement the quick-check strategies we discussed.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Joe US

University Supervisor

APPENDIX O



BIOLA
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School of Education

STUDENT TEACHING LESSON PLAN TEMPLATE

Name: _____ Date: _____ Content/Grade: _____

Preparation to Teach

State Standard: _____

Lesson Objective: _____

Materials: _____

Identify Adaptations (Student Names/Needs)

IEP: _____

504: _____

EL: _____

GATE: _____

Instructional Sequence

Anticipatory Set: _____ minutes

| | |
|---|---|
| Instructional Strategy and/or Student Activity | Rationale: (Class Learning Preferences/Skill or Knowledge) |
| Formative Monitoring/Assessment | Rationale |

Instructional Input: _____ minutes

| | |
|--|---|
| Instructional Strategy (include Student Activity) | Rationale: (Class Learning Preferences/Skill or Knowledge) |
| Formative Monitoring/Assessment | Rationale |

Guided Practice: _____ minutes

| | |
|---|---|
| Instructional Strategy and/or Student Activity | Rationale: (Class Learning Preferences/Skill or Knowledge) |
| Formative Monitoring/Assessment | Rationale |

Independent Practice: _____ minutes

| | |
|---|---|
| Instructional Strategy and/or Student Activity | Rationale: (Class Learning Preferences/Skill or Knowledge) |
| Formative Monitoring/Assessment | Rationale |

Closure: _____ minutes

| | |
|---|--|
| Instructional Strategy/Student Activity and Grouping | Rationale: (Class Learning Preferences/Skill or Knowledge Activation) |
| Formative or Summative Monitoring | Rationale |

Reflection

Success: _____

Struggles: _____

Future Ideas: _____

APPENDIX P



BIOLA
UNIVERSITY
School of Education

Midterm Evaluation of Teacher Candidate

Name _____ Dates: From _____ to _____
(Last) (First) (Middle) (mo) (yr) (mo) (yr)

Subject or Grade _____ School _____ District _____

Purpose: This report will be used along with other information to: 1) award a grade for a Biola course, 2) decide whether to recommend the teacher candidate for a credential, and 3) used by the teacher candidate as a formal job recommendation

Guidelines: Please use the following scale to assess the level of performance reached by the teacher candidate by the **end of the placement**. In rating each skill, please evaluate this person based on their ability to assume the responsibilities of a novice, first-year teacher.

- Score Level 1: Skill is used inappropriately or inaccurately. Candidate **does not meet standard** for performance expectations.
- Score Level 2: Skill is minimally developed. Candidate exhibits **basic level** performance expectations.
- Score Level 3: Skill is adequately developed. Candidate exhibits **proficient level** performance expectations.
- Score Level 4: Skill is consistent with the expectations of a beginning first-year teacher. Candidate exhibits **exemplary** performance expectations.

| Developing as a Professional Educator | | | | |
|---|---|---|---|---|
| 1. is able to make appropriate adjustments to improve instruction and behavior through self-reflection and dialogue with master teacher and university supervisor | 1 | 2 | 3 | 4 |
| 2. articulates with appropriate volume, expression, and word choice | 1 | 2 | 3 | 4 |
| 3. establishes positive work relationships with parents, demonstrated by clear communication and conferencing skills | 1 | 2 | 3 | 4 |
| 4. demonstrates sensitivity, warmth, caring, and respect in interpersonal relationships | 1 | 2 | 3 | 4 |
| 5. exhibits the characteristics of a positive role model through attitude as well as explicit and implicit behaviors | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

| Dedicated to Students' Optimal Development | | | | |
|--|---|---|---|---|
| 1. demonstrates an ability to integrate relevant information about individual students as well as the entire class within instructional planning | 1 | 2 | 3 | 4 |
| 2. employs appropriate learning strategies to meet the unique developmental needs of the class (e.g. grouping strategies, instructional materials, etc.) | 1 | 2 | 3 | 4 |
| 3. ensures the active participation and engagement of all students | 1 | 2 | 3 | 4 |
| 4. embraces a strengths-based approach to student learning, recognizing individual differences and learning preferences | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

| Skilled at Engaging Students from Culturally Diverse and Special Populations | | | | |
|--|---|---|---|---|
| 1. draws upon detailed and relevant information about students' background | 1 | 2 | 3 | 4 |
| 2. designs relevant and appropriate plans for students who have special needs or abilities | 1 | 2 | 3 | 4 |
| 3. applies relevant instructional practices for English language development | 1 | 2 | 3 | 4 |
| 4. displays a spirit of advocacy on behalf of marginalized students | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

Implements Content Instruction Effectively

| | | | | |
|---|---|---|---|---|
| 1. establishes clear and appropriate goals for student learning based on state academic content standards | 1 | 2 | 3 | 4 |
| 2. plans and delivers relevant and appropriate instruction in relation to the content standards | 1 | 2 | 3 | 4 |
| 3. implements a variety of questioning strategies in accordance with Bloom's Taxonomy, using appropriate wait time to increase student engagement | 1 | 2 | 3 | 4 |
| 4. embeds literacy strategies across the curriculum | 1 | 2 | 3 | 4 |
| 5. demonstrates strong knowledge of subject matter content | 1 | 2 | 3 | 4 |
| 6. sustains students' interest and attention with appropriate pacing | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Utilizes Assessment Data to Make Instructional Decisions

| | | | | |
|---|---|---|---|---|
| 1. draws upon prior content knowledge as a means of scaffolding new learning | 1 | 2 | 3 | 4 |
| 2. assesses the levels of literacy in English and the students' first language | 1 | 2 | 3 | 4 |
| 3. modifies instructional plan throughout instruction with emerging evidence to ensure that students are progressing | 1 | 2 | 3 | 4 |
| 4. uses a variety of classroom assessments to accurately analyze student work, maintaining timely and accurate records which can be shared with appropriate parties | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Devoted to Creating A Positive Learning Environment

| | | | | |
|--|---|---|---|---|
| 1. establishes and communicates clear and appropriate procedures for routine tasks. | 1 | 2 | 3 | 4 |
| 2. manages transitions to maximize instructional time | 1 | 2 | 3 | 4 |
| 3. develops and maintains clear and appropriate expectations for ACADEMIC behavior and provides students with detailed feedback to encourage growth | 1 | 2 | 3 | 4 |
| 4. develops and maintains clear and appropriate expectations for SOCIAL behavior and provides students with detailed feedback to encourage growth | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Summary Evaluation

