

**Multiple Subject Bilingual
(Spanish/English BCLAD)**

Student Teaching Handbook

**Policy Studies Department in Language and
Cross-Cultural Education**

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(revised 8/26/07)

Student Teaching Handbook
Multiple Subject BCLAD Credential

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A Word of Appreciation

The role of the elementary school, cooperating teacher, and administrative staff is extremely important in any training program for those aspiring to be credentialed in the teaching profession. Practical school experience is a critical segment of the teacher training program. The faculty of the Policy Studies in Language and Cross-Cultural Education Department (PLC) appreciate the time and effort that teachers and administrators expend in providing the setting and most valued assistance to our student teachers.

Introduction

This handbook describes the student teaching assignments and lists the responsibilities of Cooperating Teachers, University Supervisors, School Administrators and the Policy Studies Department at San Diego State University. Student teachers should carefully review all policies, protocols, and guidelines. In case of questions, please contact your university supervisor, block coordinator, and/or the Policy Studies Office.

Contact Information

The PLC Department is located in BA 248. Office hours are Monday through Thursday from 10 am to 4:30pm. When requesting documents, please give us a 48 hour advance notice. The office is closed for lunch from 12pm to 1pm. You can call to leave a message at: 619-594-5155 or e-mail ramire4@mail.sdsu.edu. Should you have any questions, please do not hesitate to contact:

_____, Block Coordinator

(Tape block coordinator's business card here.)

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Policy Studies in Language and Cross Cultural Education

Student Teaching Handbook

Teaching Standards, Expectations and Assessments

Given the new educational reform under SB 2042 that became effective July 2002, this handbook provides an overview of the required six teaching domains of the California Standards for the Teaching Profession (CSTPs), an additional seventh standard of the department, and the SB 2042 Teacher Performance Expectations (TPEs).

Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass a Teaching Performance Assessment (TPA). This assessment is designed to provide you with insights as to what student teachers need to develop, refine, and demonstrate in terms of their teaching knowledge, skills, and abilities during their teacher preparation program. The TPA's are imbedded in coursework and/or submitted separately (e.g. via the Performance Assessment for California Teachers [PACT]). They are designed to be formative (guiding) and summative (evaluative) in their usage. The TPA's are also linked to the California state-adopted academic content standards for students, the California Standards for the Teaching Profession, and the California Frameworks. The TPA is part of a three-year preparation cycle of growth and development for teachers. We invite you to visit the following web sites: www.cde.ca.gov (click on Professional Development, and then Standards), www.ctc.ca.gov (enter TPE or TPA into the search box) and www.pacttpa.org to explore the teacher performance and assessment requirements. The TPEs and CSTPs are also listed in Appendix E.

A Letter to New Student Teachers:

Welcome to student teaching. This year and your first few years of teaching may prove to be the most challenging of your life. You will be striving to master a body of knowledge and skills that will make you an effective, efficient, and cultural competent teacher.

This is definitely a time of hard work and stress. You are encouraged to make concerted efforts to exercise regularly, eat healthily, and get a reasonable amount of sleep so that you can take the greatest advantage of every opportunity as well as be the best teacher you can be for your students. While you are mastering the body of knowledge and skills of the trade that will qualify you to be a bilingual teacher, you will have to rely on enthusiasm and hard work. Make sure that you are physically up to the requirements.

Cooperating teachers are extremely gracious by letting you into their classrooms and allowing you to work with their students. Believe it or not, having a student teacher is usually more demanding and time consuming than not having one. To show your appreciation to your cooperating teacher, you are encouraged to shoulder those

responsibilities that you are ready to assume—such as running off papers, grading student work, gathering supplies, preparing materials, and teaching lessons.

Teachers work as a part of a school team. You are strongly encouraged to become aware of the available resources. Find out what additional textbooks and materials may be available on site, at the district office and in the county office of education. Introduce yourself to the support staff at the school. Ask

the secretary,	the custodian,	psychologist,
counselors,	computer tech,	special education resource teachers,
reading teachers,	librarian,	instructional assistants,
Principal,	assistant principals,	and district personnel

...about what they do and how you can work well together. Encourage their suggestions about how you can work best with their counterpart at the school in which you are eventually hired.

You have chosen to enter a profession that is both challenging and demanding. Take advantage of the support and resources offered by the Policy Studies Department faculty, SDSU College of Education, your cooperating teacher, the school district, your family and friends.

CREDENTIAL PROGRAM OVERVIEW

The Bilingual Multiple Subjects BCLAD Credential authorizes the holder to teach in any self-contained bilingual or regular classroom where one teacher is responsible for all subject areas. Within the BCLAD program, courses on methods of teaching core subject areas in the bilingual context are taught in Spanish and English. The BCLAD program covers prerequisites as well as core first and second semester courses. Together, these constitute Tier One of the credential process. After the program, students go on to an Induction Year (Tier Two) and then, every five years of teaching, must meet requirements for time in service and professional growth/development in order stay certified (Tier Three: Professional Credential—Credential Renewal).

Prerequisites

In order to student teach, candidates need a Bachelor's Degree, a certificate of clearance, tuberculosis clearance, infant/child/adult CPR certification, and enrolment in an accredited credential program. They also need to have 30 hours of early classroom field experience, and pass all applicable exams (i.e., CBEST, CSET, and SLPE). Liberal Studies majors must complete four introductory courses. Non Liberal studies majors need to complete additional pre-requisite courses. These and other admission requirements are described in the course catalog and the Policy Studies (PLC) Department's Bilingual Multiple Subject Teaching Credential Program brochure. Note that completion of the US constitution requirement is recommended prior to program entry but is not required until exit.

Liberal Studies Majors.

- PLC 515 Theories and Practices in Multilingual Education ... 3 units
- ED 451 Introduction to Multicultural Education 3 units
- HHS 280 Health Education for Teachers.....1 unit
- SPED 450 Classroom Adaptations for Special Populations....2 units

Non-Liberal Studies Majors

(Non-Liberal Studies majors must take the above and below prerequisites).

- MATH 210 Number Systems in Elementary Education (or equivalent)... 3 units

SLPE (Spanish Language Proficiency Exam)

The SLPE or Spanish Language Proficiency Exam is administered by Gea Rutter: gcarroll@mail.sdsu.edu or (619) 594-1160 (contact current as of 2007-08). Credential candidates should meet SLPE requirements before entering the program. The critical incident section is best completed after the candidate has finished PLC 515 (see prerequisites). The oral professional vocabulary section requires candidates to present a lesson and may be delayed a semester so the student may gain some experience teaching first. Most candidates must score 3.0 or higher on each section of the SLPE to pass.

Core Courses

Following is the normal sequence of classes for students completing the program within a year. (Please see your block coordinator about the recommended sequence of courses for students who are on an extended program or enter after the usual cohort block.) Course content is based on the Teacher Performance Expectations (TPEs).

First Semester

The typical first semester includes both university course work and a first student teaching assignment at the lower elementary level (K-3). Student teachers take the following courses as one block in their first semester:

COURSE	UNITS	DESCRIPTION
(1) PLC 902	1	Professional Portfolio I (Cr/NC)
(2) PLC 910	3	Teaching Math
(3) PLC 911	3	Teaching Social Studies
(4) PLC 912	3	Teaching Science to Bilingual Students
(5) PLC 923	3	Psychological Foundations of Teaching
(6) PLC 932	3	Teaching Spanish Language Arts to Bilingual Elementary Students
(7) PLC 960	3	Student Teaching Seminar
(8) EDTEC 470	3	Technologies for Teaching
(9) PLC 961*	4-8	Student Teaching with Elementary Bilingual Students I

In their first semester courses, student teachers learn to analyze teaching from within the social and cultural framework of the community and relate teaching practices to present knowledge about how young people learn. These courses include general and specific teaching strategies such as lesson planning and classroom management, discipline and evaluation procedures.

PLC 961: Student Teaching I (Cr/NC) provides opportunities to observe cooperating elementary teachers and apply the methods introduced in first semester courses. For most student teachers it will be 4 units and consist of a practice teaching assignment of 2 days per week in an elementary classroom (as of 2007, these two days are Thursday and Friday). Student teachers are expected to spend *13 or more weeks* at the school site and conform to the school rather than the university calendar. Full day placements are required. To ensure a proper blend of practice and theory, this first student teaching assignment runs concurrently with the above course work. *Student teaching placement is the responsibility of the program coordinator in cooperation with administrators and teachers in specified schools.* Schools that have experienced bilingual cooperating teachers are selected by the Policy Studies Department. Student teachers may not select their own placement. Among other things, placement requires entry to the program, tuberculin clearance, infant/child/adult CPR certification, posting of the Certificate of Clearance, and completion of CBEST, CSET, and Spanish Proficiency.

Second Semester

Second semester includes both university course work and a second semester student teaching assignment at the upper elementary level (typically grades 4-6). Student teachers need to take the following courses as one block in their second semester

COURSE	UNITS	DESCRIPTION
(1) PLC 902A	1	Professional Portfolio II (Cr/NC)
(2) PLC 915A	3	Teaching and Learning in the Content Area: English Language Development/SDAIE: Multiple Subjects
(3) PLC 931	3	Skills Teaching Reading to Bilingual Elementary Students
(4) PLC 960	3	Student Teaching Seminar
(5) PLC 962*	8-12	Student Teaching with Elementary Bilingual Students II

Students learn to plan and organize student teaching assignments for Spanish/English and non bilingual students. In addition, students learn reading methods and teaching strategies in content specific fields from the second (or additional) language acquisition perspective.

Upon successful completion of PLC 961, candidates move to the second semester of student teaching. The student teachers are assigned to a different classroom from the school in which the first student teaching assignment was completed. For most student teachers, PLC 962: "Student Teaching" (Cr/NC) will be 12 units and consists of a practice teaching assignment of 5 days per week in an upper elementary classroom. As in the first semester, student teachers are expected to conform to the school rather than the university calendar. Full day placements are required. To ensure a proper blend of practice and theory, this second student teaching assignment runs concurrently with the above course work. Typically student teachers take over full responsibility for the class more quickly in PLC 962 than the first experience (PLC 961). Student teaching placement is the responsibility of the program director in cooperation with administrators and teachers in specified schools. Schools that have experienced bilingual cooperating teachers are selected by the Policy Studies Department. Student teachers may not select their own placement. Among other things, second semester placement requires completion of all course requirements with a C or better, current tuberculin clearance,

infant/child/adult CPR certification, posting of the Certificate of Clearance, and completion of CBEST, CSET, and Spanish Proficiency.

* **Note 1:** In both the first and second student teaching assignment, student teachers must be assigned to a school with bilingual instruction with an enrollment of at least 25 percent ethnically diverse students.

Additional Requirements

See the following sections on the Use of TaskStream, the PACT, and the three tier process for obtaining a clear credential. Note particularly that completion of the RICA exam and a US Constitution course are exit requirements (see details under Tier One).

USE OF TASK STREAM

TaskStream is an on-line education tool that can be used for a variety of purposes:

- Lesson Planning (including a library of shared lessons).
- Rubric Building (including a library of shared rubrics).
- Web pages and web folios.
- Class or Program assessment.
- Analyzing data & generating reports.

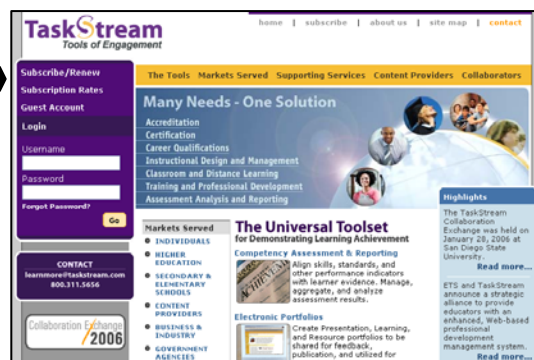
All PLC students are required to register for TaskStream for the duration of their program. For most students this will be one year but students on extended programs should register for more time as needed. TaskStream is a fee-based service and students should be prepared to pay by credit card when they register on-line (typically \$40-50).

