



**WILLIAM JESSUP**  
**UNIVERSITY**

**SCHOOL OF EDUCATION**

**Student Teaching Handbook**  
**Rocklin Campus**



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## Mission & Vision Statements

### William Jessup University

#### Mission Statement

In partnership with the Church, the purpose of William Jessup University is to prepare Christians for leadership and service in church and society, through Christian higher education, spiritual formation, and directed experiences.

#### Vision Statement

The William Jessup University vision is that our graduates will be transformed and will help redeem world culture by providing notable servant leadership; by enriching family, church and community life; and by serving with distinction in their chosen career.

### School of Education

#### Mission Statement

Exhibiting the character of Christ, the Education Department develops transformational, educational leaders who **reach** with compassion, **teach** with excellence and **learn** for lifelong impact.

**Reach, Teach, Learn!**

## Introduction

### Congratulations!

You are one of a select group of teacher credentialing candidates in the State of California who is ready for student teaching. You are poised to join a profession that profoundly impacts and shapes the lives of young people.

The California Commission on Teacher Credentialing (CCTC) has continued to increase the evaluation standards and competency requirements for future teachers. You have passed WJU curriculum and methods classes; you have passed CBEST, CSETs and at least one TPA; you have observed and assisted in classrooms. You have a wealth of experiences to prepare you for student teaching. However, student teaching will be your most challenging (and rewarding) preparation activity to date.

You are here and posed to do student teaching by the grace of our Lord and He has plans for you to make a difference for His kingdom. You are ready to *Reach, Teach, Learn*.

## Character and Student Teaching

### How important is Character?

*Character is crucial.* This program challenges you to embrace God's character shaping process as it applies to your work as a candidate, setting you apart from other student teachers. We define Character as the Fruit of the Spirit, found in Galatians 5:22 "But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Throughout your coursework you have identified, defined, discussed, and applied these character traits. This program has two primary goals related to character development, intrapersonal and interpersonal growth.

Manifesting these character traits at school, in your professional relationships with administrators, teachers, and other school personnel, as well as in the classroom with students and their families will distinguish you as an effective and approachable educator. This process will require you to pray daily, (and at times moment by moment), for wisdom in the application of Fruits of the Spirit given your circumstances.

As teacher-leaders and/or scholar-practitioners, the following examples help flesh out what the fruit of the spirit in practice looks like in terms of dispositions.

- Holds self-less love for students
- Exhibits commitment and fairness to all
- Treats students as whole persons
- Is a thoughtful and responsive listener and observer
- Models thinking and problem-solving strategies
- Embraces the change process
- Sets clear standards and holds high expectation of themselves and others

## **What character traits do principals look for?**

Principals and teachers look for ways to improve student learning and make their campuses welcoming places that make a positive difference for children and their families. They know Student Teachers represent the future and they keep an eye out for those who might be a “good match” for their school. They do not expect you to be perfect; in fact, instead, they often look for people who exhibit the following kinds of “intangibles”: collaborate well with others, are willing to give something new a try, are open to learning, demonstrate integrity, and maintain an ability to successfully participate in the culture of the school. A can-do attitude that reflects the Fruit of the Spirit is critical: love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control (NIV). When we hold Mock Interviews in the spring, principals and district human resource superintendents tell us that what often makes the difference between candidates they perceive as strong and those they don’t are the intangibles. Everyone they see for a teaching position has or will have a credential, but the intangibles usually set an applicant apart from the others.

## **How do principals describe character?**

Your WJU professors, supervisors, fellow candidates, teachers, site principals and Cooperating Master Teachers (CMT) can all be helpful with this question. However, you will find that each principal and CMT is probably a little different, but there are some key expectations that have been identified by many educational professionals. They are dedication, attendance, student engagement, and professionalism.

You will find additional materials regarding character on our department [my.jessup.edu](http://my.jessup.edu) page. It is available within the Undergraduate program content and the MAT content.

<http://my.jessup.edu/teachered/> and <http://my.jessup.edu/teachingmasters/>

- [Student Teaching Guidelines](#) (*included in this document*)
- The National Education Association (NEA) – Code of Ethics  
<http://www.nea.org/home/30442.htm>
- California Teachers Association (CTA) - Code of Ethics  
<http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx>

## **How is my Character going to be evaluated?**

There is no definitive way this side of heaven to evaluate character. We are all imperfect and fall short. However, your CMT will see you daily in a variety of environments and thus will likely have the greatest insight as to your character in action with other professionals, parents, and with students. Your character evaluation will be provided by the CMT as he/she observes your interpersonal skills, personal qualities and the demonstration of the Fruit of the Spirit.