Please comment on the candidate's two greatest strengths:

Please comment on one area where the candidate will need additional mentoring:

Master Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

APPENDIX Q



BIOLA
UNIVERSITY
School of Education

Final Evaluation of Teacher Candidate

Name _____ Dates: From _____ to _____
(Last) (First) (Middle) (mo) (yr) (mo) (yr)

Subject or Grade _____ School _____ District _____

Purpose: This report will be used along with other information to: 1) award a grade for a Biola course, 2) decide whether to recommend the teacher candidate for a credential, and 3) used by the teacher candidate as a formal job recommendation

Guidelines: Please use the following scale to assess the level of performance reached by the teacher candidate by the **end of the placement**. In rating each skill, please evaluate this person based on their ability to assume the responsibilities of a novice, first-year teacher.

- Score Level 1: Skill is used inappropriately or inaccurately. Candidate **does not meet standard** for performance expectations.
- Score Level 2: Skill is minimally developed. Candidate exhibits **basic level** performance expectations.
- Score Level 3: Skill is adequately developed. Candidate exhibits **proficient level** performance expectations.
- Score Level 4: Skill is consistent with the expectations of a beginning first-year teacher. Candidate exhibits **exemplary** performance expectations.

| Developing as a Professional Educator | | | | |
|---|---|---|---|---|
| 1. is able to make appropriate adjustments to improve instruction and behavior through self-reflection and dialogue with master teacher and university supervisor | 1 | 2 | 3 | 4 |
| 2. articulates with appropriate volume, expression, and word choice | 1 | 2 | 3 | 4 |
| 3. establishes positive work relationships with parents, demonstrated by clear communication and conferencing skills | 1 | 2 | 3 | 4 |
| 4. demonstrates sensitivity, warmth, caring, and respect in interpersonal relationships | 1 | 2 | 3 | 4 |
| 5. exhibits the characteristics of a positive role model through attitude as well as explicit and implicit behaviors | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

| Dedicated to Students' Optimal Development | | | | |
|--|---|---|---|---|
| 1. demonstrates an ability to integrate relevant information about individual students as well as the entire class within instructional planning | 1 | 2 | 3 | 4 |
| 2. employs appropriate learning strategies to meet the unique developmental needs of the class (e.g. grouping strategies, instructional materials, etc.) | 1 | 2 | 3 | 4 |
| 3. ensures the active participation and engagement of all students | 1 | 2 | 3 | 4 |
| 4. embraces a strengths-based approach to student learning, recognizing individual differences and learning preferences | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

| Skilled at Engaging Students from Culturally Diverse and Special Populations | | | | |
|--|---|---|---|---|
| 1. draws upon detailed and relevant information about students' background | 1 | 2 | 3 | 4 |
| 2. designs relevant and appropriate plans for students who have special needs or abilities | 1 | 2 | 3 | 4 |
| 3. applies relevant instructional practices for English language development | 1 | 2 | 3 | 4 |
| 4. displays a spirit of advocacy on behalf of marginalized students | 1 | 2 | 3 | 4 |
| Explanatory Comments or Additional Concerns: | | | | |

Implements Content Instruction Effectively

| | | | | |
|---|---|---|---|---|
| 1. establishes clear and appropriate goals for student learning based on state academic content standards | 1 | 2 | 3 | 4 |
| 2. plans and delivers relevant and appropriate instruction in relation to the content standards | 1 | 2 | 3 | 4 |
| 3. implements a variety of questioning strategies in accordance with Bloom's Taxonomy, using appropriate wait time to increase student engagement | 1 | 2 | 3 | 4 |
| 4. embeds literacy strategies across the curriculum | 1 | 2 | 3 | 4 |
| 5. demonstrates strong knowledge of subject matter content | 1 | 2 | 3 | 4 |
| 6. sustains students' interest and attention with appropriate pacing | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Utilizes Assessment Data to Make Instructional Decisions

| | | | | |
|---|---|---|---|---|
| 1. draws upon prior content knowledge as a means of scaffolding new learning | 1 | 2 | 3 | 4 |
| 2. assesses the levels of literacy in English and the students' first language | 1 | 2 | 3 | 4 |
| 3. modifies instructional plan throughout instruction with emerging evidence to ensure that students are progressing | 1 | 2 | 3 | 4 |
| 4. uses a variety of classroom assessments to accurately analyze student work, maintaining timely and accurate records which can be shared with appropriate parties | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Devoted to Creating A Positive Learning Environment

| | | | | |
|--|---|---|---|---|
| 1. establishes and communicates clear and appropriate procedures for routine tasks. | 1 | 2 | 3 | 4 |
| 2. manages transitions to maximize instructional time | 1 | 2 | 3 | 4 |
| 3. develops and maintains clear and appropriate expectations for ACADEMIC behavior and provides students with detailed feedback to encourage growth | 1 | 2 | 3 | 4 |
| 4. develops and maintains clear and appropriate expectations for SOCIAL behavior and provides students with detailed feedback to encourage growth | 1 | 2 | 3 | 4 |

Explanatory Comments or Additional Concerns:

Summary Evaluation

Please comment on the candidate's two greatest strengths:

Please comment on one area where the candidate will need additional mentoring:

Signature _____ Position _____ Date _____

APPENDIX R



BIOLA
UNIVERSITY
School of Education

SUBSTITUTE TEACHING DURING STUDENT TEACHING

In order to substitute teach for a Master Teacher, the candidate must meet the following criteria:

1. The Student Teacher must be in at least week five of their first placement or week three of their second placement.
2. The Student Teacher must obtain a letter from the Master Teacher stating that he/she believes the Student Teacher is ready to assume full responsibility for the classroom in the teacher's absence.
3. The Student Teacher must obtain a letter (or e-mail) from the Student Teaching Supervisor stating that he/she believes the Student Teacher is ready to assume full responsibility for the classroom in the teacher's absence.
4. The Student Teacher must obtain a letter from the school principal stating that they will hire the Student Teacher and assume all responsibility and liability for them during the day(s) that they are subbing. (This is because Biola's insurance only covers them while they are under the supervision of a Master Teacher).
5. The Student Teacher must obtain written proof that the district where they plan to substitute teach has hired them.

