



Site Support Provider Training for the Teacher Education and Special Education Programs

Revised 8/2022

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Welcome to the National University Site Support
Provider training session.

We would like to thank you for your willingness to
support a student teacher or intern.

Our Clinical Practice program would not be possible
without teachers like you.

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Topics

- Philosophy of the Student Clinical Practice
- Goal of the Clinical Practice Program
- Glossary
- Student Teaching Placements
- Student Teaching Policies
- Teaching Performance Expectations (TPEs)
- University Support Provider (USP) Supervision Requirements
- GoReact
- Evaluation Practices
- Site Support Provider (SSP) Responsibilities
- Professional Development
- Proposed Sequencing for Student Teaching
- Observation Technique Suggestions
- Resources



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Philosophy of the Clinical Practice Program

- The Clinical Practice Program at National University provides an opportunity to develop and evaluate the students' competence in an actual school setting.
- Clinical Practice is intended to bridge theory and practice.
- The relationship among University Support Provider (USP), Site Support Provider (SSP), and student teacher or intern influences the quality of the Clinical Practice experience and aids in ensuring consistent successful student experiences.



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Student Teacher Placements

- Student teachers are required to complete 80 instructional days, about 16-18 weeks or one semester, of clinical practice under the supervision of a classroom teacher with a clear credential in their subject area.
- The 18 weeks can be divided into two nine-week blocks with different placements.
- Revised CTC guidelines allow the candidates to remain in one assignment for the entire 18 weeks as well.
- National University will accept either option at the discretion of the local school district.



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Student Teaching Policies Attendance

- Student teachers are expected to be in attendance every day for the full day.
- Daily arrival and departure times will follow the daily schedule of the Site Support Provider (SSP).
- Only **three** absences, whether for illness or personal reasons, are allowed.
- All other absences must be made up.



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Student Teaching Policies Concerns and Issues

Students who enroll in student teaching make a commitment to the goals, responsibilities, and expectations outlined in this guide. The following procedure should be used when a student teacher has difficulty fulfilling these responsibilities:

- An initial communication on the matter between the Site Support Provider (SSP) and the student teacher should be held with an opportunity to improve. **Documentation of the communication is imperative.**
- You will be sending the University Support Provider (USP) an email every 2 weeks. In your bi-weekly updates, **be sure to include all concerns and how you are providing support.**



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Student Teaching Policies Concerns and Issues Intervention

- If the problem is not resolved, the SSP should **contact the University Support Provider (USP)** and arrange a conference with the student teacher, the SSP, and USP as soon as possible. At this meeting, we will establish a **Progress Alert Plan.**
- **Notify the University Support Provider (USP) immediately if there are grounds for dismissal.**



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Student Teaching Policies Student Teachers as Substitutes



National University allows student teachers to substitute teach as part of their student teaching experience according to the following criteria/guidelines:

- Student teachers may substitute teach only in the classroom in which they are student teaching. Additional specifics should be discussed with the University Support Provider.

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Teaching Performance Expectations



The Teaching Performance Expectations (TPEs) are organized by the six California Standards for the Teaching Profession (CSTP) domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements within each of the seven interrelated domains of teaching practice (2016):

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

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Teaching Performance Expectations (TPEs)

TPE 1	Engaging and Supporting All Students in Learning
1.	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and culture, language, and socioeconomic backgrounds, to engage them in learning.
2.	Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3.	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4.	Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5.	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6.	Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7.	Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8.	Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

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Teaching Performance Expectations (TPEs)

TPE 2	Creating and Maintaining Effective Environments for Student Learning
1.	Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2.	Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3.	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4.	Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5.	Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6.	Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

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Teaching Performance Expectations (TPEs)

TPE 3	Understanding and Organizing Subject Matter for Student Learning
1.	Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2.	Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3.	Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content areas of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. ¹
4.	Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5.	Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6.	Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7.	Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8.	Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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Teaching Performance Expectations (TPEs)