The Character Evaluation form is found on our department [my.jessup.edu](http://my.jessup.edu) page.

<http://my.jessup.edu/teachered/>

## Student Teaching Guidelines

This is not meant to be a checklist of appropriate actions. You have been prepared with tools for your head (knowledge), hands (skills), and heart (character). Being a good teacher is more than the individual parts; it is the application of the aggregate at the right time! It is about becoming a professional educator. Actions are based on character and the development of character is an ongoing process. Principals, teachers, students, and parents see our actions and many times our hearts.

The WJU Education Department's motto is *Reach, Teach, Learn*. Character is what allows us to first reach our students. Character is based on your personal and professional development of the fruit of the spirit as found in Galatians 5:22-26. Foundationally, Art Holmes' book, *Shaping of Character*, is utilized to help provide a structure for our ongoing character development within the WJU Education Department programs.

We are charged to live and walk by the Spirit (Galatians 5:25). Chapter 5 reminds us that we are set free in Christ and led by the Spirit. Verse 25 clearly calls us to action through His spirit. Student teaching will be a time to practice and continue to learn how to integrate and demonstrate the nine fruits: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control in your journey to becoming a professional educator. There is not a perfect recipe for your actions during student teaching. However, principals and teachers can often help shed light on how this should look.

When principals and teachers are asked, "What makes a good teacher?" you will hear some common themes like:

Dedication: *they are dedicated to student teaching and the class*

Consistency: *they are not absent and give their best efforts daily.*

Learner & learning focused: *they challenge themselves to find better ways to engage students in the learning process*

Team Player: *they are positive and are a cooperative team player*

Professional: *they are professional in their dress, words, and actions*

Given these five themes, below you will find a list of actions for each theme. They are meant to get you thinking. All themes require the application of the fruits of the spirit for significant and long-term impact. Additionally, with each theme the appropriately aligned TPEs are noted. These are meant to be guidelines, food for thought and certainly are not exhaustive.

### **Dedication**

- In your words and actions demonstrate:
  - Student teaching is a top priority.
  - Teaching is a lifestyle which will impact everything you do!
- Be invested. Attend all the meetings you can, go to student events, observe and participate in all that you can.
- Go beyond the expected. Set yourself apart!

*TPE Connection:*

*Dedication is captured in TPE 12 Professional, Legal, Ethical Obligations and TPE 13 Professional Growth.*

## **Consistency**

- Be on time! Better yet...be early and leave late.
- Follow school and classroom rules and procedures.
- Notify the school, cooperating master teacher (CMT) and university supervisor if you are going to be late or absent
- Take care of yourself:
  - Know your body - rest, exercise, and eat properly.
  - Prioritize your time; student teaching is a primary responsibility.

*TPE Connection:*

*Consistency is captured in TPE 12 Professional, Legal, Ethical Obligations*

## **Learner & Learning Focused**

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Develop a classroom management plan in cooperation with the Cooperating Master Teacher.
- Be purposeful in engaging students in meaningful learning.
- Be aware of the students' social, academic, developmental and emotional needs.
- Purposefully design and select instructional strategies to allow students to be successful
- Be a respectful and careful listener.
- Look closely at how to monitor and evaluate student progress.
- Be confidential with information about students.
- This is the area where your willingness and ability to develop a positive and effective learning experience for students is evaluated.

*TPE Connection:*

*Learning focused is captured in at least in TPE 2 Monitoring Student Learning during Instruction, TPE 3 Interpretation & Use of Assessments, TPE 4 Making Content Accessible, TPE 5 Student Engagement, TPE 6 Developmentally Appropriate Teaching Practices, TPE 7 Teaching English Learners, TPE 8 Learning about Students, TPE 9 Instructional Planning, TPE 11 Social Environment, TPE 12 Professional, Legal, Ethical Obligations, TPE 13 Professional Growth)*

## **Team Player**

- Collaborate with other teachers, including grade level and/or subject matter teams.
- Establish professional relationships with administrators, faculty, & support staff.
- Welcome constructive suggestions and incorporate them in planning.

