



**BIOLA**  
UNIVERSITY  
*School of Education*

# **STUDENT TEACHING HANDBOOK**

## **Fall 2014-Spring 2015**

SCHOOL OF EDUCATION  
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\*Student Teaching Handbook subject to change based on program updates.

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## Table of Contents

<b>School of Education Mission and Vision</b>	4
<b>Biola University School of Education Teacher Commitment</b>	5
<b>Acknowledgement and Contractual Agreement between Student Teacher and Biola University School of Education Teacher Preparation Program</b>	6
<b>Section 1: Overview of Student Teaching</b>	7
Requirements for Advancement to Student Teaching	7
Course Enrollment for Student Teaching	7
Taking Courses Concurrent with Student Teaching	8
Grades	8
Biola Withdrawal/Delay/Removal from Student Teaching Policy	9
Withdrawal	9
Delay	9
Removal	9
Student Teaching Assignments	10
What to Expect From Student Teaching	10
Support Team	11
The Master Teacher(s)	11
The Student Teacher Supervisor	12
The Student Teaching Seminar Professor	12
Tips for a Successful Student Teaching Experience	12
<b>Section 2: Responsibilities of the Biola University Student Teacher</b>	13
Attendance	13
Student Teaching Seminar Course	13
School Site Attendance	13
Orientation to the School and Classroom	15
Receiving the Student Teaching Placement	15
Student Teaching Placement	15
Initial Meeting with Master Teacher	15
Practicing Professional Dispositions	15
Professionalism	16
Knowing and Following School Rules and Procedures	17
Academic Attire During Student Teaching	17
Social Networks	17
Confidentiality and Discretion	18
Reporting Suspicion or Incidence of Child Abuse	18
Professional Relationships with Students	18
Student Teaching Observation and Participation Log	19
Additional Responsibilities	19
Essential Elements of Student Teaching	20
Lesson Planning	20
Working With the Master Teacher and Student Teaching Supervisor	21
Student Teacher Evaluations	21
Student Teaching under Contract	22
Substitute Teaching during Student Teaching	22
<b>Section 3: Responsibilities of the Master Teacher</b>	24
Assessment and Evaluation Responsibilities	26
Midterm Evaluation	27
Final Evaluation	28

<b>Section 4: Responsibilities of the Principal or Principal Designee</b>	29
<b>Section 5: Responsibilities of the Student Teaching Supervisor</b>	31
Observation and Conference	31
Assessment and Evaluation	32
Working with the 'At Risk' Student Teacher	33
Responsibilities to Cooperating Schools	33
Responsibilities of Biola University	33
<b>Section 6: CalTPA: Culminating Teaching Experience (Task 4)</b>	34
Submissions	34
Scoring	34
Task 4: Culminating Teaching Experience	35
CalTPA Task 4 Directions for Video Recording and Tips for Success	35
<b>Section 7: Student Teaching Overseas</b>	36
<b><i>*Appendices are hyperlinked as individual documents</i></b>	
Appendix A: Student Teacher Acknowledgement and Contractual Agreement	---
Appendix B: Compliance With Non-Discrimination Laws And Regulations	---
Appendix C: Postponement/Withdrawal from Student Teaching	---
Appendix D: Multiple Subject Suggested Guidelines for Classroom Student Teaching Program	---
Appendix E: Single Subject Suggested Guidelines for Classroom Student Teaching Program	---
Appendix F: Student Information Sheet	---
Appendix G: Additional Responsibilities during Student Teaching	---
Appendix H: Essential Questions and Information Gathering for Biola Student Teachers	---
Appendix I: Mandatory Reporter	---
Appendix J: Long-Range Planning	---
Appendix K: Student Teacher Evaluation of Master Teacher	---
Appendix L: Student Teacher Evaluation of Supervisor	---
Appendix M: Observation and Participation Log	---
Appendix N: Rubric for Grading Student Teacher Notebook and Sample E-mail	---
Appendix O: Biola Student Teaching Lesson Plan Template	---
Appendix P: Midterm Evaluation of Student Teaching	---
Appendix Q: Final Evaluation of Student Teaching	---
Appendix R: Substitute Teaching during Student Teaching	---
Appendix S: Multiple Subject Phase I Student Teaching Form Checklist	---
Appendix T: Multiple Subject Phase II Student Teaching Form Checklist	---
Appendix U: Single-Subject Student Teaching Form Checklist	---
Appendix V: Master Teacher's Evaluation of the Supervisor	---
Appendix W: Supervisor Event Calendar	---
Appendix X: Supervisor Checklist	---
Appendix Y: Lesson Observation Form	---
Appendix Z: Student Teacher Release Form for CalTPA Task 4	---
Appendix AA: Readiness to Teach Survey	---
Appendix AB: Supervisor Evaluation of Master Teacher	---
Appendix AC: TPA Guidelines	---
Appendix AD: Teacher Candidate Classroom Activities	---
Appendix AE: Rubric Scoring	---
Appendix AF: Student Teaching Notebook Guidelines	---