APPENDIX S



BIOLA
UNIVERSITY
School of Education

MULTIPLE SUBJECT PHASE I STUDENT TEACHING FORM CHECKLIST

Please place the following documents in your folder, initial the checklist to confirm their inclusion, and submit the entire packet to your seminar professor on the date listed in the syllabus.

Supervisor Forms:

- Supervisor Evaluation of Master Teacher
- Student Teacher Final Evaluation by Supervisor

Master Teacher Forms:

- Master Teacher Evaluation of Supervisor
- Student Teacher Final Evaluation by Master Teacher

Student Teacher Forms:

- Student Teacher Evaluation of Master Teacher
- Mid-Evaluation of Student Teaching

APPENDIX T



BIOLA
UNIVERSITY
School of Education

MULTIPLE SUBJECT PHASE II STUDENT TEACHING FORM CHECKLIST

Please place the following documents in your folder, initial the checklist to confirm their inclusion, and submit the entire packet to your seminar professor on the date listed in the syllabus.

Supervisor Forms:

- Supervisor Evaluation of Master Teacher

- Student Teacher Final Evaluation by Supervisor

Master Teacher Forms:

- Master Teacher Evaluation of Supervisor

- Student Teacher Final Evaluation by Master Teacher

Student Teacher Forms:

- Student Teacher Evaluation of Master Teacher

- Student Teacher Evaluation of Supervisor

- Supervisor visit check-off form

- Mid-Evaluation of Student Teaching

- Self-Evaluation of Readiness to Teach
(See last page of Student Teaching Handbook)

APPENDIX U



SINGLE SUBJECT STUDENT TEACHING FORM CHECKLIST

Please place the following documents in your folder, initial the checklist to confirm their inclusion, and submit the entire packet to your seminar professor on the date listed in the syllabus.

Supervisor Forms:

- Supervisor Evaluation of Master Teacher #1
- Supervisor Evaluation of Master Teacher #2
- Student Teacher Final Evaluation by Supervisor

Master Teacher Forms:

- Master Teacher #1 Evaluation of Supervisor
- Master Teacher #2 Evaluation of Supervisor
- Student Teacher Final Evaluation by Master Teacher #1
- Student Teacher Final Evaluation by Master Teacher #2

Student Teacher Forms:

- Student Teacher Evaluation of Master Teacher #1
- Student Teacher Evaluation of Master Teacher #2
- Student Teacher Evaluation of Supervisor
- Supervisor visit check-off form
- Mid-Evaluation of Student Teaching
- Self-Evaluation of Readiness to Teach

APPENDIX V



BIOLA
UNIVERSITY
School of Education

MASTER TEACHER'S EVALUATION OF THE SUPERVISOR

As a Master Teacher, your feedback is very important to us. The information you provide can further assist the School of Education in the selection and evaluation process of our Student Teaching Supervisors.

Master Teacher: _____ School: _____

Supervisor: _____ Semester/Year: _____

Please circle the rating that best characterizes your experience with this supervisor.

The supervisor representing Biola University . . .

| | Weak | Average | Good | Excellent | | | |
|--|------|---------|------|-----------|---|---|---|
| 1. made contact with me early in the placement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. clarified any questions I had about my role as a master teacher. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. provided advance notice of observation times. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. communicated with me regularly and invited my feedback. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. observed ST for a 30-45 minute time period at each visit. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. made sure to post-conference with ST within 24 hours of observation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. provided ST with written and oral feedback during post-conferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. gave ST specific and relevant suggestions during post-conferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. seemed familiar with current educational practices and standards. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. provided clear feedback to ST, including both positive comments and suggestions for improvement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. was available to answer my questions and concerns. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. treated me in a professional manner. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. was effective as a mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Overall rating as a Biola university supervisor | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please comment briefly on the following:

A. The supervisor's strengths: _____

weaknesses: _____

B. What impact did the supervisor's visits have on your student teacher?

C. Would you recommend this person as a Student Teaching Supervisor?

Yes No With reservations Please explain.

APPENDIX W



BIOLA
UNIVERSITY
School of Education

SUPERVISOR EVENT CALENDAR

| MT | ST | SUP | Document/Task | Timeline |
|----|----|-----|---|-----------------------------|
| | • | • | PHASE I - Introductory meeting w/Student Teachers; Introductory Supervisor meeting 5:00 – 8:00 p.m. | First Day of Week 1 |
| | | • | Create travel journal w/mileage form | Week 1 |
| • | • | • | Introductory school visit w/principal, MT; informal observation; establish e-mail or phone connection w/ST and MT | Week 1 |
| | • | • | Schedule formal observation, conduct observation and post conference using lesson observation form; e-mail ST and MT | Week 2 |
| | | • | Schedule second formal observation | Week 3 |
| | | • | Attend Phase I Brown Bag Luncheon Meeting 11:30 am - 1 pm | Beginning of Week 4 |
| • | • | • | Conduct observation and post conference using lesson observation form; complete Mid Evaluation in cooperation w/MT | Week 4 |
| | • | • | Schedule third formal observation; e-mail ST and MT | Week 4 |
| | • | • | Conduct observation and post conference using lesson observation form | Week 5 |
| | • | • | Schedule fourth formal observation; e-mail ST and MT | Week 6 |
| • | • | • | Conduct lesson observation and post conference; complete Final Evaluation (give 2 copies to ST) and conference w/ST | Week 7 - 8 |
| | | • | Complete Supervisor's Evaluation of MT; Verify that ALL required Phase I forms are In ST's red folder w/checklist | Week 8 |
| • | • | • | Attend Master Teacher Reception 4:30 – 6:30 p.m. | Beginning of Week 9 |
| | | • | Supervisor Meeting following Reception 6:30 – 8:30 p.m. | Beginning of Week 9 |
| | | | Repeat above sequence (Elementary Teachers) | Week 1 - 6 (Repeat) |
| | • | • | Conduct final observation and post conference using lesson observation form; complete final evaluation of ST (2 copies to ST) | Week 7 |
| | • | • | Complete Supervisor Conference Check Off Sheet; Turn in Mileage Form | Week 8 |
| • | • | • | Make certain that all forms required for ST End of Phase Folder are logged on checklist | Week 8 |
| | • | • | Attend end of semester Celebration Ceremony 5:00 – 6:30 p.m. | Beginning of Week 17 |