Registering for TaskStream

Go to www.taskstream.com

- On the TaskStream home page click the **Subscribe/Renew** button located on the purple area on the top left side of the screen.

You should now see the Purchase or Activate Subscription page.



- Select whether or not you are creating a new account (First Time Subscriber), renewing an account, or converting a guest account. Choose the “Pay by Credit card” option, then click the **Continue** button.



- In Step 2, select “I am participating in a **COLLEGE/UNIVERSITY** program that requires TaskStream (student, faculty, etc.)”
On the next screen, select

**California,
College/University,
San Diego State University.**

Click **Continue** and enter information as directed on the next screen. You should sign up for at least a year of TaskStream (more if you will be doing a three semester program). Be sure to select “**Yes, add the Teaching Productivity Tool Pack**” when you get to the bottom of the screen. Accept the terms and press continue.

- * Make sure to note the username and password that you have chosen. *This will be the username and password you will use to access TaskStream.*
- Enter your credit card information as indicated.

- Confirm your registration information in Step 4. If you need to edit any of the information you have entered click the **Edit** button. Otherwise click **Continue** to complete your registration.

The next page will display a link to take you to the home page where you can enter your username and password to login and begin using TaskStream.

Enrolling in TaskStream Programs

Within the first weeks of the BCLAD program, all students should register for TaskStream and enroll in their corresponding bock program. TaskStream templates can be used for lesson planning and rubric building. By the end of the first semester, students should also be enrolled in the program assessment e-folio (or DRF). Key signature assignments will be submitted via the program assessment e-folio (or DRF) at the end of each semester. These form a key part of your teacher performance assessment and the DRF must be completed satisfactorily in order to be recommended for a credential. There is no additional fee for program enrollment within TaskStream. Directions for self-enrollment follow:

Directions for Self Enrollment in TaskStream Programs

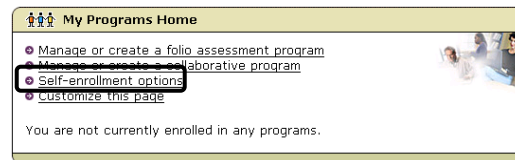
- Once you have signed up for TaskStream and paid for your account, go to www.taskstream.com and login to your TaskStream account.



- Click the **My Programs** link from the Home Page or from the Left Menu Bar to access the *My Programs* area.

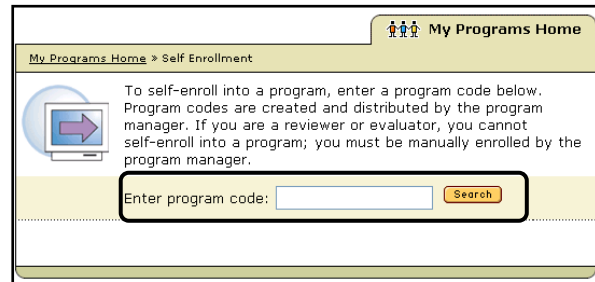


Click the **Self-enrollment options** link from the *My Programs Home* area.

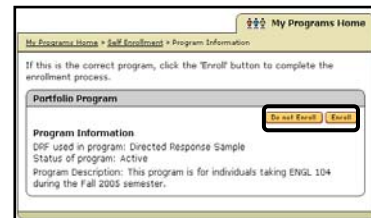


- Ask your program coordinator for the appropriate program code and enter it in the box. Click the **Search** button.

MS Program Code: BNZU85
Program Assessment Code: _____



- You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the **Enroll** button. If you do not wish to be enrolled in the program at this time, click the **Do Not Enroll** button.



TaskStream Cheat Sheet

Login by entering your Username and Password into TaskStream: <http://www.taskstream.com>

<p><u>*DEVELOPING A LESSON PLAN</u></p> <p>Click Lesson Builder</p> <p>In Title Box write title of lesson plan</p> <p>Click Down Arrow (Select a format)</p> <p>Click Create it</p> <p>Click Tan Buttons to enter information for lesson.</p> <p>They will activate pop-up boxes for entering info. Some buttons require you to select from a list, Others require you to write in information.</p> <p>Click Save & Close after each entry.</p> <p>Click Home on left panel when done.</p>	<p><u>*DEVELOPING A RUBRIC</u></p> <p>Click Rubric Wizard</p> <p>In Title Box write title of Rubric</p> <p>Click Down Arrow (Select Columns)</p> <p>Choose the number of columns for your rubric</p> <p>Click Create it</p> <p>Click Down Arrow (Sample Rubrics)</p> <p>Select a Rubric you want to view</p> <p>Check Rows you want for your rubric</p> <p>Click Save and Return to Rubric</p> <p>Click Save when done. (Then click Home.)</p>
<p><u>Request Feedback</u> (goldenrod toolbar)</p> <p>After accessing lesson plan in the Lesson Builder or rubric in the Rubric Wizard, Click Request Feedback (top right). Select person from list.</p> <p>Click submit at bottom. You can return to lesson to add comments. <i>No need to request feedback again.</i></p> <p>Click Home on left panel when done.</p> <p>* Tip: Whenever you request feedback, be sure to send a message (in TaskStream & on regular e-mail) to let the review know. The reviewer should go into My Programs & select Give Feedback/Review. See cheat sheet to right →</p> <p><u>View Feedback</u> (no special procedure)</p> <p>Just click Lesson Builder & select the lesson you wish to view. Comment will show up there.</p>	<p><u>Give Feedback (Evaluate or Review)</u></p> <p>From home, Click on My Programs (left panel).</p> <p>Find your program & click Give Feedback/Review.</p> <p>If you have anything to review, you will need to Select type, & Select people –all types, all people.</p> <p>Click on the title you wish to review. You will see the material that has been sent.</p> <p>Click on Add Comments. Type your comments in the pop-up box (*remember that the professor can review your comments).</p> <p>Click on Spell Check. Fix as needed, click Close.</p> <p>Click Send Comment. Repeat as needed. Done? Click Edit Review Status (top). Set.</p> <p>Click Save Status to return to current page. Click Review Home in orange toolbar to find other review request, <i>or</i> click Home on left panel to quit.</p>
<p><u>*ACCESSING COURSE ASSIGNMENTS OR PROGRAM EVALUATION (DRF)</u></p> <p>Click My Programs.</p> <p>Look for your Course or program.</p> <p>Click Work on my DRF.</p> <p>Choose Edit Content Tab.</p> <p>In Structure, Click Your Assignment.</p> <p>Click Directions.</p>	<p><u>*UPLOADING ATTACHMENTS</u></p> <p>After Accessing Course Assignments (DRF)</p> <p>Click Add/Edit Work</p> <p>Choose the Attachments Tab</p> <p>Click Browse to find your file (your computer)</p> <p>Click Your File to Attach</p> <p>Click Open, Click Add File</p>

<p><u>Uploading Your Work (Forms)</u> After Accessing Course Assignments (DRF) Click Add/Edit Work Choose the Form Tab Answer questions. When done, click Save and Close Window</p>	<p><u>Uploading Your Work (Web Links)</u> After Accessing Course Assignments (DRF) Click Add/Edit Work Choose the Web Links Tab Enter web address into Link to Outside Website Enter name of link into Name of Link Click Add Link</p>
<p><u>Uploading Your Work (Lesson Plans)</u> After Accessing Course Assignments (DRF) Click Add/Edit Work Choose the Attachments Tab Choose <u>My TaskStream Work</u> (if on TaskStream) Select category: Lessons & select the lesson you want. Describe the lesson. Click Spell Check button & Add File button.</p>	<p><u>*SUBMITTING YOUR WORK FOR EVALUATION</u> First upload the relevant assignments. After Accessing Course Assignments (DRF) Click Evaluation Click Submit if this is your first time. Or click Resubmit if you have revised your work. *Please note that you must not just upload your work but also submit it for evaluation. These are two distinct steps.</p>
<p><u>Using TS Instant Messenger</u> Click TS Instant Messenger Click Down Arrow (Online Users) Select Online Users All Select People to Send Instant Message Click Send</p>	<p><u>Sending an E-mail</u> Click Message Center (E-mail) Choose the Compose Tab Click To: Click Programs Select Your Course Select People You Want to Send the email Click Save. Write email. Click Send</p>
<p><u>Finding & Adapting Lesson Ideas</u> Click Resource Manager (left side-bar) Click Cybrary (top tab) Click <u>Advanced Search</u> (mid-screen) Select & fill in appropriate areas. Click Search button. Click the lesson you wish to see. To go back to the results list, click <u>Search Results</u> (along maroon header across the top, under tabs) Once you have found a lesson you like, click Copy. Click Copy again. You may now edit the lesson via Lesson Builder.</p>	<p><u>Downloading Your Work (Save Offline)</u> Click Resource Manager (left side-bar) Click Pack-It Up (top tab) Follow instructions. They are lengthy but through. Note1: You cannot revise your work off-line & load it on again. This is a one-way procedure. Save the Pack-It-Up procedure for completely finished products. Note2: You are limited to five Pack-It-Up procedures per year. Save wisely. Remember you can also use the copy & paste functions to save your work.</p>

* The functions labeled with ALL CAPS are particularly important.

PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)

The Performance Assessment for California Teachers or PACT is a comprehensive state assessment for student teachers. It takes the place of the state TPA and includes both embedded assignments and a teaching event. The embedded assignments consist of key “signature assignments” within each university course. These signature assignments are entered each semester on an on-line subscription service, TaskStream, and evaluated in terms of the Teacher Performance Expectations (TPEs). All MS-BCLAD student complete this portion of the PACT.

The teaching event portion of the PACT takes effect in the 2008-2009 school year. (For the 2007-2008 school year, MS-BCLAD student are not required to participate in this portion of the PACT.) Teaching events take place at the school site. The PACT website defines “the Teaching Event [as] an extended documentation of a segment of student teaching. It is intended to be a capstone performance that integrates the learning throughout the teacher preparation program. It concentrates on 3-5 lessons or hours of teaching [and] is structured in sections corresponding to context for learners, planning, teaching, assessing, and reflecting,” (PACT Teaching Event Brochure, 2007: <http://www.pacttpa.org>).

After developing, completing and analyzing the teaching event, student teachers submit the cover pages, the plans for the developmental sequence of 3-5 lessons or hours of instruction that they have used in their student teaching assignment, two video clips taken from the teaching event (one in English and one in Spanish), and a series of essays based on their experience with the lessons in the classroom. The essays cover the context for learners, planning, teaching, assessing, and reflecting. For further details, and the writing prompts to be used, see the PACT Handbook developed by our department or the PACT website at www.pacttpa.org (note that the bilingual prompts differ slightly from others).

PACT Protocol

The teaching event takes place at the school site and should be directed entirely by the student teacher. The university supervisor or a peer will assist in videotaping a portion of the sequence of lessons for submission. (Parent permission is required prior to videotaping. Student teachers should follow district and site policies.) The lesson plans and assessments may be original or taken from existing sources. The cooperating teacher has final say over which lessons are used.

Summary of Requirements (to date) for the Bilingual PACT

Context Commentary – 2 p. form w/ short answers

- 3 pp single spaced response to 3 prompts (not evaluated)

Planning Instruction -- Plan a learning segment (approximately 3-5 lessons)

- Write reflections after each lesson (attach to reflections sect.)
- 5 pp of single spaced response to 7 prompts (varies by subject)

Instructing & Supporting -- Two video clips of no more than fifteen minutes total

- 4 pp single spaced response to 6 prompts

Assessing – Assessment and directions/prompt for assessment

- Rubrics used for grading
- 3 student work samples (strategically selected)
- 5 pp single spaced response to 7 prompts

Reflecting – Attach reflections here (from lessons)

- 3 pp single spaced response to 4 prompts

Total prompts = 27; Total pp *formal* writing = 20 pp single spaced. (Subject to change.)