*TPE Connection:*

*Team play is captured in TPE 12 Professional, Legal, Ethical Obligations and TPE 13 Professional Growth.*

## **Professionalism**

- Ask permission before you do anything in class and with the students.
- Ask for feedback and professional direction.
- Be familiar with district and school policies and procedures.
- Send formal lesson plans in on time and utilize the feedback provided as appropriate
- Have all necessary materials available prior to any formal observations.
- Be discreet with confidential information; share it only with other confidential staff as needed.
- Become familiar with, and as appropriate, attend school programs and activities.
- Wear appropriate professional attire. Rule of thumb: Dress to the level of the principal. Do not wear blue jeans, shorts, hoodies, t-shirts, tank tops, midriff tops, sneakers or flip-flops. How you dress represents a level of professionalism and respect that is not overlooked.
- You are a leader, facilitator, counselor, encourager, protector, judge, and role model. You are not, however, a student's best friend!
- You are representatives of Christ and WJU in the community before and after school; when school is in session and when school is out of session... in the parking lot, at a grocery store, at church, in a restaurant, walking in the mall...you will be recognized by students, families and others.
- Being immersed in the student teaching experience allows for a smooth transition from the role of university student to the role of classroom teacher.

*TPE Connection:*

*Professionalism is captured TPE 12 Professional, Legal, Ethical Obligations, TPE 13 Professional Growth*

*Other resources include the Code of Ethics for both the California Teachers Association (CTA) and the National Education Association (NEA).*

*CTA Code of Ethics* <http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx>

*NEA Code of Ethics* <http://www.nea.org/home/30442.htm>

## **Application for Student Teaching**

### **Where do I get the Student Teaching Applications?**

The Student Teaching Application is found on our department [my.jessup.edu](http://my.jessup.edu) page.

<http://my.jessup.edu/teachered/> and at <http://my.jessup.edu/teachingmasters/>

Student Teaching will be one of the most challenging, exciting, and time consuming endeavors you might ever take on. You must be able to prioritize and commit to your student teaching placement. It is important to understand that the student teaching placement and WJU Student Teaching 1 and 2 classes must take precedence over sports, work and other commitments. Required hours are typically 7:30am-4:30pm.

### **When are student teaching applications due?**

You will need to complete a student teaching application on [my.jessup.edu](http://my.jessup.edu) page a year before your anticipated semester of student teaching. Application due dates are September 15 for Fall placements

and February 15<sup>th</sup> for Spring placements. If you have any questions contact the Credential Analyst ([awaggoner@jessup.edu](mailto:awaggoner@jessup.edu) or 916.577.2277)

## Securing a Student Teaching Placement

On the Student Teaching Application, you will be asked to verify that all of your requirements have been met (CSET's, TPA's, etc). You will also be asked to identify your placement preferences (Local, Regional, Beyond):

- Local: Within 20 miles of campus. Includes districts such as Rocklin, Eureka, Roseville, Loomis, Dry Creek...
- Regional: 20-35 miles from campus. Includes districts such as Sacramento City, Elk Grove, Washington Unified...
- Beyond: 35 + miles from campus. Location requires filling out an "Extreme Hardship Student Teaching" form on <http://my.jessup.edu/teachered/>

Our "local" program includes more built in support due to the relationships we are able to cultivate with schools in our community. You are highly encouraged to request "local" if at all possible.

Once your Student Teaching Application has been approved, the WJU Field Experience Coordinator will begin securing a placement for you through district contacts. As soon as those placements are made, the Field Experience Coordinator will let you know. Once you receive your placement, you are to follow up with the CMT, expressing your appreciation and setting up a time to informally go by and meet her/him after school one day. Sooner is better than later. If you have other questions, don't hesitate to contact the Field Experience Coordinator -- ([jwolfe@jessup.edu](mailto:jwolfe@jessup.edu) or 916.577.8022).

### Are there any specific student teaching placement requirements?

YES! You are required to have two student teaching placements of seven/eight weeks each for multiple subjects. Single subject candidates student teach for one semester, having experiences within lower/upper divisions of classes.