# **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.
- 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 Monday through Friday 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 1<sup>st</sup>**. For **Spring** Student Teaching placements, candidates must notify the Student Teaching Field Placement Coordinator by **October 1<sup>st</sup>**. 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 1<sup>st</sup>**. For **Spring** Student Teaching placements, candidates must notify the Student Teaching Field Placement Coordinator by **October 1<sup>st</sup>**. 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 through 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 through 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 collect the Midterm Evaluation from the collaborative efforts of the Master Teacher and the Supervisor and turn in to Alexandria Gilbert in the School of Education. (Multiple Subject: four weeks into each placement; Single Subject: nine weeks into each placement).
- Be responsible to turn in all forms to Alexandria Gilbert in the School of Education. The forms must be completed and submitted in their respective folders. Only when the checklist (Appendices S, T and U) is fully completed should the folder be submitted (Multiple Subject: final week of each placement; Single Subject: final week of placement). Grades will post following the submission of both completed forms. Student Teacher Supervisors will turn in 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. Details of content and tabs can be found in **Appendix AF: Student Teaching Notebook Guidelines**.

**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 or 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**

Student Teachers are responsible to turn in ALL forms to Alexandria Gilbert in the School of Education.

For Midterm Evaluations, the Student Teacher will collect this from the collaborative efforts of the Master Teacher(s) and Supervisor. This form is due at the four-week mark of Phases 1 and 2 for Multiple Subject candidates and at the nine-week mark for Single Subject candidates.

Student Teachers are responsible for collecting all Student Teaching Forms (please see Appendices S, T, and U) and turning them into Alexandria Gilbert in the School of Education. It is the responsibility of the Student Teacher to inform and collect the necessary forms from their Master Teachers and Supervisors in a TIMELY manner. With the exception of the Midterm Evaluation (see paragraph above), all forms should be accounted for using the checklists provided and turned in as a whole packet with the Student Teacher's name on the folder. Packets that are turned in with missing items will

be returned to the Student Teacher until all forms and evaluations are accounted for.  
**Your grade cannot be posted and your appointment for the preliminary credential cannot be made until the School of Education has received all forms.**

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 (Appendix P and Q) 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 collected **by the Student Teacher** from the Master Teacher and turned in to Alexandria Gilbert in the School of Education.

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**. This evaluation can be sealed in an envelope and handed over to the Student Teacher. The Student Teacher will include the sealed evaluation in their packets and turn in the entire packet to Alexandria Gilbert in the School of Education.

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.
  - Please reference **Appendix AE—Rubric Scoring** for rationale regarding observation scoring during the early weeks of Student Teaching.

- 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 Alexandria Gilbert in the School of Education.

Upon completion of the FINAL evaluation (Multiple Subject: FINAL week 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 Alexandria Gilbert in the School of Education.

- 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](http://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.

### **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.

## APPENDICES

To access the appendices, please visit the [Student Teaching Handbook Website](#).

Otherwise you can access each form individually through the Table of Contents above.