APPENDIX X



BIOLA
UNIVERSITY
School of Education

SUPERVISOR CHECKLIST

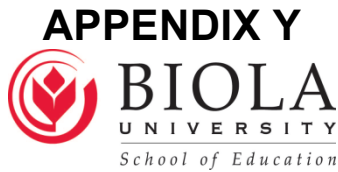
LEDU 440/442 SEED 512/513 and LEDU 450/452 SEED 514/515

Student Teacher: _____ **Supervisor:** _____

| Week | Formal Observation? | Date & Time | Conference Code | Content Observed | Notebook Score |
|---------|------------------------------|-------------|-----------------|------------------|----------------|
| Week 1 | <input type="checkbox"/> YES | | | | |
| Week 2 | <input type="checkbox"/> YES | | | | |
| Week 3 | <input type="checkbox"/> YES | | | | |
| Week 4 | <input type="checkbox"/> YES | | | | |
| Week 5 | <input type="checkbox"/> YES | | | | |
| Week 6 | <input type="checkbox"/> YES | | | | |
| Week 7 | <input type="checkbox"/> YES | | | | |
| Week 8 | <input type="checkbox"/> YES | | | | |
| Week 9 | <input type="checkbox"/> YES | | | | |
| Week 10 | <input type="checkbox"/> YES | | | | |
| Week 11 | <input type="checkbox"/> YES | | | | |
| Week 12 | <input type="checkbox"/> YES | | | | |
| Week 13 | <input type="checkbox"/> YES | | | | |
| Week 14 | <input type="checkbox"/> YES | | | | |
| Week 15 | <input type="checkbox"/> YES | | | | |
| Week 16 | <input type="checkbox"/> YES | | | | |
| Week 17 | <input type="checkbox"/> YES | | | | |
| Week 18 | <input type="checkbox"/> YES | | | | |

Codes for conference description:

- | | |
|---|--|
| 1. On-site conference same day as observation | 2. Off-site conference same day as observation |
| 3. On-site conference more than 24 hrs. after observation | 4. Phone conference same day as observation |
| 5. Phone conference more than 24 hours after observation | |



Observation Form

Candidate: _____ Semester: _____ Date: _____

Grade Level: _____ Supervisor: _____

Pre-Conference - TPE Targets (One Main and One Secondary)

Check a gray box in two of the TPEs (Teaching Performance Expectation) below, one to indicate a main focus TPE and one to indicate a secondary focus TPE. The boxes chosen will also determine the level of competency the Student Teacher intends to meet. To place an “X” electronically, double-click in the small, gray box.

1- Does not Meet Standard 2- Basic 3- Proficient 4- Exemplary

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

...The Candidate:

| | | | |
|---|--|---|---|
| <input type="checkbox"/> 1 - demonstrated an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students | <input type="checkbox"/> 2 - demonstrated a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students | <input type="checkbox"/> 3 – demonstrated an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students | <input type="checkbox"/> 4 – demonstrated a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students |
|---|--|---|---|

TPE 2 - Monitoring Student Learning During Instruction

...The Candidate:

| | | | |
|---|---|--|--|
| <input type="checkbox"/> 1 -used progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students, using inappropriate or no classroom assessments and inaccurate or no analysis of student work | <input type="checkbox"/> 2 - used progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students, using ambiguous classroom assessments and cursory or inconsistent analysis of student work | <input type="checkbox"/> 3 - used progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students, using classroom assessments and analyzing student work accurately | <input type="checkbox"/> 4 –used progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students, using classroom assessments appropriately and analyzing student work accurately |
|---|---|--|--|

TPE 3 - Interpretation and Use of Assessment

...The Candidate:

| | | | |
|--|---|--|--|
| <input type="checkbox"/> 1 - used assessment results inappropriately or not at all to determine student progress and to plan instruction, providing inaccurate or no feedback, to students and/or to their families about students academic strengths and areas for growth in relation to the learning goals | <input type="checkbox"/> 2 - used assessment results both appropriately and inappropriately to determine student progress and to plan instruction, providing minimal or limited feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals | <input type="checkbox"/> 3 - used assessment results appropriately to determine student progress and to plan instruction, providing accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals | <input type="checkbox"/> 4 - used assessment results accurately and appropriately to determine student progress and to plan instruction, providing detailed and accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals |
|--|---|--|--|

TPE 4: Making Content Accessible

...The Candidate:

| | | | |
|---|--|--|--|
| <input type="checkbox"/> 1 -used developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content, making inappropriate or no plans for students who have special needs or abilities | <input type="checkbox"/> 2 - used ambiguous or inconsistent strategies and activities according to purpose and lesson content, making inconsistent or minimal plans for students who have special needs or abilities | <input type="checkbox"/> 3 - used developmentally appropriate instructional strategies and activities according to purpose and lesson content, making appropriate plans for students who have special needs or abilities | <input type="checkbox"/> 4 - used relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, making relevant and appropriate plans for students who have special needs or abilities |
|---|--|--|--|

