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| Description: Description: C:\Documents and Settings\kshand\My Documents\CSUF-Office-logos\csuf-logo-horiz-4c.png | | | | | **Single Subject Credential Program** Coaching Cycle Form - Fieldwork *Revised 11.10.22* | | | |
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| **Teacher Candidate** | | **Subject Area** | | | **Semester** | | | **Date of Visit** |
|  | |  | | |  | | |  |
| **Mentor Teacher** | | **District** | | | **School** | | | **Clinical Coach** |
| **Lesson Objectives** | | | | | **Content Standards** | | | |
|  | | | | |  | | | |
| **ELD Standards** | | | |
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| **First Semester Visit – initial visit is an introduction to the MT, with information shared about the CSUF gradual induction model, co-planning/co-teaching, and other CSUF program information. This is followed by two coaching cycles.**  **1  2 (first visit must be in-person, second visit may be video or in-person)** | | | | | **Second Semester Visit 1  2 3 4 5 6**  **lesson observed  video (only 3 maximum may be video)** | | | |
| **PROGRAM OUTCOMES**  **Instructions: At least two lesson observations must exhibit evidence of program outcomes. Highlight those addressed in the**  **observation** | | | | | | | | |
| REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments. | | | TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes. | | | IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world. | | |
| **Instructions**: This Coaching Cycle and form should be completed **each semester**. All sections are expected to be fully completed. Space will expand as needed. Please upload a copy of this form to the **SSCP Online Evaluation System** and provide a copy to the CSUF Teacher Candidate within 3 (three) business days of the post-observation discussion. This form will be available for Subject Area Coordinator review.  **Please save document as: Candidate Last Name.Clinical Coach Last name.CCF#.DATE (MO.DA.YR) (i.e., Jones.Williams.CCF1.9.20.22)** | | | | | | | | |
| **Goal Setting: Targeting TEACHING PERFORMANCE EXPECTATIONS**  ***Note: The proficiency indicators below are based on the TPE elements:*** <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>  **Instructions: Select one, no more than two, TPEs for this observation cycle. Identify target TPE evidence to be collected during the observation and list it below.** | | | | | | | | |
| **TPE 1: Engaging and Supporting All Students in Learning**   * 1. relates material to student interests & experiences, cultural and linguistic backgrounds   2. provides comprehensible input for all levels of EL   3. keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking   4. uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students   5. communicates achievement expectations and progress to students and families   6. Monitor student learning and adjust instruction | | | **TPE 2:** **Creating and Maintaining Effective** **Environments for Student Learning**   * 1. establishes and maintains inclusive climate for all students   2. effectively communicates and enforces routines, procedures and norms   3. encourages positive interactions and social-emotional growth   4. uses strategies that engage students in collaboration and that reflect multiple perspectives   5. connects students to appropriate resources   6. maintains high expectations with support for all students | | | **TPE 3:** **Understanding and Organizing Subject Matter for Student Learning**   1. demonstrates knowledge of subject 2. creates lesson plan that organizes the curriculum to promote student understanding and access to curriculum 3. makes appropriate instructional adaptations to meet the needs of ELs/EBs, students with (dis)abilities 4. utilizes appropriate instructional resources to ensure equitable access to curriculum 5. consults and collaborates with educators to plan for instruction and support students to demonstrate knowledge 6. uses technology to support learning and develop digital citizenship 7. Know and apply theories, principles, and instructional strategies for English language development (ELD) in relation to subject-specific content area | | |
| **TPE 4:** **Planning Instruction and Designing Learning Experiences for All Students**   * 1. applies linguistic and cultural background knowledge of students to plan, design, implement, and monitor instruction   2. makes cross-disciplinary connections   3. accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans)   4. utilizes instructional time effectively   5. uses digital tools and technologies to support learning and digital citizenship   6. plans instruction that incorporates a range of communication strategies and activity modes  1. uses adaptations to remove barriers and increase access to curriculum for all students    1. Implement an instructional program that facilitates integrated English language development (reading, writing, listening, and speaking) | | | **TPE 5: Assessing Student Learning**   1. involves students in self-assessment 2. uses different types and forms of assessment to develop sources to plan and modify instruction and document students' learning over time 3. uses technology to support assessment administration, analysis, and communication of results 4. Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction 5. Communicates assessment results in a timely manner to students and families 6. Interpret EL’s/EB’s assessments data to identify English proficiency and use data to plan instruction. | | | **TPE 6:** **Developing as a Professional Educator**   1. establishes professional learning goals and makes progress to improve practice 2. demonstrates professional responsibility for student learning and class management 3. communicates and collaborates effectively with colleagues to support student learning 4. reflects on one’s teaching practice and level of subject matter & pedagogical knowledge to improve student learning 5. reflects on own values, biases and exhibits positive dispositions to students, families, and colleagues 6. conducts themselves with integrity and models ethical conduct | | |
| **Target TPE data to be collected during observation:** | | | | | | | | |
| **Coaching Cycle Observation data**  **Instructions: Consider the target TPE(s) selected above and target data. Record observation data below.** | | | | | | | | |
| **Observation data:** | | | | | | | | |
| **Post-Observation Discussion** | | | | | | | | |
| **Questions for the Teacher Candidate to consider:** | | | | | | | | |
| **Teacher Candidate interpretations and reflections on evidence:** | | | | | | | | |
| **Next steps identified by the Teacher Candidate:** | | | | | | | | |
| **Other comments (if applicable):** | | | | | | | | |
| **Observations on Co-Teaching (if applicable)** | | | | | | | | |
| **One Teach, One Observe** | **One Teach, One Assist** | | | **Station Teaching** | | | **Parallel Teaching** | |
| **Supplemental Teaching** | **Differentiated Teaching** | | | **Team Teaching** | | | **Not Applicable** | |
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| **Post-Observation Discussion Format** | | | | | | | | |
| Clinical Coach conference with Teacher Candidate  Mentor Teacher | | | | | | | | |