THREE TIER PROCESS: OBTAINING A CLEAR CREDENTIAL

Tier level one: Completing Preliminary BCLAD Credential

To obtain a preliminary credential as you exit the BCLAD Credential Program, you must satisfactorily complete all program requirements. These include

- Passing the prerequisites and fulfilling all entry requirements,
- Completing the core courses (must have a B average and no grades below C)
- Submitting all signature assignments on TaskStream (with no grade below a 2).
- Passing PACT (as of 2008) -- see PACT Handbook or website for details.
- Passing the Reading Instruction Competence Assessment (RICA) [*exit requirement*]
- Completing the US Constitution requirement.
- Successfully finishing the first and second semesters of student teaching.
(CR for student teaching depends on supervisor and cooperating teacher evaluations)

To apply for their credential, students should submit their credential applications to the credential processing office early in their last semester. Credential applications may be submitted as soon as you have enrolled in your last courses but will not be processed until grades post at the end of the semester.

* Please be aware that requirements change as new legislation is enacted. This handbook reflects requirements as of 2007. Contact the Department of Education's Office of Student Services and/or Credential Processing for more up to date information.

Tier level two: First and Second Induction Years of Teaching

Once you complete the program requirements and are recommended for the BCLAD Preliminary Teaching Credential, you proceed to Tier Two. After receiving the Preliminary Credential, and upon employment within a California classroom, you will participate in an approved induction program leading to a Professional Credential. The results of your teacher performance assessment (TPA or PACT) should inform your Individual Induction Plan (IIP). You will use the California Formative Assessment and Support System (CFASST) during induction years. Your professional development will be guided by your school district or employer. At the end of the Tier Two process, teachers apply for the professional clear credential.

Tier level three: Professional Clear Credential –Credential Renewal

Upon successful completion of your professional credential, you are expected to renew your clear credential every five years. Renewal is done on-line for a modest fee and includes self verification of a minimum number of hours of teaching service and professional growth/development. (See <http://www.ctc.ca.gov/credentials/renewal.html> for details.) Your professional development work during this time will be guided by your employer using the California Formative Assessment and Support System (CFASST) introduced during the Tier Two teaching period.

STUDENT TEACHER INFORMATION

Student teachers may be aware and will soon realize more fully that teaching is a challenging and demanding profession. The role of the student teacher has its own unique demands because it requires being both teacher and student. The cooperating teachers and university supervisors are there to help student teachers make the transition to the teacher role. Remember that even the most experienced teacher can grow only if he or she is prepared to remain a student of new ideas and practices. There are many different ways to teach effectively. Student teachers must select ways that match their personality. Some practices help student teachers learn and others may hamper their learning. Student teachers are encouraged to take the advice of their cooperating teachers and university supervisors.

Student teachers are guest teachers at their schools under the immediate supervision of the cooperating teachers. As with other teachers, student teachers are responsible to the school administration. Most schools want student teachers to become active members of the faculty while they are there--helping with activities, attending parent-teacher meetings, etc. The cooperating teachers will guide student teachers in choosing what activities to attend. Student teachers should freely express willingness to participate.

The program coordinator and the site administration determine classroom placement based on the student's qualifications (indicated on the student teaching application), field experience, prior student teaching assignments, and the needs of the school.

School calendars and the University calendar are different. Although grades and student teaching evaluations must be submitted at the end of the University semester, it is sometimes recommended that student teaching assignment(s) extend beyond the school semester term. Many schools require this commitment for placement in the school. **IMPORTANT:** Before beginning the student teaching assignment, clarify with the university supervisor and the assigned school's administration the period of commitment in the student teaching assignment. Relationships between the University and school systems have been severely strained several times in the past by student teachers announcing that they will not complete the school semester. Student teaching evaluations nearly always reflect such action.

Transition Schedule

- For the first three weeks, student teachers will *primarily* observe & assist small groups while learning about the school, classroom culture, routines, schedule, and establishing rapport with students and staff. Assisting will be limited to small group lessons planned by the cooperating teacher. *Transition to full responsibility can be accelerated for the second student teaching assignment.*
- Student Teachers, Cooperating Teachers and Supervisors will consult the Guidelines for Classroom Involvement for increasing time for assisting and teaching toward assuming full responsibility. Adjustments will be made according to student teacher performance and needs in Midterm Evaluations.

- Weeks 4-7, student teachers will start to prepare and plan some lessons, and implement instruction for small group and whole class, adding responsibilities each week as documented in their Dialogue Journal.
- During weeks 8-10, student teachers will have increased responsibilities under the guidance and direction of the cooperating teacher and supervisor. Lesson Plans should be available for all observations.
- Starting at week 11, student teachers will assume full responsibility for preparing, planning & implementing instruction, in consultation with the cooperating teacher.
- Once the student teachers have assumed full responsibility, they will provide weekly plans to the cooperating teacher, supervisor and the school principal the Friday before each week begins.

Objectives for Student Teaching

The student teachers are expected to

1. Review and follow the Student Teacher Handbook and school site policies for guidelines regarding dress code, professionalism¹, roles and responsibilities.
2. Take the initiative and assume responsibility for their own professional development by availing themselves of the opportunities and resources provided during both student teaching assignments. Among other things, this means reading your handbook, introducing yourself to school personnel, and attending site meetings or trainings when possible.
3. Sign in at the school office each morning and report to class to prepare for the day 15 - 30 minutes *before* students arrive.
4. Coordinate daily schedule with Cooperating Teacher and observation schedule with Supervisor.
5. Develop a rapport with students, staff and other members of the school community.
6. Work closely with the Cooperating Teacher on classroom management techniques and follow through on suggestions and recommendations.
7. Prepare, plan, and implement instruction in accordance with the guidelines for classroom involvement, course requirements and supervision guidelines.
8. Participate in the full sequence of student teaching in each of the courses PLC 961 & 962 (following the site calendar) and assume full responsibility for a certain minimum number of weeks during the student teaching year (see your university supervisor or block coordinator for details).
9. Provide a continuous and satisfactory learning experience for all students in the assigned class.
10. Develop daily planning techniques and write clear lesson plans, normally with the use of stated instructional objectives. Refer to Appendix D and/or the Student Teaching Seminar Handbook for examples of lessons and lesson plan formats. During your weeks of full control, the university supervisor will be using an observation form to evaluate your work. (See Appendix F). You must provide structured lesson plans to attach to each formal observation during your weeks of full control.
11. Develop rapport with students and good class management control.

¹ *Warning:* In order to secure a professional image, it is highly advised that student teachers review and remove any questionable web pages, images, videos, or postings (e.g. on sites like My Space, YouTube, or Facebook) that could be accessed and linked to you by students or staff at your school site.

12. Develop techniques for varying classroom activities such as: presentations; small group work; individualized instruction; assessment/testing and grading procedures; audio-visual and other teaching aids; and additional standard classroom procedures.
13. Develop techniques for handling administrative responsibilities such as: attendance; grade book maintenance; ordering books and equipment; and other classroom management tasks.
14. Develop a collaborative relationship with the cooperating teachers leading to shared growth in professional matters.
15. Relate with the university supervisors as persons who bring professional and personal support to the teaching experience.
16. Take notes and follow through on suggestions and recommended changes from cooperating teachers and supervisors.
17. Complete assigned time duties as outlined by school administrator *without conflicting with university courses*.
18. Attend promptly and regularly all classes, conferences, scheduled meetings, and participate in other school activities. Make sure that you are aware of deadlines regarding university responsibilities.
19. Acknowledge and cooperate with school administrators in ensuring the welfare of the school student population. Familiarize yourself with emergency procedures.
20. Participate in professional discussions with the cooperating teachers and university supervisors. Make discussions productive by focusing on positive steps to take.
21. Attend and participate in all BCLAD program courses. Complete program requirements and coursework as expected.
22. Evaluate your own suitability to enter the teaching profession and either:
 - a. Be committed to that effort;
 - b. Take time off to reconsider entry into the profession (perhaps by applying for a leave of absence); or
 - c. Decide not to enter the teaching profession at this time.
23. Carefully save copies of the midterm and final evaluation forms (first and second student teaching assignment). Previous evaluations are often requested by school districts when they interview candidates for teaching positions. Student Services supplies copies of final evaluations (no midterms) to district Human Resources personnel. Students are expected to maintain their own copies. The PLC office cannot make copies for students.

In Case of Absence on a Teaching Day.

Student Teachers should have an updated substitute teacher packet ready. Student teachers must notify their cooperating teacher (CT), the school secretary, and the university supervisor if an absence is to occur. This is critical for the safety of the children in your classroom and also an essential of professional courtesy. Except in the case of a documented emergency in which the student teacher is unable to access a telephone, absences without proper notification are considered unauthorized and may be grounds for suspension of student teaching and/or initiation of de-selection procedures. Repeated absences, even when excused, may require additional days of practicum at the end of the semester. When in doubt in regard to protocol, always contact your university supervisor.

Communication

To facilitate communication,

1. Use e-mail to stay in touch with the supervisor, the block coordinator, etc. Check e-mail daily and respond promptly. In emergencies, always call as well as e-mail.
2. Exchange phone numbers and e-mails with cooperating teacher and supervisor.
3. Provide office staff and site administrator with contact information.
4. In the case of an emergency or absence, contact 1st) cooperating teacher, 2nd) school office, and 3rd) supervisor.
5. Provide classroom schedule to supervisors, indicating routine activities.
6. Check school calendar for conferences, modified days, testing, holidays, etc. Check Fridays for special events & changes the following week.
7. Clarify uncertainties promptly with cooperating teacher and/or supervisor.
8. Maintain a Dialogue (Interactive) Journal with cooperating teacher and supervisor, to include observations, notes, questions, feedback, reflections, etc. Take the initiative to follow up on concerns by phone, e-mail, or scheduled conferences as needed. Dialogue (Interactive) Journals will also be used to document
 - o the transition process,
 - o weekly planning sessions with the cooperating teacher(s), and
 - o the supervisor's observation schedule.
9. Cooperating Teachers and Administrators may contact Supervisors at anytime. Block Coordinators will also provide contact information.
10. See Protocol for addressing concerns that might arise.

Note: Student teachers are responsible for providing pertinent and timely information to professors, supervisors, and cooperating teachers of any relevant disabilities or handicapping conditions. Don't wait until problems come up. Make sure everyone has the information they need from the start. All student teachers are held to the same high standards but reasonable accommodations will be made where appropriate.

Importance of Good Grades in the Program.

Throughout the credential program, a grade point average of 3.0 (B) or better is required in core courses. Grading standards are described in Appendix G. In such cases, the candidate will be referred for intervention (see section on the Intervention and Deselection Process). A grade lower than a "C" in any course is not acceptable for credential course credit and will make the candidate ineligible for a positive departmental recommendation for the BCLAD Single Subjects Credential. An overall average less than a 3.0 ("B") may prevent the student teacher from continuing in the program until the courses are retaken and acceptable grades are obtained. Any grade of incomplete "INC" or Satisfactory Progress "SP" or any grades under "C" may also prevent the student teacher from student teaching.

Note: Attend to all INC's or "SP's" as soon as possible, ideally before the start of the next semester. Be aware that uncleared incompletes convert to Fs after one year and can severely lower your grade point average.

Student Teaching Placement Considerations

1. Cooperating teachers must have at least three years of full-time teaching experience and CLAD or BCLAD certification or the equivalent.
2. Present credential legislation requires that student teachers have a variety of cultural and linguistic (Spanish/English) experiences in their assignments. The PLC Department, therefore, requires that at least 50 percent of the student teaching experience occur in a school with bilingual instruction with at least 25 percent ethnically diverse students.
3. Student teachers are placed one semester in a K-3 school classroom and one semester in a 3-6 classroom. This is not absolute, but is recommended for two reasons:
 - a. Student teachers gain a broad perspective of elementary schooling, particularly the variety of experiences that each student receives before graduating from 6th grade.
 - b. It is not possible to predict where employment opportunities may occur. It is advantageous during an interview to have experience at both the lower and upper elementary school grade levels.
4. Be cognizant that the Policy Studies Department/College of Education has limited funds for supervisory travel expenses. Whenever a university supervisor visits the student in the school, gas mileage is involved. Placing only one or two students in a particular school will normally not be possible due to financial constraints.
5. Depending on the status of the required prerequisites for the student teacher, first semester placement (PLC 961) begins at about the first week of a given University semester. Second semester placement (PLC 962) usually begins at about the second week of the spring University semester.