TPE 5 - Student Engagement

...The Candidate:

| | | | |
|---|--|--|---|
| <input type="checkbox"/> 1 - ensured the active and equitable participation of few or no students | <input type="checkbox"/> 2 - ensured the active and equitable participation of some students | <input type="checkbox"/> 3 - ensured the active and equitable participation of most students | <input type="checkbox"/> 4 - ensured the active and equitable participation of all students |
|---|--|--|---|

TPE 6 - Developmentally Appropriate Teaching Practices

...The Candidate:

| | | | |
|--|---|---|--|
| <input type="checkbox"/> 1 - adapted inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) | <input type="checkbox"/> 2 - adapted instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner | <input type="checkbox"/> 3 - adapted appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students | <input type="checkbox"/> 4 - adapted relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students |
|--|---|---|--|

TPE 7 - Teaching English Learners

...The Candidate:

| | | | |
|--|--|---|---|
| <input type="checkbox"/> 1 - drew upon irrelevant or no 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, for planning, and/or allowing students to express meaning, including in their first language, knowing and applying inappropriate or no instructional practices for English Language Development | <input type="checkbox"/> 2 - drew upon minimal or cursory 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, for planning, and/or allowing students to express meaning, including in their first language, having a limited knowledge and/or ambiguous application of instructional practices for English Language Development | <input type="checkbox"/> 3 - drew upon relevant 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, for planning, and allowing students to express meaning, including in their first language, knowing and applying appropriate instructional practices for English Language Development | <input type="checkbox"/> 4 - drew upon detailed and relevant 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, for planning, and allowing students to express meaning, including in their first language, knowing and applying relevant and appropriate instructional practices for English Language Development |
|--|--|---|---|

TPE 8 - Learning About Students

...The Candidate:

| | | | |
|--|---|--|--|
| <input type="checkbox"/> 1 - used inappropriate or no methods to obtain information about selected students that may influence instruction, obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests | <input type="checkbox"/> 2 - used limited methods to obtain information about selected students that may influence instruction, obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests | <input type="checkbox"/> 3 - used relevant methods to obtain information about selected students that may influence instruction, obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests | <input type="checkbox"/> 4 - used relevant and appropriate methods to obtain information about selected students that may influence instruction, obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |
|--|---|--|--|

TPE 9 - Instructional Planning

...The Candidate:

| | | | |
|---|--|---|--|
| <input type="checkbox"/> 1 - planned inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s) selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs | <input type="checkbox"/> 2 - planned instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs | <input type="checkbox"/> 3 - planned appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs | <input type="checkbox"/> 4 - planned relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s), selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs |
|---|--|---|--|

TPE 10 - Instructional Time

...The Candidate:

| | | | |
|--|---|--|--|
| <input type="checkbox"/> 1 - allocated instructional time inappropriately, establishing inappropriate or no procedures for routine tasks and management of transitions | <input type="checkbox"/> 2 – both appropriately and inappropriately allocated instructional time, establishing inconsistent or minimal procedures for routine tasks and management of transitions | <input type="checkbox"/> 3 - allocated instructional time appropriately, establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time | <input type="checkbox"/> 4 - allocated instructional time appropriately, establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time |
|--|---|--|--|

TPE 11 - Social Environment

...The Candidate:

| | | | |
|--|--|---|---|
| <input type="checkbox"/> 1 - developed and maintained inappropriate or no expectations for academic and social behavior, creating a climate that is inappropriate for learning | <input type="checkbox"/> 2 - developed and maintained ambiguous or inconsistent expectations for academic and social behavior, creating a climate that is sometimes appropriate for learning | <input type="checkbox"/> 3 - developed and maintained appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning | <input type="checkbox"/> 4 - developed and maintained clear and appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning |
|--|--|---|---|

Pre-Conference Questions:

Observation Evidence:

Evidence of Student Learning:

Post-Observation Conference

Areas of Strength:

Next Steps:

Attach your lesson plan here at the end of the document. This must be sent to Supervisor at least 48 hours prior to observation.

APPENDIX Z



BIOLA
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School of Education

STUDENT RELEASE FORM FOR CalTPA TASK 4* Multiple Subject Credential Program / Single Subject Credential Program

_____ (Print) Teacher Candidate Name

*To be completed by the parents/legal guardians of minor students involved in this project, or by students who are more than 18 years of age who are involved in this project.

Dear Parent/Guardian: I am a participant this school year in the state-mandated California Teaching Performance Assessment (CalTPA) for teacher candidates. The primary purpose of this assessment is to demonstrate my progress in becoming a high quality teacher. The Task 4 project requires that I submit a short videotape of a lesson I teach in your child's class, as well as samples of student work. Although the videotape involves both various students and me, the primary focus is on my instruction, not on the students in the class. In the course of taping, your child may appear on the videotape.

The **Authorization** below will verify your permission for these activities.

Sincerely, _____ (Teacher Candidate Signature)

Student Name: _____

Classroom Teacher _____

School: _____

Address: _____

AUTHORIZATION

I am the parent/legal guardian of the child named above. I have read your description above regarding a teacher candidate assessment and agree to the following (please check the appropriate box below):

I **DO** give permission to you to reproduce my child's classroom work for use in a teacher candidate assessment project. No last names will appear on any materials submitted by the teacher candidate.

I **DO** give permission to you to include my child's video-recorded image for use in a teacher candidate assessment project. I understand the video will be used only for assessment purposes and will be viewed by the teacher candidate and faculty assessors.

I **DO NOT** give permission to video-record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date _____

I am the student named above and am more than **18 years of age**. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

I **DO** give permission to you to include my video-recorded image as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities for the purpose of a teacher candidate assessment project. I understand the video will be used only for assessment purposes and will be viewed by the teacher candidate and faculty assessors.