TPE 4	Planning Instruction and Designing Learning Experiences for All Students
1.	Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and culture background for both short-term and long-term instructional planning purposes.
2.	Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3.	Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4.	Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • learning strategies (UDL and MTSS); • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
5.	Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and accommodations with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and SDA plans).
6.	Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or mentoring.
7.	Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8.	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

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Teaching Performance Expectations (TPEs)

TPE 5	Assessing Student Learning
1.	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2.	Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3.	Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or refine their work based on assessment feedback.
4.	Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5.	Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6.	Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7.	Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8.	Use assessment data, including information from students' IEP, IFSP, ITP, and SDA plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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Teaching Performance Expectations (TPEs)

TPE 6	Developing as a Professional Educator
1.	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2.	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3.	Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4.	Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5.	Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6.	Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7.	Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

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***New- TPE 7: Effective Literacy Instruction for All Students

TPE 7	Effective Literacy Instruction for All Students
1.	Plan/implement evidence-based literacy aligned with standards & ELA/ELD Framework
2.	Apply UDL, MTSS (Tiers 1-3), Dyslexia Guidelines; structured literacy
3.	Asset-based, inclusive, culturally & linguistically affirming practices; support multilingual programs
4.	Engaging, motivating, developmentally responsive instruction; SEL, family engagement, trauma-informed
5.	Foundational skills: print concepts, phonics, decoding, fluency, structured & explicit instruction
6.	Meaning making: complex texts, questioning, discussion, comprehension, critical thinking
7.	Language development: vocabulary, syntax, discourse, home languages, translanguaging, media
8.	Effective expression: writing, discussion, presentations, conventions, collaboration, technology
9.	Content knowledge: integrate literacy in all content areas; digital literacy & responsible tech use
10.	Monitor progress with formative/diagnostic assessments; identify difficulties; collaborate with families/specialists
11.	Provide comprehensive ELD (integrated & designated); align with standards; purposeful English use

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TPE 7: Effective Literacy Instruction (Examples 7.1 – 7.5)

Candidates must be provided opportunities to observe and practice Literacy instruction and the use of diagnostic techniques!

TPE	Focus	Classroom Example
7.1	Evidence-based literacy aligned with standards	Teacher uses the CA ELA/ELD Framework to design lessons integrating literacy into science.
7.2	UDL, MTSS, Dyslexia Guidelines	Small-group Tier 2 reading intervention with structured literacy (phonics, morphology).
7.3	Asset-based & culturally affirming	Teacher invites students to share stories from home in their native language, connecting them to literacy lessons.
7.4	Engaging & responsive instruction	Literacy centers include games, digital tools, and family projects tailored to student needs.
7.5	Foundational skills	Daily phonics routine with decodable readers; explicit modeling of print concepts and fluency practice.

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TPE 7: Effective Literacy Instruction (Examples 7.6 – 7.11)

TPE	Focus	Classroom Example
7.6	Meaning making & comprehension	Teacher uses reciprocal teaching (predict, question, clarify, summarize) with informational text.
7.7	Language development	Vocabulary walls, sentence frames, and opportunities for oral presentations to build academic language.
7.8	Effective expression	Students write opinion essays, peer review drafts, and present findings using multimedia.
7.9	Content knowledge & disciplinary literacy	Students read primary sources in history, annotate texts, and discuss using academic discourse.
7.10	Progress monitoring & assessment	Teacher uses running records and reading screeners to identify risk for dyslexia, then collaborates with specialists.
7.11	English Language Development (ELD)	Integrated ELD in a science lesson where ELs use sentence starters to describe observations.

Candidates will need multiple evidences of Literacy instruction to submit the CalTPA Literacy Performance Assessment

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GoReact Formal Observation



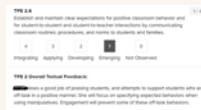
- University Support Providers (USPs) will be responsible for all formal observations.
- All observations must be recorded and uploaded to GoReact. GoReact is a video coaching and resource sharing platform designed to improve teaching and learning.
- The areas of observation will be aligned to the Teaching Performance Expectations (TPEs).

