



Student-Teaching in the Multiple Subject Credential Program

PRIOR TO STUDENT-TEACHING, A CANDIDATE MUST HAVE:

- Successful completion of all coursework up to the point of student-teaching. A candidate with incomplete or unsatisfactory coursework at the end of a Program course may not begin student-teaching until all course requirements have been met.
- Received a Certificate of Clearance from California Commission on Teacher Credentialing (CCTC)
- Passage of the California Basic Educational Skills Test (CBEST)
- Passage of the California Subject Examination for Teachers (CSET)
- Fulfillment of U.S. Constitution Requirement (PS 101 at Humphreys)
- Maintenance of a 3.0 cumulative GPA and no course grade lower than a B- in any Methods Courses
- Verification of a valid CPR certification

STUDENT-TEACHING COMPONENTS:

- Student-teaching involves twelve successful weeks of consecutive school and classroom involvement, five days per week for the full teaching day.
- Two 6 week assignments-(a) K-2 placement where foundational literacy and mathematics skills are taught; (b) Intermediate elementary placement.
- Each candidate will have a variety of diverse classroom experiences, including mainstreamed students and English learners.
- All student-teaching placements are arranged by the Program Coordinator, who works with districts to find highly-qualified Cooperating District-Employed Supervisors to serve as master/mentor teachers.
- Grades for student-teaching are issued by the Program Coordinator in coordination with the Cooperating District-Employed Supervisor and College Supervisor. Student teachers are required to keep a binder of all lessons, district professional developments, observational notes, etc.

STUDENT-TEACHING PROGRESSION:

Weeks 1 & 7: Observations and Beginning Teaching

Observing master teachers, engages in various opening lesson activities or parts of a lesson, reads to students, one-on-one instructional support, reviews classroom data and procedures

Weeks 2 & 8: Group Teaching Experiences

Assumes responsibility for one reading and math group / teacher may leave room for brief periods to allow student teacher the opportunity to develop classroom management skills

Weeks 3 & 9: Co-Teaching

Develops lesson plans and delivers instruction for 2-3 subject areas / Continuous feedback on 13 TPEs and how to strengthen the quality of lesson development and delivery

Weeks 4 & 10: Guided Solo

Delivers all instruction under supervision of district-employed supervisor / Continuous feedback and support from the District-Employed Supervisor and College Supervisor

Weeks 5, 6, 11, & 12: Independent Full-Day Teaching

Assumes all responsibility for classroom activity including lesson planning, instruction, assessment, and classroom management. Daily review and planning with supervisors

READY TO ENROLL?

Contact an Admission Counselor for more information at: (209) 478-0800