I **DO NOT** give permission to video-record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Parent: _____ Date _____

Signature of Student: _____ Date _____

Date of Birth: ____/____/____

APPENDIX AA



BIOLA
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School of Education

Self-Evaluation of Readiness to Assume a Classroom Leadership Role

Semester: _____ Credential Goal: Elementary Secondary

Gender (optional): _____ Ethnicity (optional): _____ Age (optional): _____

Directions:

Please use the following scale as a basis for identifying and circling the number that best represents your level of confidence in independently and successfully utilizing the stated skills in your own classroom.

- 5: Strong level of confidence based on many successful experiences
- 4: Confidence based on a majority of positive experiences
- 3: Unsure of confidence level based on limited experiences in this area
- 2: Low confidence based on more negative than positive experiences
- 1: No confidence based on primarily negative experiences

| | | | | | |
|---|---|---|---|---|---|
| 1. Teach the concepts, knowledge, and skills of your discipline(s) in ways that enable students to learn. | 1 | 2 | 3 | 4 | 5 |
| 2. Understand how different students are learning. | 1 | 2 | 3 | 4 | 5 |
| 3. Set challenging and appropriate expectations of learning and performance for students. | 1 | 2 | 3 | 4 | 5 |
| 4. Help all students achieve high academic standards. | 1 | 2 | 3 | 4 | 5 |
| 5. Develop curriculum that builds on students' experiences, interests, and abilities. | 1 | 2 | 3 | 4 | 5 |
| 6. Evaluate curriculum materials for their usefulness and appropriateness for your students. | 1 | 2 | 3 | 4 | 5 |
| 7. Create interdisciplinary curriculum. | 1 | 2 | 3 | 4 | 5 |
| 8. Use instructional strategies that promote active student learning. | 1 | 2 | 3 | 4 | 5 |
| 9. Relate classroom learning to the real world. | 1 | 2 | 3 | 4 | 5 |
| 10. Understand how students' social, emotional, physical, and cognitive development influences learning. | 1 | 2 | 3 | 4 | 5 |
| 11. Identify and address special learning needs and/ or difficulties. | 1 | 2 | 3 | 4 | 5 |
| 12. Teach in ways that support new English language learners. | 1 | 2 | 3 | 4 | 5 |
| 13. Choose teaching strategies for different instructional purposes and to meet different student needs. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 14. Provide a rationale for you teaching decisions to students, parents, and colleagues. | 1 | 2 | 3 | 4 | 5 |
| 15. Help students become self-motivated and self-directed. | 1 | 2 | 3 | 4 | 5 |
| 16. Use technology in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 17. Develop a classroom environment that promotes social development and group responsibility. | 1 | 2 | 3 | 4 | 5 |
| 18. Engage students in cooperative work as well as independent learning. | 1 | 2 | 3 | 4 | 5 |
| 19. Use effective verbal and nonverbal communication strategies to guide student learning and behavior. | 1 | 2 | 3 | 4 | 5 |
| 20. Teach students from a multicultural vantage point. | 1 | 2 | 3 | 4 | 5 |
| 21. Use questions to stimulate different kinds of student learning. | 1 | 2 | 3 | 4 | 5 |
| 22. Help students learn to think critically and solve problems. | 1 | 2 | 3 | 4 | 5 |
| 23. Encourage students to see, question, and interpret ideas from diverse perspectives. | 1 | 2 | 3 | 4 | 5 |
| 24. Use knowledge of learning, subject matter, curriculum, and student development to plan instruction. | 1 | 2 | 3 | 4 | 5 |
| 25. Understand how factors in the students' environment outside of school may influence their life and learning. | 1 | 2 | 3 | 4 | 5 |
| 26. Work with parents and families to better understand students and to support their learning. | 1 | 2 | 3 | 4 | 5 |
| 27. Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs. | 1 | 2 | 3 | 4 | 5 |
| 28. Give productive feedback to students to guide their learning. | 1 | 2 | 3 | 4 | 5 |
| 29. Help students learn how to assess their own learning. | 1 | 2 | 3 | 4 | 5 |
| 30. Evaluate the effects of your actions and modify plans accordingly. | 1 | 2 | 3 | 4 | 5 |
| 31. Conduct inquiry or research to inform your decisions. | 1 | 2 | 3 | 4 | 5 |
| 32. Resolve interpersonal conflict. | 1 | 2 | 3 | 4 | 5 |
| 33. Plan and solve problems with colleagues. | 1 | 2 | 3 | 4 | 5 |
| 34. Assume leadership responsibilities in your school. | 1 | 2 | 3 | 4 | 5 |
| 35. Overall, how well do you feel your program prepared you for teaching? | 1 | 2 | 3 | 4 | 5 |



BIOLA
UNIVERSITY
School of Education

Supervisor's Evaluation of the Master Teacher

Please rate each of the master teachers with whom you have worked this semester. This will help our staff determine placements for our student teachers in the future.

Master Teacher _____ Student Teacher _____

School _____ District _____

Grade Level or Subject _____ Semester _____ Year _____

**Use the following scale to indicate your perceptions of your master or mentor teacher:
1 = Poor; 2 = Below Average; 3 = Average; 4 = Above Average; 5 = Excellent**

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. The master teacher is supportive and encouraging. | 1 | 2 | 3 | 4 | 5 |
| 2. The master teacher has a plan for involving the student teacher in the classroom with increasing responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 3. The master teacher plans long range with the student. | 1 | 2 | 3 | 4 | 5 |
| 4. The master teacher provides an environment in which the student teacher feels s/he can take risks, try new ideas, etc. | 1 | 2 | 3 | 4 | 5 |
| 5. The master teacher's classroom management system is established and consistently enforced. | 1 | 2 | 3 | 4 | 5 |
| 6. The master teacher is well-organized. | 1 | 2 | 3 | 4 | 5 |
| 7. The master teacher has a good rapport with the students in the classroom and is patient and caring. | 1 | 2 | 3 | 4 | 5 |
| 8. The master teacher provides written and oral feedback to the student teacher. | 1 | 2 | 3 | 4 | 5 |
| 9. The master teacher effectively presents material using the major steps of an effective direct instruction lesson. | 1 | 2 | 3 | 4 | 5 |
| 10. The master teacher is professional in his/her interactions with administrators, other staff, and student teachers. | 1 | 2 | 3 | 4 | 5 |
| 11. My overall rating of this teacher as a master teacher is | 1 | 2 | 3 | 4 | 5 |