First and Second Semester Responsibilities:

1. **First Semester Teaching Load:** The teaching experience begins with classroom observations and classroom assistance. Students typically report to school on Thursdays and Fridays, and spend approximately three weeks observing, helping, and planning before starting transition. The observation period may vary with the nature of the class, the student's own experience and maturity, and the appropriate time for changing teachers in relation to unit sequence. No student teacher should observe for less than one week nor for more than four weeks before starting to assume teaching responsibility. During the observation period, it is important to pay particular attention to: the nature and behavior of the class; management and control techniques; relationships between teacher and students; teaching methods; use of instructional materials; and planning and organization. The following are recommended:
 - a. Make a seating chart to learn the students' names. Additional information about the students can sometimes be obtained from the teacher or school counselor.
 - b. Help with attendance records, preparation and scoring of tests, and with any other classroom duties.
 - c. Work with the Cooperating Teacher to prepare a unit plan and detailed daily lesson plans with stated instructional objectives for when you take over teaching (typically this should be completed by the 8th week).

Transition into student teaching calls for the students teacher to take control of some groups by the 4th week of their first semester assignment. At that point, student teachers also should start the transition into full responsibility for lesson planning, evaluation of students, and all classroom matters. Student teachers should fully inform their cooperating teachers of the planned lessons and evaluation procedures. By the 11th week, student teachers should take full responsibility for all aspects of the teaching experience.

Student teachers must attend the PLC 960 seminar concurrently with PLC 961. This course provides opportunities to discuss with professors and fellow students the common problems and concerns as they arise during the teaching experience. The student teachers cannot be excused from attending seminar because of employment.

2. **Second Semester Teaching Load.** In the second semester, student teachers normally have a full time placement in the selected classroom (all day, Monday through Friday). The guidelines are generally the same but transition into student teaching is accelerated during the second teaching assignment. Student teachers should confer regularly with their cooperating teacher regarding the class and progress of their students. A journal should be kept that interacts with the cooperating teacher on any issue in the training experience. Plans and evaluation procedures should be shared with cooperating teachers. The cooperating teacher should regularly observe the student teacher and provide constructive feedback. It may also be helpful for student teachers to observe occasional demonstration lessons taught by the cooperating teachers throughout the semester.

Student teachers must attend the PLC 960 seminar concurrently with PLC 962. This course provides opportunities to discuss with professors and fellow students the common problems and concerns as they arise during the teaching experience. The student teachers cannot be excused from attending seminar because of employment.

3. **Conferences.** Regularly scheduled conferences will assure adequate planning and effective evaluation. Student teachers are responsible for providing time in their schedules for conferences with their cooperating teachers. Initially, these conferences should occur daily. Remember, it is your responsibility to initiate conferences and set up a regular meeting schedule. If your cooperating teacher is unable to meet with you on a regular basis, please contact your university supervisor.

4. **Supervision.** The Policy Studies Department must be contacted if a student teacher has not met with the university supervisor by the second week of the assignment. A university supervisor will visit student teachers a *minimum* of 8-10 times throughout the student teaching assignment, with 3-6 being formal evaluations.

5. **Absences.** In the event of an absence or tardiness, student teachers must notify the principal's secretary at least two hours before class starts or as soon as possible. The cooperating teacher and the supervisor should also be notified. An absence of more than two days in each semester must be reported to the program coordinator. Except in the case of a documented emergency, *absences without proper notification are considered unauthorized and may be grounds for suspension of student teaching and/or initiation of de-selection procedures.* Even with notification, unjustified absences for more than two days can lead to deselection from student teaching process. Repeated absences, even when excused, may require additional days of practicum at the end of the semester.

6. **Dress Code.** Candidates are expected to dress in a professional manner—respecting the school community expectations. This generally means professional style casual attire – slacks and/or dresses. No short shorts; no flip flops. *Note:* schools that require student uniforms often expect faculty to meet a higher standard of professional dress. While on

site, candidates should familiarize themselves with and adhere to the district and school dress codes for teachers.

7. **Ethical Code.** Candidates are expected to behave professionally and appropriately with their professors, their peers, their students, and on the school site. This includes taking an active role in fighting discrimination and creating a safe environment for students. Please note that issues such as violation of the ethical code, plagiarism, lack of response or inappropriate responses to cooperating teacher and/or supervisor and/or Block coordinator can lead to intervention and/or deselection in program. Any suspected or alleged child abuse must be immediately reported to Child Protective Services.

8. **Dealing with Problems.** If you are faced with a conflicting situation regarding your practicum, or any other issue involving your student teaching—you are expected to **follow protocol**. Begin by outlining the situation to the person most directly involved and requesting help. Inform the cooperating teacher and/or university supervisor. Document all interventions. If the situation continues, contact the Block Coordinator. If you are unsatisfied with the outcome at that point, call for a meeting of the Department Admissions and Retention Committee. Next in the chain of authority is the Department Chair, the Assistant Dean of Students in the College of Education, the Dean of Education, etc. Under normal circumstances, you should never go to the next level without first giving the person below a chance to address the problem. This demonstrates professional respect and increases your chances of reaching a cooperative resolution.

Recommended Student Teacher Timeline of Activities

All candidates are expected to complete the required weeks of student teaching at their school site. For a chart summarizing the guidelines for classroom involvement, refer to the section for cooperating teachers.

First Week

- Introduce yourself to the supervisor, cooperating teacher (CT), counselors, principal and other relevant personnel.
- Share your course syllabi and the student teaching handbook.
- Gather school information, e.g. handbooks, maps, schedules.
- Get to know your way around. Introduce yourself to school personnel. See “A Letter to New Student Teachers” for recommendations.
- Familiarize yourself with school procedures, e.g. attendance, tardies, detention, referral, suspension, grade submission.
- Get to know available district and community resources, e.g. resource teachers, libraries, Child Protective Services, after school programs.
- Plan an observation and participation schedule with the CT.
- Map out specific duties and expectations. Arrange conference times.

Weeks 1-3

- Be in the classroom as scheduled to assist and/or make written observations.
- Confer daily with the CT to discuss observations, report on activities and prepare for gradual assumption of full teaching responsibilities.
- Make a seating chart. Pull student records (CUM files) to check for students with special needs. Get to know the students.
- Get to know the students. Consider asking students to share their best and worst experiences in your subject area. Encourage them to identify goals.

- Meet with CT to prepare your grading policy and classroom management plan. Note behaviors, incentives, and consequences.
- Familiarize yourself with the curriculum. Work with CT to create unit plans.
- Participate in school activities and assigned work.
- Communicate regularly with your supervisor. Send a weekly e-mail update.
- Attend regular university classes and seminars.

Weeks 4-7

- Be in the classroom daily. Start to assume responsibility, i.e. take control of some groups and/or procedures.
- Confer regularly with the CT to set short and long term goals and plan units and topics to be utilized during period of responsibility.
- In collaboration with CT, arrange for opportunities to teach lessons.
- Continue to participate in school activities and assigned work.
- Continue to communicate regularly with supervisor. Discuss lesson plans and format. Arrange observation schedule.
- Continue to attend regular university classes and seminars.

Weeks 8-10

- Assume more responsibility for class. Have a substitute plan ready for emergencies. *If you need to be absent or leave early, be sure to inform your CT in a timely manner.*
- Continue to confer regularly with the CT. Discuss lesson plans, student performance, grading and other relevant topics.
- Reflect on your teaching experience, e.g. keep a teaching journal.
- Inform students of their progress in class.
- Contact parents/guardians regularly. Log calls/visits.
- Continue to participate in school activities and assigned work. Attend faculty/staff meetings, inservices and other appropriate professional activities.
- Meet regularly with supervisor for observation and conferencing.
- Discuss midterm evaluations with CT and supervisor. Decide on areas that need improvement. Report regularly on progress.
- Continue to attend regular university classes and seminars.

Weeks 11 and on

- Follow procedures from weeks 8-10 but with full responsibility for class.
- Final evaluations are *submitted to the Policy Studies Office as proof of completion.*
- Request letters of recommendation, if desired.
- Your supervisor will arrange for a three-way exit interview to discuss the final evaluations and the student teaching experience.
- Before leaving student teaching, prepare and submit grades and supporting records to CT.

COOPERATING TEACHER INFORMATION

The cooperating teachers are the professional guides for student teachers seeking to enter the teaching profession. They also become strong personal supporters of the student teachers. Considerable growth is expected to occur in the student teacher due to new experiences and insights. Working with student teachers is different than working with regular students. Not every classroom teacher finds an assignment as a cooperating teacher to be an easy one. It is often difficult to determine how much freedom or guidance a particular student teacher needs. The goal of the assignment is to enable the student teacher to have in-depth experiences in terms of instructional development and delivery, student evaluation, classroom control, and teaching styles. Cooperating teachers have a dual responsibility. They work to help student teachers become successful teachers. They also retain responsibility to ensure that student teachers are provided with satisfactory learning experiences throughout the semester.

Assignment of Cooperating Teachers and Placement of Student Teachers

Cooperating teachers have a minimum of three years teaching experience and are CLAD or BCLAD certified. Some districts also require cooperating teachers to have completed mentor training. Cooperating teachers are selected through District Human Resources in consultation with site administration. Placement of student teachers is arranged via the site administrator, district human resources, and the appropriate BCLAD block coordinator. Cooperating teachers have final say over whether they accept the placement. Working with student teachers requires a special set of skills. Cooperating teachers should evaluate the patience and time they have available and decide accordingly. Once matched with a student teacher, cooperating teachers will meet with a university supervisor who will provide updated program information and review their responsibilities.

Stipends

Cooperating teachers receive a stipend from the University in appreciation of the extra effort they make to welcome and support student teachers. Typically Cooperating Teachers do not see the stipend until 3-4 months after the semester they served is over (depending on the speed of their districts to return an invoice to SDSU Accounts Payable). The last day of fall semester is in early January. The last day of spring semester is in late May. This means that fall stipends may not show up until the following May and spring stipends may not show up until September. In some districts the stipends are held at the district office available for pick-up. In other districts, they are added onto the regular paycheck. If you are not sure of the procedure in your district, ask at Payroll or Human Resources. Remember, this process takes about 3-4 months after the semester is over -- so wait at least that long before calling

Initial Trial Period and Changes in placement

The first three weeks of the student teaching practicum are designed to familiarize the student with the school and classroom communities, routines, compatibility with his/her assignment, and Cooperating Teacher/Student Teacher (CT/ST) personalities. It is recommended that during this time, the student teacher be allowed to primarily observe and assist, with a minimum of teaching if requested by the CT. *If during this period, either party feels that the placement is not in the best interest of the particular classroom*

program, and/or the student teacher's professional development, the CT and ST should immediately contact the supervisor and Block Coordinator to discuss the issue. At that time, all parties will confer to determine the best solution in regard to the placement. Changes in placement are sometimes necessary but they are difficult to secure and never made simply for convenience. Changes may require an extended student teaching placement.