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GoReact Formal Observations

GoReact, the video coaching program, will **not** be a part of your responsibility.

The next few slides will give you an idea of how the video coaching works, just for your information.



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GoReact Observation Notes

Each lesson recorded will include commentary.

Commentary will cover connections in the lesson with TPEs.

Attachments can be added as support documents.

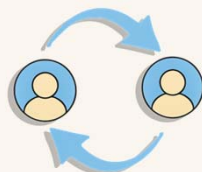
Comments will include:

- TPEs
- Suggestions
- Questions

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GoReact Evaluation Procedures

- It is the responsibility of the SSP and USP to ensure that the candidate receives timely and continuous feedback on their performance.
- The student or intern recommended for certification must possess the skills and maturity to be a successful teacher.



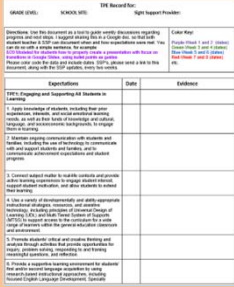
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GoReact Reporting

- These assessments provide the SSP and USP with opportunities to identify the strengths and weaknesses of a candidate.
- These reports profile the student's competency in subject matter, instruction, assessment, and professionalism.



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SSP Responsibilities TPE Running Record

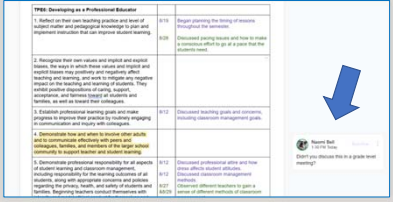
Collaborate with the candidate in filling out the TPE Running Record.

- This record is used to guide and support the student teacher or intern throughout the placement.
- The document and comments also serves as evidence of meeting TPEs.
- This comes in handy when completing the assessments that require evidence to be provided.
- TPE Running Record needs to be included in each email update.**

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SSP Responsibilities TPE Running Record – Google Doc & Comments

- By using the TPE Running Record as a Google doc, the SSP, candidate and USP all have access to it and can monitor, comment on or add information.
- For example, note the comment on the right, where the USP was able to help the candidate add evidence to the document.



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SSP Responsibilities Bi-weekly Email Communication Regarding Student Teachers



- Every two weeks you will send an email with the TPE Running Record document or Google Doc link.
- As well as your own insight on the Student Teacher's progress.
- Another important part of the bi-weekly email is to inform the USP of any issues that need support. *We need to know as soon as possible about any concerns.*

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SSP Responsibilities Bi-weekly Email Communication Regarding Interns



- Every month you will send an email with the TPE Running Record document or Google Doc link.
- As well as your own insight on the intern's progress.
- Another important part of the monthly email is to inform the USP of any issues that need support. *We need to know as soon as possible about any concerns.*

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SSP Responsibilities Acclimate the Student Teacher to the Classroom



- Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.
- Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting them as a co-worker and professional person.
- Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.

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SSP Responsibilities Student Teacher Classroom Responsibilities



- Immediately involve the student teacher in specific classroom tasks.
- Plan a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as they exhibit readiness to do so.
- Require the student teacher to be solely responsible for all planning, preparation, instruction and evaluation for a minimum of two weeks at the end of each course.

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SSP Responsibilities Student Teacher Skills

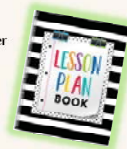
- Guide the student teacher in preparing daily lesson plans, unit plans, and tests. Approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.
- Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
- Guide the student teacher in developing and understanding the skills of self-evaluation.



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SSP Responsibilities Student Teacher Performance and Disposition

- Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems.
- Help the student teacher relate theory to practice.
- Keep a record of attendance and tardiness of the student teacher. If absences or tardiness are observed, report this to the University Support Provider (USP).