Comments: Please comment on the following:

- A. Master teacher's efforts with the student teachers:

- B. Master teacher's teaching style / use of "Best Practice" and current education methodologies:

- C. Master teacher's classroom management / organizational skills:

Recommendation:

- Do you recommend this teacher be used as a master teacher?
- Do we need to match the student teacher with this master teacher?

| | | | |
|--------------------------|-----|--------------------------|----|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

Additional Comments:

APPENDIX AC



TPA Guidelines

Electronic Submission of CalTPAs (first submission of task)

TaskStream Subscription (required for all teacher preparation classes)

The submission of all CalTPAs will be done through the TaskStream server system (NOT posted to Blackboard). All students enrolled in a CalTPA-embedded teacher preparation course are required to individually purchase a TaskStream subscription. The address is www.taskstream.com. Click on "subscribe." The TaskStream help line number is 1.800.311.5656. Follow the prompts through the steps below:

Step 1 - Select "create a new subscription" and the option #1 which requires a credit card. Use "Student" as your first name and your "Biola ID#" as your last name. **DO NOT USE YOUR FIRST AND LAST NAMES.**

Step 2 - Select the option of being a participant in a college/university program that requires TaskStream.

Step 3 – Answer the questions regarding the state, university level, university name, and School of Education from the drop down menus provided. You will have a choice of subscription options ranging from one semester (five months) to six years. You will be asked for general information and a password. You also have the choice of adding a "tool pack" at no additional charge.

Step 4 - Confirmation of information (from Step 3).

Step 5 - Purchase additional storage (optional).

Step 6 – Checkout.

Candidates should NOT name attachments by their last names but should use their ID# instead.

CalTPA Submission—Unaided Candidate Work Submitted for Scoring

Per the California Commission on Teacher Credentialing, “Candidate responses on each of the CalTPA tasks that are submitted for scoring should represent the work of that candidate without benefit of feedback from any other person associated with the teacher preparation program (including course instructors, assessors, the CalTPA Coordinator, master/mentor/cooperating teacher, supervisors, fellow students and similar individuals).”

CalTPA Scoring Procedure:

- A. If any required documentation is not submitted via TaskStream by the appointed due date, your score will not be released and will be considered late.
- B. Consequences of late CalTPA submission:
 - Late submissions may not be scored until the next scoring cycle.
 - An unscored CalTPA will result in zero points being awarded toward your course grade, which may potentially require re-enrollment in the course.
 - A late CalTPA may also delay your ability to file for a preliminary credential.
- C. You will receive your score initially via TaskStream approximately three weeks after submission.

Teacher candidates are required to contact the course professor AND the CalTPA Coordinator prior to the late submission of any CalTPAs. Tasks will only be received for scoring during a certain timeframe.

CalTPA Resubmission:

- (1) Teacher candidates receiving a score of “1” or “2” must resubmit their CalTPA task no later than **six months after the first submission of said CalTPA**. If the low scoring CalTPA is not completed by the six-month deadline, candidates must enroll in a one-unit independent study class with the CalTPA Coordinator, Christie Curtis, before re-submissions can occur.
- (2) Teacher candidates are required to schedule an appointment with Christie Curtis, CalTPA coordinator (ext. 5681), before resubmitting a task. During this meeting, teacher candidates will set a date for resubmitting the task and receive suggestions from their assessors (via the CalTPA coordinator) for strengthening their tasks.
- (3) After teacher candidates have met with the CalTPA coordinator and have strengthened the content of their tasks, teacher candidates

will contact Kay Henry (ext. 5672) and ask her to add them to the School of Education: CalTPA Blackboard. There, the teacher candidates will see under Announcements a link address to cut and paste that will take them to the CTC Website. Teacher candidates will then scroll down and download the TPA task as a Word document. Next, teacher candidates will cut and paste their revised TPA into this Word document. (The original task can be downloaded from Taskstream. Teacher candidates will see a tab on their task prompting the download. Editing and additions can be made on the Word document.) When teacher candidates are ready to resubmit, they will return to School of Education: CalTPA Blackboard and click on the orange Resubmission tab. Teacher candidates will browse their computers and attach their documents there. Teacher candidates will need to remember to submit their student work and release forms, if necessary.

- (4) Teacher candidates will then bring one hard copy to the School of Education along with cash or a check to pay the assessor (\$50.00-Tasks 1, 2, 3; \$60.00-Task 4). Different assessors will be used for each submission. Teacher candidates will need to make an appointment with Kay Henry (ext. 5672) to submit their hard copies and payments.
- (5) If the resubmitted task receives a “1” or a “2,” the teacher candidate enrolls in a one-unit remedial class guided by the CalTPA coordinator. If any subsequent task receives a “1” or a “2,” the teacher candidate skips the second resubmission step and immediately enrolls in a one-unit class before submitting a revised task. Teacher candidates may only submit the same task twice. The third submission requires an entirely new task. Only two one-unit classes may be taken.
- (6) If a third submission receives a “1” or a “2,” the teacher candidate is dismissed from the program and must reapply.

Note: Before student teaching placement: Teacher Candidates must successfully complete Task #1, Subject Specific Pedagogy, and Task #2, Designing Instruction, with a score of 3 or 4 before beginning student teaching placement.

For graduate students only: For those graduate students who take classes which include CalTPA Tasks #2 and #3 during the same semester and score a 2 or lower on Task #2, the decision to begin student teaching placement will be determined on a case by case basis by the CalTPA Coordinator.