Objectives

The cooperating teachers (CT) will:

1. Provide a model of teaching for student teachers to observe and adapt to their use. This model should represent basic principles of the teaching/learning situation.
2. Schedule a regular weekly conference time with student teachers for planning, preparation, and documenting increasing responsibilities.
3. Give the student teachers an opportunity to *observe for approximately the first 3 weeks*. Assisting should be limited to individuals and small groups. (Transition to can be accelerated for the Second Student Teaching Assignment.) During this observation period, student teachers should be taking notes, asking questions and becoming familiar with the nature and operation of the class. Student teachers should pay particular attention to management and class control techniques, relationships between the teacher and students, teaching methods, use of instructional materials, planning, and organization. Student teachers in the first three weeks should also
 - a. make a seating chart to learn the students' names,
 - b. assist with attendance records,
 - c. prepare and score tests,
 - d. grade papers,
 - e. assist with any other classroom duties, and
 - f. work/tutor/teach small groups.
4. Student teachers are required to *observe actively* and maintain a **dialogue journal**. This journal should be interactive between the student teacher and the CT.
5. See the student teachers as professionals and convey this acceptance to the class.
6. Introduce the student teacher to the school faculty and to other faculty members. This will help the student teachers assume the role of responsible beginning professionals who are accepted as co-workers by the faculty.
7. Acquaint the student teachers with school policies, records, and facilities.
8. Help the student teachers develop communication with the students and establish methods of classroom management/control appropriate to individual, small group, and whole class situations. This is the most challenging area for most teachers.
9. Review and participate in the student teacher's Dialog Journal used to document ongoing communication and increasing responsibilities.
10. Aid the student teachers in acquiring and using available instructional materials.
11. Help the student teachers write lesson plans related to the grade level and class content and develop a variety of class activities. Writing objectives is one element of this capability. Student teachers need significant support in lesson planning.

12. Help the student teachers develop techniques for assessing and evaluating and grading student work.
13. Maintain frequent communication with the student teachers and provide continuous positive feedback on performance through conferences and the dialogue (interactive) journal. Student teachers need to know what they are doing right as well as what needs work.
14. Encourage the student teachers to improve classroom performance by discussing any limitations frankly and objectively. Criticism should be constructive and not occur in the presence of students or other teachers. Flexibility should be allowed in both methods and styles of teaching.
15. Address concerns with student teachers and contact supervisors as needed. Work with the university supervisors to assist student teachers to resolve concerns and evaluate their suitability to enter the teaching profession.
16. Complete the written mid-semester and final semester evaluations by the due dates. (Allow time for review and discussion of the evaluations with the student teacher and supervisor before submitting the forms to the university supervisors.)
17. Participate in a three-way exit interview with the university supervisor and student teacher. Discuss the student teaching experience and final evaluation.

Guidelines for Classroom Involvement

WEEK	First teaching assignment: <i>Thursdays & Fridays only</i>		Second teaching assignment <i>Monday -Friday</i>	
	1-3	Observe	75%	Observe
	Assist	25%	Assist	50%
4-7	Observe	50 – 60%	Observe	20 – 30%
	Assist	30 – 40%	Assist	30 - 50%
	Teach	5 – 20%	Teach	20 - 50%
8-10	Observe	10 – 20%	Observe	10 – 20%
	Assist	30 – 40%	Assist	20 – 40%
	Teach	40 – 60%	Teach	40 – 70%
11 - ?	Observe	0%	Observe	0%
(open	Assist	0%	Assist	0%
ended)	Teach	100%	Teach	100%

A university supervisor will contact you to discuss this placement, the university calendar, and the transition to full classroom responsibility. You will also be provided information on the program, evaluations, and supervision. Evaluation forms, accompanying rubrics, and instructions for their use can be found in appendices A-C & at the Policy Studies Website: http://edweb.sdsu.edu/PLC/resources/policy_studies_supervisor.htm (under “Resources”).

Definition of Terms:

Assisting: The Student Teacher is assisting the Cooperating Teacher in the presentation of a lesson or in the supervision of student work, but the Cooperating Teacher has overall responsibility for the planning and execution of the lesson or activity.

Observing: The Student Teacher is specifically observing the Cooperating Teacher as she/he teaches a lesson, often with a specific purpose in mind, i.e., modeling of teaching behaviors and management techniques prior to assumption of teaching responsibilities

in that curricular area or when concerns in a particular area have been noted and the Cooperating Teacher is modeling effective techniques to use in addressing them.

Teaching: The Student Teacher is in charge of the lesson for the whole class or group; has prepared a plan in advance and the plan has been reviewed with the Cooperating Teacher.

Evaluation of Student Teaching:

A major function of a cooperating teacher is to provide regular feedback to the student teachers, so that improvement can be made where necessary and good practices reinforced. While the feedback process is accomplished most frequently through conferences and notes on lesson plans, tests, and other materials, the cooperating teachers need to complete a formal written evaluation at mid-semester and a final at the end of the university semester. (See appendix C.)

Evaluation Guidelines.

Instructions, a rubric, and the evaluation instrument can be found in appendices A-C. The following interpretations of the evaluation rating scale may be helpful:

Practice Not Consistent with Standard Expectations means a student teacher has shown a weakness or is lacking in a given area. This weakness has had an adverse effect on the students in the classroom.

Developing Beginning Practice means a student teacher has met most of the requirements in an acceptable manner and has shown willingness and ability.

Maturing Beginning Practice means a student teacher has met all requirements and has shown some individual initiative with respect to the quality or skill/trait evaluated.

Not Observed means a cooperating teacher has not had an opportunity to observe the particular qualities or traits.

Please note that the student teachers should be evaluated as a beginning student teacher and not compared to seasoned professionals. *Evaluations should relate specifically to teaching abilities and should not reflect opinions about a student teacher's personal life, appearance (other than issues of professional dress), politics, or values.* It is important that written comments be included as well. Most helpful to future employers are specific examples of teaching behaviors, successful lesson/activities, and suggestions of ways the student teacher can improve. The student teacher and cooperating teacher both sign the evaluation forms. Evaluations lacking signatures are not valid. Upon previous arrangement with the university supervisor, extensions can be granted to those wishing more time to work with the student teacher.

Once completing the program, the candidates move to the INDUCTION period of their development with the goal of demonstrating ***Experienced Practice***

Unacceptable Work.

When a cooperating teacher determines the work of a student teacher is unacceptable, there are specific guidelines to follow.

1. Conference with the **student teacher**. Explicitly state the concern(s). Outline steps to be taken and goals to be achieved by specific dates.
2. Conference with the **university supervisor**. The university supervisor will make a written report of the conference. Sign and date the report.
3. **Triad meeting** with the cooperating teacher, student teacher, and university supervisor. Make written report listing deficiencies to be corrected by prescribed date, signed and dated by the three participants. Each participant should have a copy. In addition, the university supervisor will give a copy to the Block Coordinator.
4. Complete **written evaluations** of progress (or lack thereof) according to the timeline agreed upon. The evaluations provide documentation for the deselection of candidates.

Cooperating Teachers have the right to resume control of the class at any point. Note, however, that drastic actions such as resuming control are generally reserved for critical situations and always trigger the intervention process.

Cooperation with the University Supervisor

A university supervisor will visit a *minimum* of eight to twelve times during the semester. Each university supervisor will work as closely as possible with the cooperating teachers in the general supervision of the student teacher. Cooperating teachers should discuss any problems, observations, etc., with the university supervisor. Student teachers need to meet with their university supervisors within the first few weeks of the commencement of the teaching assignment (see section on Student Teacher Information). If a university supervisor has not met with a student teacher, inquiries can be made to the Policy Studies Department (619) 594-5155.

Recommended Cooperating Teacher Timeline of Activities

First Week

- The university supervisor will meet with all cooperating teachers at your site to orient you. *Provide your SS# to ensure stipend payment.*
- Orient your student teacher/s (ST) to the school site and class.
- Plan an observation and participation schedule with the ST. Map out specific duties and expectations. Arrange conference times.
- Contact ST on a regular basis to discuss concerns, successes and related topics. Suggest the use of a student teaching journal to keep you apprised of activities, successes and concerns.

Weeks 1-3

- Your ST should be observing and participating on a daily basis.
- Confer daily with ST to discuss observation and participation.
- Arrange for gradual assumption of full teaching responsibilities by ST.
- The university supervisor will be checking to ensure that the ST is fitting into class routine and school environment and/or *to determine appropriate placement.*

- Your ST may have university assignments which require collaboration from you. Provide class time as needed.

Weeks 4-7

- Meet regularly with ST. Set short and long range goals. Map out units and topics to be covered.
- Discuss lesson planning format (see Appendix D). Provide detailed examples. Resolve any discrepancies with university requirements.
- Provide opportunities for ST to implement lessons. These may be whole group or small group activities. Follow up with reflection and feedback.
- Communicate with University Supervisor as needed.
- Complete mid-term evaluation. Provide concrete suggestions for growth plan improvement (see the instructions, rubric and evaluation instrument in Appendices A-C). Discuss with University Supervisor. Check progress.

Weeks 8-10

- Confer with ST as needed to assist in lesson/unit planning and other appropriate topics.
- Assist student teacher in assuming full teaching responsibilities.²
- Observe ST regularly, guide in reflection and provide verbal/written feedback.
- Occasionally ST may need to leave early to attend a special seminar or job fair. In addition, illness is not uncommon during the stress of student teaching. Arrange a notification procedure. ST should be guided in writing a substitute lesson plan.

Week 11 and on

- Provide support as needed to student teacher in full control of the class.
- Continue regular observations and conferences.
- Complete final evaluation.
- Write letter of recommendation if requested.
- University Supervisor will arrange for a three-way exit interview to discuss the final evaluation and the student teaching experience.

Student Teaching Calendar

Student teachers start with observation then gradually assume responsibility for teaching until they are in full control of the classroom, with the second placement more accelerated in terms of responsibility. The California Commission on Teacher Credentialing (CCTC) requires that the student teacher be in full control for a minimum of four weeks of all day, full-time student teaching over the course of the year. Transition should generally follow the schedule outlined under “Classroom Involvement.” (See also the “Transition Schedule in the student teaching section.) The university supervisor will provide you with additional guidance as needed. Student teaching placements conform to the SDSU academic calendar. Fall semester placements typically extend from the end of August to early December. Spring semester placements extend from late January to late April (current as of 2007-2008 but subject to change as legislation changes).

² Second semester student teachers may start earlier.

Classroom Involvement for 1st Student Teaching Placement

	Minimum Expected Student Teacher Activities	First Teaching Assignment %
	<i>Placement</i>	<i>Thurs, & Fri. only</i>
Weeks 1-3	Observe routines and procedures. Interact with individual students. Learn names, anticipate classroom/teacher needs, and display initiative in working with students.	Observe 75% Assist 25%
4-7	Above plus: Interact with groups of students and teach at least one class session each week, possibly team teaching with cooperating teacher. Plan with cooperating teacher at least two times a week. Discuss behavior management strategies and long-range goals.	Observe 50 - 60% Assist 30 - 40% Teach 5 - 20%
8-10	Continue increasing teaching responsibilities. Cooperating Teachers should model some lessons to offer opportunities for reflection on planning, implementation and assessment of lessons and student learning.	Observe 10-20% Assist 30-40% Teach 40-60%
11- ? (open ended)	Teach all subjects. Actively engage in curricular planning with Cooperating Teacher. With Cooperating Teacher, reflect on planning, teaching, and outcomes.	Observe 0% Assist 0% Teach 100%

Classroom Involvement for 2nd Student Teaching Placement

	Minimum Expected Student Teacher Activities	Second Teaching Assignment %
	<i>Placement</i>	<i>Mon. - Fri. (full week)</i>
Weeks 1-3	Observe routines and procedures. Interact with individual students. Learn names. Participate in planning sessions with Cooperating Teacher. Discuss behavior management strategies and long-range goals. May begin team teaching some lessons with the Cooperating Teacher.	Observe 50 Assist 50
4-7	Increase teaching responsibilities. Cooperating Teachers continue to model some lessons. Plan with cooperating teacher at least two times a week. Attend meetings, such as staff development, faculty, and departmental. Participate in appropriate committee work.	Observe 20-30 Assist 30-50 Teach 20-50
8-10	Above, plus: Assume majority of responsibility for instruction. Actively engage in curricular planning with Cooperating Teacher. With Cooperating Teacher, reflect on planning, teaching and outcomes.	Observe 10-20 Assist 20-40 Teach 40-70
11- ? (open ended)	Above, plus teach all subjects and take full responsibility for instruction, management, and assessment.	Teach 100

UNIVERSITY SUPERVISOR INFORMATION

The university supervisors have a dual role. First, they help student teachers grow toward becoming young professional teachers. Second, they can help promote a mutual understanding between schools and the university as both institutions work together to train new teachers.