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SSP Responsibilities Student Teacher Communications

- Develop a confidential mentoring relationship with the student teacher.
- Establish regular meetings with the student teacher to reflect on teaching practices and to support professional growth. Meetings are arranged to meet the needs of both the SSP and the student teacher and may be held at the school site, over the telephone, or by video, or via email.
- Conduct ongoing communication, which may include observations during each of the 30-day periods. Informal discussions and consultations should be ongoing and frequent.



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SSP Responsibilities Student Teacher Induction Plan & Competency Log

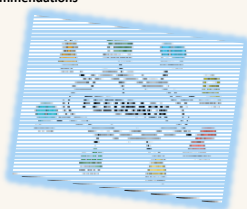
- Complete the Individual Induction Plan draft with the Student Teacher. The Student Teacher Candidate will enter the Individual Induction Plan into the webform which will then route to you for signature followed by the USP.
- Complete Competency Log with the Student Teacher. The Student Teacher Candidate will upload the completed Competency Log into the Candidate's Clinical Practice Brightspace course.
- Maintain collaboration with the National University Support Provider (USP). Meet a minimum of four times, during the 18 weeks, with the USP.



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SSP Responsibilities Performance Evaluation Recommendations

- Establish a routine time and place for collaboration.
- Offer immediate feedback; feedback as close to the events as possible helps communicate relevance.
- Create notes to record ideas during observation; use them as a guide to direct discussions.



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SSP Responsibilities Performance Feedback and Reflection Recommendations

- Encourage candidate self-assessment and reflection.
- When opportune, encourage re-teaching.
- Be firm and fair in providing needed corrective feedback.



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Proposed Sequencing for Student Teachers First Week

Student teachers should gradually assume all duties of the teacher. It is important that the student teacher be left alone in the classroom periodically. Here are some suggestions for sequencing the student teaching *experience*.

- Allow opportunities to observe your class, other teachers, and become oriented to the school
- Teach a small group of students



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Proposed Sequencing for Student Teachers Weeks 2-3



- Co-planning, co-teaching of 1-2 subject areas/classes
- Small or large group instruction
- Gradually increase responsibilities and decrease dependency on supervising teacher
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback
- Continue to model effective teaching techniques/strategies

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Proposed Sequencing for Student Teachers Weeks 4-5

- **Teaching**
Multiple Subject: Assume responsibility for 2 subject areas
Single Subject: Assume responsibility for 1 class period
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback



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Proposed Sequencing for Student Teachers Weeks 6-9

- **Teaching**
Multiple Subject: Assume responsibility for 3-4 subject areas
Single Subject: Assume responsibility for 2-3 class periods
- Evaluate student teacher's daily plans for approval and improvements
- Evaluate progress and give frequent feedback
- Continue to increase responsibilities and decrease dependency on supervising teacher
- **Have the student complete the last two weeks of full-time teaching**



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Proposed Sequencing for Student Teachers Weeks 10-16

- If student is beginning a new placement, follow the procedures outlined for weeks 1-9
- **Teaching** if placement remains the same:
Multiple Subject: Continue assuming more teaching responsibility
Single Subject: Assume responsibility for 3-4 class periods
- Evaluate student teacher's daily plans for approval and improvements
- Continuously evaluate progress and give feedback as they assume more duties



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Proposed Sequencing for Student Teachers Weeks 17-18

- Evaluate student teacher's daily plans for approval and improvements
- **Have students complete independently the last 2 weeks of teaching**



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Seminars

Candidates are required to participate in seminars, which are held on-line after school hours. The seminars will focus on the **California Teaching Performance Assessment (CalTPAs)**. They will have assignments to complete, including recording lessons in the classroom.

California Teaching Performance Assessment (CalTPA) is a state-mandated assessment for Multiple and Single Subject Credential Program candidates. When taken as a whole, teaching performance assessment tasks measure the seven TPE domains.

<https://www.ctc.ca.gov/educator-prep/tpa>



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Observation Technique Suggestions Beginning Class Activities

- Did the class start on time? (How long after?)
- Was there a bell to start class?
- How long did attendance take? What did the students do during this time?
- Were the students in their seats when the bell rang?
- Which of these techniques did you like?
- How would you have done things differently?