### Multiple Subject Placements

- *Both* Student Teaching (1 & 2) placements:
  - Must be in a Partnership School and the classrooms must include at least one student who is an English Language Learner and another student with special needs (IEP)
  - *Both* Student Teaching (1 & 2) placements are a minimum of 7 weeks and are full-day commitments (**7:30am to 4:30pm**). However, the day may include extended time for meetings, Open House, Back to School Night, Parent Conferences...
  - Additionally, count on spending time each evening in lesson preparation and evaluation of student progress
  - Official Fall Placement dates start with the first day of school in your placement. However, candidates are encouraged to volunteer ahead of time with back-to-school training & preparation, as well as first days/weeks of school, as schedules permit. Arrangements are made directly with your Cooperating Master Teacher (CMT).

- *One* placement must:
  - Be in grade K, 1, 2, or 3 in a self-contained general education classroom.
  - And the *other* in a grade 4, 5, 6, 7, or 8 in a self-contained general education classroom.
- *One* placement **must** be in a Title 1 or highly diverse school setting.
- *One* placement **may** be at a private school

### Single Subject Placements

Single Subject Candidates teach 3 classes in their subject with no more than 2 preps. This would mean 3 sections of the same class, or 2 sections of one class and 1 section of another class. A 4th class period is spent assisting in another on-campus experience (clubs, sports, computer classes, Student Governments, School Newspaper, Yearbook...).

- The semester-long Student Teaching placement must be in a Partnership School and the classrooms must include at least one student who is an English Language Learner and another student with special needs (IEP)
- Candidates will teach both lower division and upper division students.
- Candidates are on-campus and fully engaged all day, every day, participating in preps, meetings, observation /participation in additional experiences programs, as co-determined with Supervisor and CMT. The day may include extended time for meetings, Open House, Back to School Night, Parent Conferences

### Where do I find a list of Partnership Districts?

All student teaching placements will be made at schools on the Partnership School list. You may see view The Partnership School list on our department [my.jessup.edu](http://my.jessup.edu) pages, <http://my.jessup.edu/teachered/> or <http://my.jessup.edu/teachingmasters/>. Placements are made by the Field Experience Coordinator based on the Local, Regional, or Beyond preference indicated.

### How does a district become a Partnership District?

All schools and corresponding districts on the Partnership Schools list must have an active Memorandum of Understanding (MOU) with WJU. The MOU process clarifies operational understandings and addresses specific state, university and district needs. Additionally, it will speak to the logistics of master teachers, professional insurance/liability coverage, and supervisors. The process for developing and securing an MOU, allowing a school to be on the Partnership School list, may take over a year to finalize.

### Once I have a Student Teaching placement, what is the next step?

The WJU Field Experience Coordinator will notify you of your placement, once everything has been cleared and a Cooperating Master Teacher has been identified. Follow-up by contacting the Cooperating Master Teacher and Principal – thank them for agreeing to host and mentor you. Make arrangements to go by and meet them informally after school one day in the very near future. Everyone relaxes once the initial face-to-face has taken place.

## **Who sets up the Launch Meeting?**

A WJU supervisor will be assigned to you and will set up a Launch Meeting once the above contact information is received and confirmed. At the Launch Meeting the school principal, Cooperating Master Teacher (CMT), you, and the WJU Supervisor will meet to discuss the logistics and expectations of the student teaching placement. The CMT's availability will dictate the meeting schedule, which is **usually after school (e.g.: 3:30pm) the week prior to the start of your student teaching placement.** You will need to be very flexible in your availability that week.

## **Who are Cooperating Master Teachers (CMTs)?**

The CMT is selected and approved by the school principal. In some cases the CMT is selected by the Director/Assistant Superintendent. The CMT is to be a teacher:

- of excellence and considered a mentor teacher
- with highly successful teaching experience
- who is held in high esteem by her/his peers and school community

Their goal is to partner with you to acquire the skill you need to be a teacher.

## **Once You Have a Student Teaching Placement**

### **How do I check-in at a school site?**

This process will be discussed at your Launch Meeting. Most schools require you to wear your lanyard and sign-in at the front office. Be friendly and get to know the front office staff. They are a critical part of the operations of a school!

### **When should I get there? When should I leave?**

The schedule and calendar will be discussed at your Launch Meeting. Your schedule and calendar for attendance will mirror your CMT's schedule and the school's calendar.

Most schools require their faculty to arrive 30 minutes (teacher contract) prior to the start of school and to remain a minimum of 40-60 minutes after school ends. A typical school day is from 7:30am-4:30pm.

However, most CMTs have varied schedules depending on parent, faculty, IEP/SST, and district meetings. Additionally, there is grade level planning and the teacher's own classroom planning and organization that must occur. Be available and participate in any/all that your CMT allows.