As indicated, Supervisors will observe the student teacher a minimum of eight to twelve times. It is recommended that these visits be extended throughout the semester. *More than one class period observation during the same day will count as one visit.* A minimum of three to five formal written observations with post-conferencing notes and the appropriate student lesson plans are required from the university supervisors. The first three weeks of the semester most of the methods courses emphasize lesson planning. Please, assist the students during this period. *If you believe that there is a particular problem in relation to student teaching performance, or you foresee that additional help will be needed in assisting the student, please notify your block coordinator as soon as possible.*

Objectives

The university supervisors will

1. Interpret to the school administration and to the cooperating teachers, the requirements of the student teaching experience, providing on-site orientation and counseling.
2. Request a classroom location with journal available as well as lesson plans when appropriate.
3. Ensure that the placement of a student teacher is satisfactory for the student teacher's growth. Support the cooperating teachers in providing an appropriate climate to promote student teacher growth. At times, this may involve helping synthesize professional philosophies, techniques, and practices that the student teachers may encounter in their student teaching experiences.
4. Help the student teachers to develop teaching skills and form positive professional attitudes. Reflect a variety of subject area knowledge and pedagogical strategies. Provide direction in lesson plan format. (See Appendix D.)
5. Meet with the cooperating teachers no later than the second week in the placement to ensure there is mutual communication between the cooperating teachers and their student teachers.
6. Document student teaching achievements per the Teacher Performance Expectations (TPEs). Meet periodically with the cooperating teachers to assess the student teachers' growth and how well they are meeting the TPEs. (See Appendix E for list of TPEs).
7. Support the student teachers both personally and professionally to develop skills, attitudes, and practice excellence in teaching while monitoring transition into increasing responsibilities. (See Recommended Timeline of Activities in the Student Teacher information section and Student Teaching Calendar in the Cooperating Teacher section.)
8. Visit the student teachers and regularly observe their teaching at some length (30-45 minutes minimum). The supervisors are responsible for at least eight to twelve visits spaced over the student teaching experience semester. Supervisors should advise of changes or cancellations as soon as possible. Student Teachers are asked to do the same. Student teachers will confirm observations and advise cooperating teachers.

While supervisors can visit any time, observations are scheduled in advance for lessons that student teachers, in conference with cooperating teachers, are responsible for planning, preparing, and implementing. At least three to five visits should consist of formal observation and full clinical supervision cycles. Formal observations need to be documented on PLC observation forms (see Appendix F). For informal visits, supervisors may simply list the date, time, and activity. Observation records and documents should be submitted to the block coordinator at the mid and final points of the university semester. Observations then go into the student teachers' files.

9. Provide constructive feedback and follow up observations as needed, either immediately or by phone or email, or scheduled conference time. Help the student teachers evaluate classroom performance (self-evaluation). One way to do so is to ask the student teachers what went well and what they would change.
10. Evaluate the student teachers' work. This involves documenting site visits and writing a mid and final semester evaluations for their placement files (see Appendices A-C or PLC Web-site). Supervisor's evaluations must be signed by both the supervisor and student teacher. Unsigned evaluations are not valid.
11. Collect the mid-semester and final semester evaluation forms written by the cooperating teachers and supervisor, and hand them into the appropriate BCLAD Block Coordinator by the due dates.
12. Act as the representative of the Policy Studies Department in dealing with the student teachers, the cooperating teachers, and the school administration. Be sure to check in with the site administrator at least once during each placement. Acting as the PLC representative may involve "trouble shooting" from time to time. Having a sensitive ear is a great asset to the university supervisor.

Fostering the Development of the Student Teacher

1. Not all classroom situations provide a full range of instructional experiences. For example, a class taught on an entirely individualized basis will not provide the student teachers with opportunities to develop large-group instructional and management procedures. Sometimes the result of this is not realized until the second semester when a student teacher has difficulty managing his/her second semester assignment. University supervisors need to ensure that such experiences are provided during the first assignment.
2. The match in personality between a student teacher and cooperating teacher is a vital one to promote student teacher growth. The university supervisor may need to help foster the development of an appropriate climate of communication. Sometimes a university supervisor may need to recommend an alternative placement. Alternative placements may require an extended student teaching period.
3. It is important that both cooperating teacher and student teacher feel that the university supervisor is there to offer support and assistance.

School and University Calendars

School and University calendars do not coincide. It is important that the student teachers be aware that some placements may require the student teacher to remain until the end of the school semester so that the learning processes in the classroom will not be interrupted. Legally, the University cannot require a student to continue the assignment after the end of the University semester. However, individual schools and school districts may refuse to accept students who will not complete the school semester.

SCHOOL ADMINISTRATION INFORMATION

School administrators have an important role in placing and orienting the new student teacher. Administrators set the tone for the whole school and can make a student teacher feel welcome or alienated, depending on how they interact. Administrators are encouraged to greet student teachers when they first arrive and ensure that they receive the information they need.

Placement

School administrators, in consultation with district human resources and the credential block coordinator, provide placement of a student teacher with a cooperating teacher(s) who have the ability and inclination to work with student teachers and guide their professional development. Cooperating teachers should possess the attributes listed under *Cooperating Teacher Information*. Three years of prior teaching experience and CLAD or BCLAD authorization are required before appointment as a cooperating teacher. Some districts also require Cooperating Teachers have completed mentor training. It is important that the cooperating teachers have time to work with the student teachers to guide their growth, and that the student teachers not be used in any way as a substitute for a teacher already carrying a "heavy workload."

FIRST SEMESTER ASSIGNMENT. During the first semester of the student teaching assignment, student teachers are typically placed in lower elementary grades (K-3). Student teachers are on campus Thursdays and Fridays for the full day. Student teachers spend at least 13-15 weeks in their assigned schools.

SECOND SEMESTER ASSIGNMENT. During the second semester of the student teaching assignment, student teachers are typically placed in upper elementary grades (3-6). Student teachers are on campus all day, Monday through Friday. They typically spend another 13-15 weeks in their assigned schools, usually a different school from the first semester.

As noted in the BTSA trainings, most teachers find their beginning years challenging. However, certain teaching assignments, e.g. multiple course preparation, combination classes, large number of underperforming students, many extra-duty activities, are recognized as being particularly challenging for a teacher in training. Please avoid such assignments when placing student teachers.

Administratively Assigned Duties

Where possible, administrators should create a schedule of activities for the student teacher. The assigned duties designed to give the student teachers experience in the variety of activities that are professionally expected of teachers in that school. Some of them may be routine in nature, but they should be rotated. The following experiences might be valuable: rotating **duties** such as lunch and security supervision; **work** with faculty and staff in the special education department, the attendance office, the counseling office, the media center or library, and the career center; and **observation** of teachers with strong curricular skills, technology use, methods, or management techniques. Student Teachers are juggling many demands on their time and

administratively assigned activities should not interfere with student teaching or university coursework.

Objectives

The school administrator will:

1. Work with district human resources and the credential block coordinator to provide appropriate placements for student teachers.
2. Accept the student teachers as professionals and as members of the school faculty. Encourage the acceptance of the student teachers by parents and students.
3. Orient the student teachers to the philosophy of the school and its policies regarding attendance, special drills, home study, classroom control, instructional facilities, grading and reporting practices, special services, safety, physical plant, and the school community.
4. Inform the student teachers of school procedures for teacher absences, field trips, extra curricular activities, and use of equipment.
5. Prepare a list of administratively assigned duties for the student teacher to carry out.
6. Facilitate as needed in the remediation of any concerns that might arise. A university supervisor can act as a mediator in a sensitive situation.
7. Work with the university supervisors as the representatives of the Policy Studies Department.

See Recommended Timeline of Activities in the Student Teacher information section and Student Teaching Calendar in the Cooperating Teacher section for the suggested process for the student teacher and cooperating teacher to follow during the first and second semester of the student teaching experience:

INTERVENTION PROCESS

Teacher Candidates have a tremendous amount of responsibility and are held to high standards of professional behavior. Occasionally they may experience difficulties fulfilling these responsibilities and meeting the standards of professional behavior. Supervisors, professors, cooperating teachers, and the teacher candidates themselves are responsible for evaluating performance or needs and initiating interventions as needed.

Self Assessment by the Teacher Candidate

During the entire student teaching experience, a student teacher needs to develop appropriate and reasonable procedures of self-evaluation. If student teachers are experiencing difficulties in their course work or student teaching placement, they are responsible for informing professors and/or university supervisors of the situation and seeking help within the school and/or university community.

Course Withdrawal

A student teacher, in consultation with the block coordinator (or the cooperating teacher and the university supervisor in the case of student teaching placements) can choose to withdraw from a course without grade penalty up to the last date of withdrawal as specified in the given semester class schedule (typically the second or third week). Please be aware that course withdrawal will usually add an extra semester onto your program.

Leave of Absence

Due to extenuating circumstances, a student may request a leave of absence. A letter indicating the reasons justifying the request should be addressed to the PLC Admission and Retention Committee. If approved, the student is responsible for meeting all applicable SDSU and PLC regulations regarding leaves of absence.

Referral by Cooperating Teachers, University Supervisors, and/or Instructors

Intervention may be initiated by Cooperating Teachers, University Supervisors, University Instructors, and/or Block Coordinators who either have concerns about a particular candidate or feel that the candidate could benefit from some additional help. Intervention generally follows the regular protocol outlined under Policy Studies Department Office Procedures and includes a series of conferences and observations. The procedures are currently under review. Student will be notified about the updated information as soon as it becomes available.

DESELECTION PROCESS

A failure of the intervention process or a serious breach of professional behavior can lead to deselection. Not everyone who wants to be a teacher is suited to teaching in public schools at the secondary level. Supervisors, professors, cooperating teachers, and the teacher candidates themselves are responsible for evaluating suitability and initiating deselection as needed. Deselection is a departmental process and does not, on its own, affect university enrollment. A student who is deselected will be asked to leave the program.

Self Assessment by the Teacher Candidate: Withdrawals, and Drops.

A student teacher, in consultation with the cooperating teacher and the university supervisor, can choose to withdraw from the program without grade penalty up to the last date of withdrawal as specified in the given semester class schedule (typically the second or third week).

Due to extenuating circumstances, a student may request a leave of absence or to be dropped from the program. The letter indicating the reasons justifying the request should be addressed to the PLC Admission and Retention Committee. If approved, the student is responsible for meeting all applicable SDSU and PLC regulations regarding leaves of absence or program drops.

Referral by Cooperating Teachers, University Supervisors, and/or Instructors

The deselection process may be initiated by Cooperating Teachers, University Supervisors, University Instructors, and/or Block Coordinators who have serious concerns about a particular candidate. The teacher candidate then passes through a series of steps in the deselection process. The Dean of Education makes the final decision on deselection. Deselection procedures are currently under review. The PLC department will provide students with updated information as soon as it becomes available. In addition, the block coordinator will explain the procedure to any candidates who enter the deselection process.

University Standards for Student Conduct:

The university also has specific rules and guidelines that apply to student conduct. See SDSU Student Rights and Responsibilities at <http://www.sa.sdsu.edu/srr/index.html>, particularly the Standards for Student Conduct applicable under 41301, Title 5, California Code of Regulations listed at <http://www.sa.sdsu.edu/srr/conduct1.html>. Please note that if you are dropped from the university, you are automatically dropped from the program as well without the need to pass through the deselection process.

A Final Note:

The intervention and deselection process for the Department of Policy Studies is currently under review. Please be prepared to replace these pages in your handbook with the updated information when it becomes available. If you have any questions in the meantime, please contact your university supervisor or block coordinator.

POLICY STUDIES DEPARTMENT OFFICE PROCEDURES

Maintaining Ongoing Communication.

Supervisors and program coordinators are responsible for maintaining ongoing communication with their program block. If you have any questions about your student teaching experience, please contact your assigned supervisor and/or cooperating teacher. If you have questions about credential program, contact your program coordinator. If there is any change in your contact information, please inform everyone individually.