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Observation Technique Suggestions Daily Objectives Established

- Was an objective for this class period given?
- What was it? When was it stated?
- Was the objective measurable?
- Was there a link to prior-knowledge?
- Was it evident that the teacher had objective(s) for this class period?



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Observation Technique Suggestions Daily Objectives Achieved

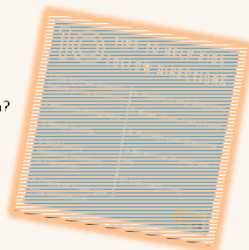
- Did the class or teacher digress from objectives?
- Were the objectives reached by the end of the period?
- If not, why not?
- Did the closure include a summary of the objectives?
- Which of these techniques did you like?
- How would you have done things differently?



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Observation Technique Suggestions Directions Established

- How were directions given?
- Was everyone listening?
- How did the teacher get everyone's attention?
- Was the teacher clear?
- Was the teacher concise?



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Observation Technique Suggestions Directions Understood

- What was the noise level during directions?
- What was the body posture of the students during directions?
- Did the students seem to understand the directions?
- Did the teacher check for understanding? How?
- Were the directions given more than once?
- How would you change the presentation of the same directions?



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Observation Technique Suggestions Expectations

- Were there stated expectations? Were they clear? Were they reasonable?
- Did the students seem to already know what was expected?
- Did the students' behavior correspond with the stated expectations?
- Did the expectations help the students focus on the desired outcomes?
- How would you have stated the expectations differently?



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Observation Technique Suggestions Discussion / Presentation - Students

- How did the students give input? Raise hands? Call out? No response?
- How effective was the student input?
- If more than one type of student input was observed, which seemed to be most effective and why?
- Did the learning remain focused? Did the teacher digress? Did the students digress? How did the teacher bring them back together again?



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Observation Technique Suggestions Discussion / Presentation - Style

- What percentage of the hour was lecture?
- Did the teacher use active participation? List examples:
- What was the noise level for each kind of presentation used?
- Did you observe cooperative learning?
- For the lesson being presented, what presentation mode would you have used?



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Observation Technique Suggestions Pacing

- Did the period move along smoothly?
- What did the teacher do to maintain or pick up the energy level?
- How did the teacher challenge the students?
- What did the teacher do to make the lesson interesting?
- What novelty type activities did the teacher use?
- Would these teaching techniques be something that you might use?



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Observation Technique Suggestions Sequencing

- Did the lesson go from known to unknown?
- Did the lesson go from simple to complex?
- Did the lesson "go step by step"?
- Did the students seem to follow and understand the lesson?
- Could you follow and understand the lesson?
- Did the teacher monitor and adjust the lesson?
- How did they adjust the lesson?
- How would you have done it differently?



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Observation Technique Suggestions Motivation

- What motivational techniques did you observe?
- Was there any creativity in the presentation?
- What additional motivational techniques do you plan to use?



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Observation Technique Suggestions
Classroom Management – Materials

- How were the materials distributed?
- What was the noise level? Was the process efficient?
- Did the students have their own materials with them?
- Did the students have their own textbook or were they distributed in class?
- Did all the students have a pencil? If not, how did the teacher handle this?



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Observation Technique Suggestions
Classroom Management – Homework

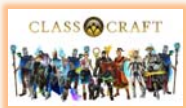
- Was there a homework assignment due that day?
- How many students either forgot it or did not do it?
- How did the teacher react?
- Were there disruptions caused by students who did not have materials?
- How would you handle distribution of materials in class?



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Observation Technique Suggestions
Classroom Technology

- What technology was used in the lesson?
- How smooth was the operation or use of these?
- Did the use of technology effectively contribute to the lessons?
- What apps or programs can you recommend?



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Observation Technique Suggestions
Behavior Management – Student Behavior

- What student disruptions did you observe?
- What evidence of off-task behaviors did you observe?