### **What do I do if I am going to be absent/late?**

Updated Fall 2015

If you are going to be absent or late, contact your cooperating master teacher (CMT) and university supervisor as soon as possible. Typically each day of absence must be made-up (day-for-day). However each time you are late or absent will be evaluated by the CMT and supervisor as to specific make-up requirements.

The consistency of instruction and the instructor is critical to success and progress of the students in a class. The consistency of your attendance can impact your placement and passage of student teaching & the corresponding TEDU Student Teaching class. The sole evaluators of the students' welfare and progress are the CMTs, supervisors and principals.

It is important to take care of yourself. Be aware of your body's need for rest, exercise, and proper nutrition. You must prioritize your time and student teaching is a primary responsibility.

### **What if I am sick?**

In the case of illness or personal emergency, contact your Cooperating Master Teacher and Supervisor as soon as possible. As a rule of thumb, there should be no more than two days of absence for illness per placement. Exchange home/cell phone numbers so that you can promptly reach them.

Beyond two days of absence requires specific planning with you, your Supervisor and Cooperating Master Teacher. Typically, these absences will be made up day for day; however, at the discretion of the Cooperating Master Teacher and/or Supervisor, additional absences may result in failure of the class and repeating of the Student Teaching course and placement.

### **What can I expect from a CMT?**

All CMTs (Cooperating Master Teachers) are a little different in how they operate. Many will:

- Provide you a work place and access to supplies such as textbooks, handbooks, schedule, seating charts, and (if appropriate) keys.
- Review the school and room policies and routines such as dress code, location of restrooms, teachers' lounge, and cafeteria.
- Orient you to current and projected units of study and the corresponding district and state standards.
- Introduce you to other teachers, to staff members, and to students.
- Facilitate your gradual induction into teaching by:
  - Providing opportunities to observe a variety of appropriate teaching methods.
  - Working out a subject timeline and tentative schedule which enables you to move gradually into a full teaching schedule, and provide for a gradual, but rather rapid tapering off towards the end of the experience so that the CMT is again in full charge by the last day.
  - Clarifying your responsibilities for making lesson plans, securing and organizing appropriate materials and other activities.

- Provide you the opportunity to experience using office and classroom equipment/technology, publisher materials, learning kits, and other available equipment and materials available to you for teaching.
  - Help you plan lessons; assessments and classroom management processes... pointing out and discussing areas of strength and potential challenges in lessons, particularly as the related to the specific culture and learning needing of your class.
- Keep communication open.
  - Help keep you focused on outcomes. Did the lesson achieve the desired outcomes? How do you know? What went well? What can be improved?
  - As appropriate, allow you 2 – 3 weeks of solo instruction.
  - Acquaint you with State Standards as well as the school's testing program.
  - Acquaint you with parent conferences, IEP-504 & SST processes, and other aspects of classroom, school, and the district communication and student support processes.
  - Arrange for some experience with playground, lunchroom or hall duty.
  - Encourage you to participate in all activities including PTA, class planning, staff meeting, and projects.

Your CMT will do at least three (3) formal observations using the Student Teaching Evaluation Packet (STEP).

The above is not an exhaustive list, but one that gives you a basic understanding of the types of experiences and support you might receive.

### **What can I expect from a principal?**

The principal is critical in setting the expectations and tone for a student teaching experience. He/she identifies and encourages exemplary master teachers to be Cooperating Master Teachers (CMT). The principal helps orient you to the philosophy, policies, expectations and regulations of their school, staff, and community.

You should periodically reconnect with the principal by saying hello. Additionally, most are very busy, but will stop by your class and do a formal and/or informal observation. Note: If you want the principal to write a letter of recommendation, you must have them observe!

### **Will I be able to evaluate my CMT and placement?**

YES. At the end of each student teaching placement, you will evaluate your CMT on our department my.jessup.edu page.

## **Supervisors & Observations**

### **Who are WJU Supervisors?**

A supervisor will be assigned to you. The supervisor is a liaison between your school and the university. The CMT and supervisor should function as team to build experiences that allow you to progress in your development as a teacher.

Many supervisors have taught for a number of years in public schools and have been school administrators and/or university professors. Supervisors are trained to supervise, highly familiar with the Teacher Performance Expectations (TPE), and hold advanced degrees in education. Additionally, they have/had very successful teaching, training and/or research backgrounds in education. Their goal and purpose is to help you acquire the skills you need to be a teacher.