Grades:

Credit for student teaching is the responsibility of the program coordinator who will assign either a Credit or No Credit based on the university supervisor's final evaluation. For other courses throughout the credential program, a grade of "C" or better is required and the candidate's overall grade point average must be 3.0 (B) or higher. The faculty member who teaches the assigned course is responsible for assigning grades or for a grade change (e.g., removing an INCOMPLETE). Make sure that you know the hours of your instructors or have access to their e-mail.

Program protocol:

Student candidates and supervisors are the representatives of the university, thus they must follow established protocol. The *flow of protocol* is as follows:

1. The student teacher and cooperating teacher meet.
2. If issue can not be resolved, supervisor is notified.
3. The student teacher, cooperating teacher and supervisor meet to resolve the issue.
4. If issue is not resolved program coordinator is notified.
5. If issue still cannot be resolved, coordinator meets with school principal to problem solve issue.
6. If issue can not be resolved, coordinator, principal, and department chair meet to problem solve issue.
7. If the issue is still unresolved at that point, the College of Education Associate Dean of Students may be asked to intervene.

When the issue involves program faculty or peers, the department protocol moves from the student(s) and instructor, up to the block coordinator, then department chair, and, finally, the dean of students for the College of Education. The university also has specific procedures for formal complaints that can be accessed at the SDSU website under Student Rights and Responsibilities: <http://www.sa.sdsu.edu/srr/complaint1.html>. *You should always first try to talk the issue through directly with the concerned parties.* Once formal conferences are initiated, accounts of each meeting should be documented and signed by all the involved parties.

Required Portfolios, Program Based Assessments, and Performance Assessment:

Under PLC 902, the professional portfolio is an *exit requirement*. The portfolio should reflect products (Teacher Performance Assessments) that are consistent with program guidelines (seven teaching domains and Teacher Performance Assessments). Candidates should have at least two peer reviews and one faculty review before submitting final portfolio at the final showcase event — review the quality of your supporting materials, while checking for spelling, typographical errors, and grammatical mistakes. An **exit portfolio** presentation serves as a formal activity to document course work completion

and meeting of teaching standards. *Any changes in professional portfolio requirements will be addressed in PLC 902.*

The program assessment e-folio (DRF) is also an *exit requirement*. Students are responsible for completing it online via TaskStream. Signature assignments for core courses should be uploaded to the program assessment e-folio (DRF) at the end of each semester. Consult the TaskStream Cheat Sheet for directions on uploading and submitting work. Your block coordinator or seminar leader will provide additional details each semester. Work that does not meet the criteria will be electronically returned by the instructor for revision and resubmission. Students will be informed of their program assessment scores via TaskStream. Check your TaskStream account regularly once you have submitted.

Note: As of 2008-2009, students will need to pass the PACT (or equivalent TPA) in order to be recommended for a credential.

Exit Interview

The MS/SS BCLAD Program Exit Interview is the last step you must follow before your BCLAD credential can be processed. It is extremely important that you contact your Block Coordinator, the PLC Advisor and/or the PLC office Coordinator PRIOR to applying to the credentials office.

Before you call the PLC office to make the appointment for the Exit Interview, you need to make sure that there is evidence of program completion on your records. This evidence consist of documentation verifying successful passage of all prerequisites, inclusive of your BA, Spanish Language and Culture Exam, CBEST, and CSET-MS/RICA or CSET-SS as well as all courses specified in your multiple or single subject credential program. Be cognizant that no Incomplete, No Credit or C minus grades are acceptable and you must have a grade point average of 3.0 (B) or higher. If you have a *C minus* in any of your methods courses, you will need to discuss with the instructor possible ways to improve the grade or retake the course. With a C minus, your exit interview cannot be arranged and your California Teaching Credential cannot be granted. If you have any problems, or need clarification, contact your BCLAD advisor. **Exit from the BCLAD** program requires successful completion of all program prerequisite requirements, course work, program based assessment via TaskStream, the PACT, and professional portfolio.

On the day of the scheduled interview, bring with you the latest set of SDSU unofficial transcripts reflecting your grades for the last semester attended, and verification of Professional Portfolio clearance from your PLC 902 instructor or Block Coordinator. If you missed the Portfolio Showcase event due to illness or any other viable reason, bring your portfolio with you. If you have any questions in connection with this process, contact the BCLAD advisor.

Evaluation and Processing of Teaching Credential Application

Evaluation and processing of Teaching Credential Application is made via the credential analyst. To do so, you must first make an appointment with the PLC Department to review your file—to verify that all requirements have been met. The final contract will not be released until all requirements are met. See the section on the Three Tier Process regarding filing for a credential.

Office Hours.

The PLC Department is located in BA 248. Office hours are Monday through Thursday from 10 am to 4:30pm. When requesting documents, please give us a 48 hour advance notice. Office is close from 12pm to 1pm. You can call to leave a message at: 619-594-5155 or e-mail ramire4@mail.sdsu.edu.

APPENDICES

Appendix A: Instructions for Student Teacher Evaluation.

The student teacher evaluation instrument found in Appendix C is used for mid-term and final evaluations. Separate forms will be completed, independently, by the cooperating teachers and university supervisors. The cooperating teacher, university supervisor and student teacher then meet to discuss the *development of the beginning teacher and any deficiencies or discrepancies*, and sign their respective forms. The student teacher should save the forms for ongoing assessment of his or her progress.

The final evaluations at the end of the first and second student teaching assignments are to be collected by the university supervisors and returned to the Policy Studies Department. These forms will be placed in the department files and the student teachers' placement files. Satisfactory attainment of the student teaching assignment in the first and second student teaching assignments serves as the basis for meeting the minimal requirements for the student teaching practicum for Multiple Subjects BCLAD Credential.

For on-line access to both the student teaching evaluation and the evaluation rubric go to: http://edweb.sdsu.edu/PLC/resources/policy_studies_supervisor.htm.

This evaluation form encourages the use of narrative and description that can provide more precise feedback to the student teacher. It is intended to frame assessment of student teachers in a developmental context. It is not intended to compare student teacher performance to experienced teachers. This format is very similar to one used by BTSA (Beginning Teacher Support & Assessment). This evaluation form and rubric uses element statements describing the *California Teaching Standards for the Teaching Profession* and the *SB 2042 Teacher Performance Expectations*. An additional standard (#7) incorporates the Policy Studies Department philosophy. The domains and corresponding Teacher Performance Expectations (TPE's) are found in Appendix F.

The evaluation uses the standards and their numbered elements as prompts for the cooperating teachers and supervisors. The elements are arranged to describe teacher performance at three stages of teaching skills development ranging from:

- Practice not consistent with standard expectations, to
- Developing beginning practice, to
- Maturing beginning practice

Especially for the mid-term evaluation, the halfway point in the formal student teaching assignment, this format can serve as a strong tool for formative assessment; that is, a concrete description of the student teacher's teaching behaviors and evidence such as lesson plans and teaching units that will assist the student teacher by reinforcing good practices and re-shaping practices that need strengthening.

A final evaluation after at least eight formal observations has the potential to show growth, and to indicate areas that need to show continued effort in order to be successful in second semester student teaching.

Appendix B: Rubric for Use with the Student Teacher Evaluation

On the following pages, the six California Teaching Standards and the seventh Standard that is unique to the SDSU BCLAD Credential Programs are arranged according to the order in which they appear on the evaluation form. Please refer to the Anchor Statements that are organized starting with *“Practice Not Consistent with Standard Expectations”* through *“Maturing Beginning Practice.”* Use these statements as a **basis** for your assessment and possible narrative statements you wish to make in the boxes provided for each Standard. You do not need to repeat or copy these anchor statements in the boxes, unless there are particular elements you wish to emphasize to your student teacher. It is quite possible that you will find your student teacher’s practices might range from one developmental category to another depending on the particular element: their performance may not fit neatly under one developmental category across all the standards. However, for each standard, there will probably be a category that describes the level of performance overall.

If your student teacher’s performance varies from element to element, you are encouraged to note exceptions. For instance in Standard Two: Creating and Maintaining Effective Environments for Student Learning, a student teacher may not demonstrate a strong understanding of adolescent social development and issues of self-esteem (element 2.3), but does a commendable job in establishing and maintaining standards for student behavior (element 2.4). You can mention and reinforce elements in which student teacher shows more development in comparison to the other elements under that standard.

RUBRIC FOR MID- AND FINAL EVALUATION

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

2.1, “Creating a physical environment that engages all students”

2.2, “Establishing a climate that promotes fairness and respect”

2.3, “Promoting social development and group responsibility”

2.4, “Establishing and maintaining standards for student behavior”

2.5, “Planning and implementing classroom procedures and routines that support student learning”

2.6, “Using instructional time effectively”

Practices Not Consistent with Standard Expectations

- 2.1-Physical environment does not support student learning. One or more safety hazards, materials are difficult to access when needed.
- 2.2-Classroom climate is characterized by unfairness or disrespect—teacher to student, or student to student. Students unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
- 2.3-Students’ social development, self-esteem, & diversity are not supported; students have no sense of responsibility for each other.
- 2.4-No standards for behavior appear to have been established; students are confused about what standards are.
- 2.5-Classroom procedures & routines not established or enforced.
- 2.6-Learning activities often rushed or too long, transitions are rough or confusing. Loss of instructional time.

Developing Beginning Practice

- 2.1-Physical environment arranged for safety & accessibility, and facilitates individual student engagement in learning.
- 2.2-Climate of fairness, caring, & respect is established by teacher for most students, but few students take risks and teacher does little to encourage them; teacher response to inappropriate behavior is for the most part fair & equitable.

- 2.3-Students respect each other's differences most of time work together moderately well. Teacher provides limited opportunities for student to assume responsibility.
- 2.4-Standards for behavior has been established by teacher, and teacher's response to student behavior generally appropriate.
- 2.5-Procedures & routines have been established and work moderately well with little loss of instructional time.
- 2.6-Instructional time is paced so that most students complete learning activities; transitions used to move students into new activities are generally effective.

Maturing Beginning Practice

- 2.1-Physical environment ensures safety & accessibility; most students work well individually or together as they participate in learning activities.
- 2.2-Climate of fairness, caring, & respect is maintained by teacher, & students are encouraged to take risks, to be creative. Pattern of teacher responses to inappropriate behavior is fair and equitable.
- 2.3-Students respect each other's differences & work independently & collaboratively, taking responsibility for themselves & their peers.
- 2.4-Standards for behavior are established, are clear for all students, & are maintained by teacher; teacher's response to student behavior is appropriate.
- 2.5-Procedures & routines work smoothly, with no loss of instructional time.
- 2.6-Pacing of lesson is appropriate to activities & enables all students to engage successfully with the content. Transitions are smooth.

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

3.1, "Demonstrating knowledge of subject matter content and student development

3.2, "Organizing curriculum to support student understanding of subject matter"

3.3, "Interrelating ideas and information with and across subject matter areas"

3.4, "Developing student understanding through instructional strategies that are appropriate to the subject matter"

3.5, "Using materials, resources, and technologies to make subject matter accessible to students"

Practice Not Consistent with Standard Expectations

- 3.1- Teacher's working knowledge of subject matter & student development is inconsistently evident, does not adequately support students' learning, or may not be current.
- 3.2-Curriculum not organized & rarely demonstrates concepts, themes, & skills; rarely values different perspectives, or rarely supports students' understanding of core concepts.
- 3.3-Teacher presents curriculum without identifying or integrating key concepts & information, or does not relate content to previous learning in order to support students' understanding.
- 3.4-Instructional strategies not appropriately matched to subject matter content or concepts, & do not encourage students to think critically or to extend their knowledge.
- 3.5-Instructional materials, resources, & technologies either not used or used inappropriately; materials do not accurately reflect diverse populations.

Developing Beginning Practice

- 3.1-Teacher's working knowledge of subject matter & basic principles of student development reflects a single perspective; supports some students' learning & is usually current.
- 3.2-Curriculum is loosely organized, inconsistently demonstrates concepts, themes, & skills without revealing or valuing different perspectives; supports an understanding of core concepts for some students.
- 3.3-Teacher identifies some key concepts & information within curriculum, & attempts to relate content to previous learning without extending students' understanding.
- 3.4-Teacher may use a few instructional strategies to make content accessible to students & may encourage some students to think critically or to extend their knowledge of subject matter.
- 3.5-Instructional materials, resources, & technologies are used infrequently to convey key subject matter concepts; materials may reflect diverse perspectives.