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Observation Technique Suggestions
Behavior Management – Student Behavior Reinforcement

- What positive reinforcement did the teacher use?
- What negative reinforcement did the teacher use?
- Is the tone of the classroom affected by the choice of reinforcement used?
- Did the teacher sometimes ignore good behavior?
- Did the teacher sometimes ignore bad behavior?



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Observation Technique Suggestions
Behavior Management – Addressing Student Behavior

- Were individual behavior problems addressed in front of the whole class or privately?
- Did the teacher use any non-verbal discipline techniques? What were they?
- List some positive responses used by the teacher?
- List some negative responses used by the teacher?
- What was the overall tone of the class?



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Observation Technique Suggestions Behavior Management – Teacher Response

- Were there more positive or negative responses by the teacher?
- Did the teacher responses (either positive or negative) seem to fit the behavior of the students?
- About a particular discipline problem:
- What went wrong?
- How did the teacher respond?
- Did the student's behavior then change for the better?
- What might you have done differently?



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Observation Technique Suggestions Non-Verbal Communication

- What non-verbal teacher behavior did you observe?
How effective were they?
- What non-verbal student behavior did you observe?
Did the teacher respond?



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Observation Technique Suggestions Grading Policy

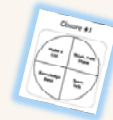


- Are grades mentioned during class?
- Do grades seem to motivate good student participation/behavior?
- How are daily grades recorded during class? Privately? Publicly?
- Who hands back graded student papers in class?
- Do students grade one another's papers in class?
If so, does the teacher give specific directions as to how to mark them?
- Are grades an integral part of this class?
- How do you feel about the confidentiality of grades?
- What are the advantages and disadvantages of grading papers during class?

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Observation Technique Suggestions Ending / Closure Class Activities

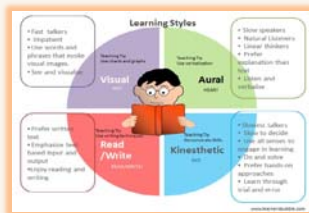
- What did the teacher do for closure?
- Was there a summary?
- Who contributed? Teacher and/or students?
- Did closure include a check for understanding?
- Did you have a sense that the teacher was aware of the time and trying to wrap up for a good ending?
- Did the class have an ending, or did it just stop?
- Was dismissal rowdy or quiet?



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Observation Technique Suggestions Learning Styles

- In what ways did the teacher employ visual learning?
- In what ways did the teacher employ audio learning?
- In what ways did the teacher employ kinesthetic learning?
- Give an example of how you could employ all three learning styles in your teaching?



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Thank you once again for your willingness to support a student teacher or intern.
Our program greatly depends on teachers like you.

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Guides and Resources

General Information

Teaching Performance Expectations (TPE) [2016] <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpe-2016.pdf>

TPE 1-6 Tables https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=89715c31_2

Continuum of Teaching Practice (2012) <https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-8/continuum-of-teaching-practice.pdf>

Professional Development Course <https://www.theca.com/>

Multiple and Single Subject CalTPA <https://www.ctc.ca.gov/educator-prep/tpa>

CalTPA Assessment Overview Instructional Cycles http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Assessment_Overview.pdf

CalTPA Assessment Materials http://www.ctcexams.nesinc.com/TestView.aspx?c=HTML_FRAG/CalTPA_AssessmentMaterials.html

Specific Literacy Resources

California Commission on Teacher Credentialing: Resource Guide on Preparing Teachers for Effective Literacy Instruction

California Dept. of Education: Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/nc/documents/cadydyslexiaguidelines.pdf>

California Dept. of Education: General information on dyslexia <https://www.cde.ca.gov/schools/directors/details?cdscode=37682120000000>

California Dept. of Education: Literacy : <https://www.cde.ca.gov/ci/cj/>

California Dept. of Education: ELA/ELD Framework : <https://www.cde.ca.gov/ci/cj/elaeld/framework/adopted.asp>