### **What can I expect from my supervisor?**

Your supervisor will coordinate your Orientating Meeting, evaluate you at least three (3) times during your placement, and debrief each evaluation with you. Your supervisor should:

- Be easy to talk with (approachable)
- Be interested in your progress as a teacher
- Be responsive to your questions
- Be knowledgeable about TPEs
- Identify your areas of strength and/relative strength
- Identify your areas of need and/relative need
- Provide you with clear and useful suggestions
- Provide opportunities for you to debrief your lessons
- Encourage you to be reflective about your lessons and planning
- Encourage and help you to develop next step plans

Supervisors are not just observers and evaluators. They are instructional resources, facilitators and a support for the candidate and CMT.

### **Will I be able to evaluate my supervisor?**

YES. At the end of each student teaching placement, you will evaluate your WJU Supervisor on our department [my.jessup.edu](http://my.jessup.edu) page.

### **What is a Formal Student Teaching Observation?**

All evaluations will be mutually agreed upon as to date, time and subject of the lesson. A typical lesson is 25-60 minutes in duration, with the average lesson lasting 45 minutes. Following the observation, you will meet with your supervisor and/or your cluster to review your lesson.

- There will be a minimum of six (6) evaluations per CMT and six (6) from your supervisor across the semester, for a total of 12 evaluations.
- All evaluations will include a STEP for documentation.
- All evaluations will include a debriefing conference and reflection of the lesson and STEP.

At least three days in advance of formal observations, you will send/give the CMT or Supervisor a copy of your WJU lesson plan.

- a WJU lesson plan
- handouts, text and/or support material as appropriate to the lesson
- seating chart which identifies all students including the EL & SN students
- Failure to provide the above will reflect negatively on your professionalism so stay on top of these preparations of documents.

### **What is a Student Teaching Evaluation Packet (STEP)?**

The Student Teaching Evaluation Packet (STEP) is found on our department [my.jessup.edu](http://my.jessup.edu)  
<http://my.jessup.edu/teachered>

## **Student Teaching Placement Evaluation**

### **How am I evaluated in my Student Teaching placement?**

Criteria for passage of student teaching field experiences include recommendation by the Cooperating Master Teacher, principal and/or WJU Supervisor.

Significant indicators for passage:

- STEP Forms (and evaluations) from CMT & Supervisor: Successful candidates have pass scores of 3's and 4's in each of the TPE sections. Additionally, they have the ability to assess and follow through on recommendations for refinement as indicated in the form.
- Character Evaluation: This assessment is summative in nature and is completed at the end of your student teaching experience. The ability to apply interpersonal skills related to students and teachers, personal qualities, and demonstration of character is critical. Do not hesitate to talk to your CMT, especially about his/her perception in the areas of assessment regarding character evaluation. The character evaluation form can be found here:  
<http://my.jessup.edu/teachered/>
- Teaching Performance Assessment (TPA) tasks: Passing Scores of 3 or 4 on each correlated TPA task.
- Progress and success of the students you are teaching: This is evaluated in a variety of ways including formative and summative methods. The principal and CMT have the best perspective as to the students' individual needs, class needs, grade level needs and rate of progress. They were there prior to you starting your student teaching placement, are there during your placement and will be there after your leave. The bottom line is that the principal and CMT are responsible for the students' progress or lack of progress. Their assessment of student progress academically, socially and behaviorally will weigh heavily in the evaluation.
- Additional indicators: punctuality, perceived attitude, flexibility as a team player, initiative, attendance & participation in school culture, adaptability and reflective ability.

- Principal and CMT notice: If at any time the principal and CMT say the student teaching placement is not appropriate for their campus, the supervisor will remove the student teacher from the placement. This has only happened on very, very, very rare occasions. Typically it would be due to the well-being of the students, CMT and/or others being compromised; or there is a point of diminishing returns (e.g.: based on remediation plans). We are “at will” guests at the school and in the district. That privilege can be revoked at the discretion of the school and/or district, at any time.

*Note: Completing 7 weeks of student teaching does not constitute passage-remediation plans may be required, which could include additional student teaching time (e.g: 5+ more weeks), repeating Student Teaching courses (including registration, tuition and associated fees) and field experience*

### **What if I am having trouble in my student teaching placement?**

If you are having trouble and/or believe you need help, contact your CMT, supervisor, and/or TEDU Student Teaching course faculty to help you immediately. Let them know what your concern is by describing your needs in terms of Teacher Performance Expectations.