APPENDIX AD



Teacher Candidate Activities

This list is a guideline of suggested activities to developmentally prepare Teacher Candidates for full-day and full-time teaching.

Individual

- Have the Teacher Candidate tie a shoe, find a marker, and get a pencil sharpened or other supplies needed for an assignment or project.
- Have the Teacher Candidate assist a student in completing incomplete work for class.
- Have the Teacher Candidate sitting near a student deliver a predetermined behavior support plan.
- Have the Teacher Candidate listen to a child read aloud.
- Have the Teacher Candidate read out loud with a child, small group or large group.
- Have the Teacher Candidate reading aloud/with a student or conducting reading fluency probes.
- The Master Teacher will have the Teacher Candidate identify characteristics of students in the classroom before information is disclosed (siblings, IEPs, etc.)
- Have the Teacher Candidate interview students and dictate answers on scientific experiment or assignment in class.
- Have the Teacher Candidate be a partner for someone in the class.
- Have the Teacher Candidate provide one-on-one help during classroom activities.
- Have the Teacher Candidate partner with a struggling student, participating as a fellow student.
- Have the Teacher Candidate do flashcard reviews.

Small Group

- Have the Teacher Candidate collect materials for the learning center.
- Have the Teacher Candidate set up a learning center from given materials.
- Have the Teacher Candidate work in small groups to facilitate activities.
- Have the Teacher Candidate escort children to and from places in the school (recess, nurse, guidance, rest room etc.).
- Have the Teacher Candidate use proximity of control as the Master Teacher explains directions or divides students into partners or small groups.
- Have the Teacher Candidate work with a small group to brainstorm strategies used in a game situation.
- Have the Teacher Candidate be in charge of a center.
- Have the Teacher Candidate play on a team or coach a team.
- Have the Teacher Candidate work in small groups to revise or proofread written assignments.
- Have the Teacher Candidate participate with students in team-building challenges.

Whole Class

- The Master Teacher refers to the Teacher Candidate as another teacher in the room when giving directions or examples. *Ex: "As you work in small groups, Mr. Smith and I will walk around and give your feedback as you complete your projects. Feel free to ask either one of us a question during your project work time."*
- Have the Teacher Candidate assist or design a bulletin board.
- Have the Teacher Candidate give a spelling pre-test to the class.
- Have the Teacher Candidate take attendance.
- Have the Teacher Candidate collect homework.
- Have the Teacher Candidate enter grades into records.
- Have the Teacher Candidate file materials.
- Have the Teacher Candidate take roll or lunch count.
- Have the Teacher Candidate correct papers with clear right-wrong answers.

- Include the Teacher Candidate in classroom discussions by having him/her sit on the carpet area or sit at the table during small group activities.
- Have the Teacher Candidate design a cooperative game that the students can play where there are no winners or losers.
- Have the Teacher Candidate ask the question of the day. This could be content related or basic trivia.
- Have the Teacher Candidate run the technology during the lesson (PowerPoint, screen setting, write on the white board or chalk board, computers).
- Have a discussion with the Teacher Candidate about resources available for planning lessons.
- Have a pre-planning conference with the Teacher Candidate to discuss lesson planning.
- Have the Teacher Candidate sit on the carpet to listen to instructions by the Master Teacher (become part of the class to understand clarity in directions).
- Have the Teacher Candidate assist with assessments.
- Have the Teacher Candidate become part of the class. Play games with the students.
- Have the Teacher Candidate assist the Master Teacher in “the opening” part at the beginning of the day.
- Have the Teacher Candidate do a review of content before the lesson.
- Have the Teacher Candidate sit or stand up in front of the class as opposed to sitting in the back of the room. The students in the classroom see the Teacher Candidate as another teacher in the room and the Teacher Candidate can see what it is like to be in the front.
- The Teacher Candidate and Master Teacher can discuss topics related to the experience or education while students are watching a content related movie or taking a test. Engage the Teacher Candidate in professional conversations as much as possible.
- Have the Teacher Candidate set up labs or equipment before the class arrives. Have them help put away equipment after a lesson.

- Have a discussion with the Teacher Candidate in person or in an email about individual goals during the experience. Have them evaluate how the experience is going and discuss ways to improve the rest of the experience.
- Have the Teacher Candidate check papers and provide instant feedback to the students (comments or star on the paper).
- Have the Teacher Candidate video tape a lesson and watch the lesson. Discuss the lesson and what was learned.
- Have the Teacher Candidate take over morning routines before the lesson starts.
- Have the Teacher Candidate draw graphic organizers for the class.
- Have the Teacher Candidate greet students at the door as the Master Teacher has done and initiate conversations to learn more about each student.
- Have the Teacher Candidate observe a part of a lesson and teach that same mini lesson to another class.
- Have the Teacher Candidate assist with a cooking lab or experiment and ask questions related to the project.
- Have the Teacher Candidate design a game to enhance the learning of a skill.
Ex: If a student struggles with colors or simple math problems, the Teacher Candidate can design a matching game for the student to use to recall colors or math facts. The Teacher Candidate can play the game with the student.
- Have the Teacher Candidate use flash cards with students (math facts, color associations, letter recognition, spelling words).
- Have the Teacher Candidate make phone calls on the Master Teacher's behalf.
- Have the Teacher Candidate take over a routine part of class instruction such as calendar time, warm up skills activity.
- Have the Teacher Candidate conduct a vocabulary review.
- Have the Teacher Candidate check/collect homework.
- Have the Teacher Candidate keep score during a game.
- Have the Teacher Candidate write notes on the board as the Master Teacher instructs.
- Have the Teacher Candidate order supplies.

- Have the Teacher Candidate tally student participation or the number of blurts.
- Have the Teacher Candidate convert teacher-created materials to new technology.
- Have the Teacher Candidate create a new learning center for the classroom.
- Have the Teacher Candidate create a survey or interview to collect information about students' habits, interests, and understandings.
- Have the Teacher Candidate invite PreK-12 students to ask questions about the Teacher Candidate and his/her background and interests.