The Teacher Performance Expectations (TPE) is found on our department my.jessup.edu page. <http://my.jessup.edu/teachered/> or <http://my.jessup.edu/teachingmasters/>

### **Can I fail student teaching?**

YES.

Please remember your CMT, supervisor, TEDU Student Teaching instructor, advisor, and all Teacher Education staff want you to be successful and will help you. The goal and purpose of your student teaching experience is to prepare you to be an effective teacher in California schools. As part of this preparation, the most critical assessment is student teaching. It is possible to do extremely well in controlled settings like WJU classrooms and on a variety of written examinations, but the effective application of pedagogy, and demonstration of professional dispositions in a public school classroom is the ultimate goal.

The primary evaluators are the CMTs, supervisors and principals. The final evaluator of the success of the student teaching placement is the supervisor. You must pass your student teaching placement in order to pass the Student Teaching course.

### **What is a Student Teaching Remediation Plan?**

In some cases a formal Student Teaching Remediation plan is developed in conjunction with the CMT and Supervisor to help a candidate be more successful. Remediation plans are developed specifically to meet the unique needs of a candidate. The following may be included in a plan, but certainly this is not a totally inclusive list:

- Extended student teaching time within the same semester
- Additional focused observations
- Additional focused teaching experiences
- Any remediation that cannot be completed during the semester of the TEDU Student Teaching course will result in the candidate failing the corresponding TEDU Student Teaching course. The candidate will then need to re-register and retake the TEDU Student Teaching course. (Options)
  - Finishing of the current placement and then re-register and retake the TEDU Student Teaching course and Student Teaching placement in another semester
  - Removal from the current placement and then re-register and retake of the TEDU Student Teaching course and Student Teaching placement in another semester

## Student Teaching Forms

### What are the student teaching forms that I must collect and hand in?

- Student Teaching Log
- STEPs completed by CMT
- STEPs completed by Supervisor
- Student Teaching Character Evaluation Form

### Where can I get the student teaching forms?

All Student Teaching forms are found on our department [my.jessup.edu](http://my.jessup.edu) page. <http://my.jessup.edu/teachered/> and <http://my.jessup.edu/teachingmasters/>

If you have any questions, contact your Student Teaching instructor.

### Will I be able to evaluate my student teaching course instructor?

Yes! At the end of every course taught at WJU, you have the opportunity to complete a faculty evaluation survey.

## Teacher Performance Assessment (TPA)

### Which Teacher Performance Assessment Task (TPA) needs to include a video tape?

Task 4: Culminating Teaching Experience

### Do I need a signed Video Release form from the K-8 students?

Yes!

The Video Release form is found on our department my.jessup.edu page.  
<http://my.jessup.edu/teachered/> and <http://my.jessup.edu/teachingmasters/>

### **What format must the TPA video be playable in?**

It is required that the video-recorded lesson be submitted to WJU on a Windows Media Player compatible DVD or flash drive. Examples include files ending .MP4, .MPG4, and .WMV. If you are a Mac user, be sure to verify that your video is Windows Media Player compatible before submission.

### **Contacts**

Other questions and/or clarification should be directed as follows.

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California Teaching Performance Assessments (TPAs):	Jill Wolfe jwolfe@jessup.edu

## Glossary

CBEST	California Basic Educational Skills Test
CCTC	California Commission on Teacher Credentialing
CMT	Cooperating Master Teacher
CSET	California Subject Examinations for Teachers
EL	English Language Learner
IEP	Individualized Education Plan – students receiving special education services
MAT	Master of Arts in Teaching program for graduate candidates
MOU	Memorandum of Understanding – required document for schools/districts on Partnership School list
SN	Special Needs Student – student with an active IEP
SPS	School of Professional Studies at William Jessup University
STEP	Student Teaching Evaluation Packet – form completed by CMT or supervisor during observation
EDU	Found as part of the WJU Academic Catalog number (e.g.: EDU476 Student Teaching 2 or EDU 576 Student Teaching 2). The EDU indicates a course taught in the Liberal Studies & Credentialing Program and/or the MAT program.
TPA	Teacher Performance Assessment
TPE	Teacher Performance Expectations
UG	Liberal Studies credential program for undergraduate candidates (4-year day program)