Maturing Beginning Practice

- 3.1-Teacher's working knowledge of subject matter & basic principles of student development incorporates different perspectives, supports all students' learning & is current.
- 3.2-Curriculum is organized & sequenced; demonstrates concepts, themes, & skills; reveals & values different perspectives; supports an understanding of core concepts for all students.

- 3.3-Teacher identifies & integrates key concepts & information within the curriculum; relates content to students' lives, & uses previous learning to extend students' understanding.
- 3.4-Teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, & to extend their knowledge of subject matter.
- 3.5-Instructional materials, resources, & technologies support curriculum & promotes students' understanding of content & concepts; materials reflect diverse perspectives.

STANDARD 1: Engaging and Supporting All Students in Learning

- 1.1, "Connecting students' prior knowledge, life experience, and interests with learning goals"**
- 1.2, "Using a variety of instructional strategies and resources to respond to students' diverse needs"**
- 1.3, "Facilitating learning experiences that promote autonomy, interaction, and choice"**
- 1.4, "Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful"**
- 1.5, "Promoting self-directed, reflective learning for all students"**

Practice Not Consistent with Standard Expectations

- 1.1-Teacher makes no connections between learning goals & students' prior knowledge, life experiences, & interests; teacher does not elicit student questions or comments during a lesson.
- 1.2-Teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to students or instructional goals. No adjustments are made to respond to students' needs.
- 1.3-Learning experiences are directed by teacher, permitting no student autonomy, interaction, or choice.
- 1.4-No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter.
- 1.5-No opportunities are provided for student to initiate their own learning or to monitor their own work.

Developing Beginning Practice

- 1.1-Teacher makes some connections between learning goals & students' prior knowledge, life experiences, & interests; teacher elicits some questions from students' during a lesson to monitor their understanding.
- 1.2-Teacher uses a selection of instructional strategies that are largely appropriate to students, & the instructional goal, but may lack variety or may not be responsive to students' needs.
- 1.3-Learning experiences are directed by teacher & allow limited student autonomy, interaction, & choice.
- 1.4-Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.
- 1.5-Students' learning is directed & monitored by teacher, & some opportunities are provided for students to reflect on their work individually.

Maturing Beginning Practice

- 1.1-Teacher makes substantial connections between learning goals & students' prior knowledge, life experiences, & interests; teacher elicits & uses students' questions & comments during a lesson to extend their understanding.
- 1.2-Teacher uses a variety of instructional strategies that are appropriate to students & instructional goals; teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.
- 1.3-Learning experiences are facilitated by teacher to promote constructive interactions, autonomy, & choice, & to encourage & support student involvement in learning.
- 1.4-Learning opportunities & support are provided for students to engage in problem solving & in investigating & analyzing subject matter concepts & questions within subject matter.
- 1.5-Students are supported in developing the skills needed to monitor their own learning during activities; students reflect on & talk about their own work with peers.

STANDARD 5: Assessing Student Learning

5.1, “Establishing and communicating learning goals for all students”

5.2, “Collecting and using multiple sources of information to assess student learning”

5.3, “Involving and guiding all students in assessing their own learning”

5.4, “Using the results of assessments to guide instruction”

5.5, “Communicating with students, families, and other audiences about student progress”

Practice Not Consistent with Standard Expectations

- 5.1-Few or no learning goals are established; learning goals are not revised or clearly communicate to students or families.
- 5.2-Teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students’ learning.
- 5.3-Teacher does not encourage students to reflect on or assess their own work.
- 5.4-Information about student learning is inappropriately or not used by teacher to plan, guide, or adjust instruction.
- 5.5-Teacher provides some information about student learning to students, families, & support personnel, but information is incomplete or unclear.

Developing Beginning Practice

- 5.1-Learning goals are established to meet school & district expectations; goals are communicated to all students without revision.
- 5.2-Teacher uses one or two sources of information to assess student learning & one or two assessment strategies to understand student progress.
- 5.3-Student reflection is encouraged & guided by teacher during some activities; opportunities are provided for students to discuss work with peers.
- 5.4-Information from a limited range of assessments is used to plan learning activities & may support class needs & achievement; assessments are not used to adjust instruction while teaching.
- 5.5-Teacher provides information about student learning to students, families, & support personnel to promote understanding & academic progress.

Maturing Beginning Practice

- 5.1-Learning goals are established in relation to students’ needs & the curriculum, & meet district & state expectations; goals are communicated to all students & their families, & are revised as needed.
- 5.2-Teacher uses a variety of sources to collect information about student learning & several appropriate assessment strategies to understand student progress.
- 5.3-Student reflection & self-assessment are included in most learning activities; teacher models assessment skills & strategies to help students understand their own work & discuss it with peers.
- 5.4-Information from a variety of assessments is used to plan & modify learning activities, as well as to meet class & individual student needs & achievement; assessments are occasionally used to adjust instruction while teaching.
- 5.5-teacher regularly exchanges information about student learning with students, families, & support personnel in ways that improve understanding & encourage academic progress.

STANDARD 6: Developing As A Professional Educator

6.1, “Reflecting on teaching practice and planning professional development”

6.2, “Establishing professional goals and pursuing opportunities to grow professionally”

6.3, “Working with communities to improve professional practice”

6.4, “Working with families to improve professional practice”

6.5, “Working with colleagues to improve professional practice”

Practice Not Consistent with Standard Expectations

- 6.1-Teacher may reflect on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
- 6.2-Professional goals not established to guide practice. Teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
- 6.3-This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.5-Teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, & rarely participates in school or district events or learning activities, i.e., workshops, in-services, conferences.

Developing Beginning Practice

- 6.1-Teacher reflects on some lessons & areas of concern in his/her teaching practice, assesses growth in these areas with assistance, & may use reflection to plan professional development.
- 6.2-Professional goals established with assistance. Teacher pursues some opportunities to acquire new knowledge & skills, but infrequently participates in the professional community.
- 6.3- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.5-Teacher engages in Dialog with some colleagues, seeks out staff to help meet student needs, & participates in some school-wide learning and/or in-service events.

Maturing Beginning Practice

- 6.1-Teacher reflects on his/her teaching practice in relation to areas of concern & student learning, assesses growth over time, & may use reflection to plan professional development.
- 6.2-Professional goals developed & teacher pursues opportunities to acquire new knowledge & skills, & participates in the professional community.
- 6.3-This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
- 6.5-Teacher engages in Dialog with colleagues, collaborates with staff to meet students’ needs, & participates in school-wide learning and/or in-service events.

STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture

7.1, “Integrating the language, culture, and diversity of the school community”

7.2, “Modeling effective bilingual communication skill and bicultural values”

7.3, “Participating in community activities available to students and teachers”

7.4, “Using community resources to support student learning”

7.5, “Involving families, parents, and community members in student learning”

Practice Not Consistent with Standard Expectations

- 7.1-Little or no effort to integrate the language, culture & cultural values, & diversity of the school’s community into the classroom environment, learning activities, or lessons; students are not encouraged to utilize their language, culture & cultural values in learning activities.
- 7.2-Teacher does not model effective and/or competent biliteracy skills or bicultural values while interacting with students, parents, and other school personnel; teacher does not elicit or reward students’ efforts to communicate concepts through their primary language or community dialects.
- 7.3-Teacher does not attend school activities, meetings, or events that are related to students and community.
- 7.4-Teacher uses few or no resources, i.e. cultural landmarks, libraries, museums, community role models, from the community in lesson planning or learning activities.
- 7.5- Teacher may demonstrate respect for students’ families or their backgrounds, but has limited communication with families, & is not sure how to provide opportunities for participation in the classroom or school community.

Developing Beginning Practice

- 7.1-Instructional plans, classroom environment, & learning activities reflect some effort to integrate the language, culture & cultural values, & diversity of the school’s community.
- 7.2-Teacher intermittently uses biliteracy skills and values while interacting with students, parents, & other school personnel; teacher allows some students’ efforts to communicate concepts through their primary language or community dialects.
- 7.3-Teacher attends some school activities, meetings, or events connected to students and community.
- 7.4-Community resources, i.e. cultural landmarks, libraries, museums, community role models, are utilized in a few lessons and/or learning activities.
- 7.5- Teacher respects students’ families, develops positive communication & an understanding of their diverse backgrounds, & provides opportunities for families to participate in the classroom or school community.

Maturing Beginning Practice

- 7.1-Instructional plans, classroom environment, & learning activities reflect the language, culture & cultural values, & diversity of the community.
- 7.2-Teacher models effective and/or competent biliteracy skills and bicultural values while interacting with students, parents, & other school personnel; students are encouraged to use their primary languages and community dialects as they communicate concepts they are learning and engage in learning activities.
- 7.3-Teacher attends and participates in school activities, meetings, and/or events that are related to students and community.
- 7.4-Teacher uses and integrates community resources, i.e. cultural landmarks, libraries, museums, community role models, in learning activities, lesson plans, and unit plans; students are encouraged to use community resources as part of their repertoire of academic and social skills.
- 7.5-Teacher encourages active involvement of parents, families, & other community members in student learning both in and out of school; students participate in learning and social activities that involve parents, families, & other community members.

STANDARD 4: Planning Instruction and Designing Learning Experiences for all Students

- 4.1, “Drawing on and valuing students’ backgrounds, interests, and developmental learning needs”**
- 4.2, “Establishing and articulating goals for student learning”**
- 4.3, “Developing and sequencing instructional activities and materials for student learning”**
- 4.4, “Designing short-term and long-term plans to foster student learning”**
- 4.5, “Modifying instructional plans to adjust for student needs”**

Practice Not Consistent with Standard Expectations

- 4.1-Instructional plans do not match or reflect students’ backgrounds, experiences, interests, & developmental needs, & do not support students’ learning.
- 4.2-Instructional goals are not established or do not address students’ language, experience, or home & school expectations; expectations for students are low.
- 4.3-Instructional activities & materials are not appropriate to students, or the instructional goals do not engage students in meaningful learning; activities are not logically sequenced.
- 4.4-Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.
- 4.5-Instructional plans are not modified, in spite of evidence that modifications would improve student learning.

Developing Beginning Practice

- 4.1-Instructional plans are partially drawn from information about students’ backgrounds, experiences, interests, & developmental needs to support students’ learning.
- 4.2-Some instructional goals address students’ language, experience, and/or home & school expectations; expectations for students are inconsistent.
- 4.3-Instructional activities & materials are partially appropriate to students & learning goals, & engage some students in meaningful learning; some activities are logically sequenced within individual lessons.
- 4.4-Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven & only partially helps students develop conceptual understanding.
- 4.5-Modifications to instructional plans address only superficial aspects of the lesson.

Maturing Beginning Practice

- 4.1-Instructional plans reflect students’ backgrounds, experiences, interests, & developmental needs to support students’ learning.
- 4.2-Short-term & long-term instructional goals are based on students’ language, experiences, or home & school expectations; goals are appropriately challenging for most students & represent valuable learning. Expectations for students are generally high.
- 4.3-Instructional activities & materials are appropriate to students & the learning goals, make content & concepts relevant, & engage most students in meaningful learning; activities are logically sequenced within individual lessons.
- 4.4-Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.
- 4.5-Instructional plans are modified as needed to enhance student learning based on formal & informal assessments.

Appendix C: Student Teaching Evaluation Instrument
Policy Studies in Language and Cross-cultural Education, SDSU

___ Cooperating Teacher ___ Supervisor Circle Sem: Fall Spring Sum
 ___ Midterm ___ Final Teaching Semester: I ___ II ___ MS ___ SS ___
 Candidate _____ Major/Suppl.Area _____
 District/School _____ Grade _____ ClassSize _____ Language(s) _____
 Cooperating Teacher _____ Univ. Supervisor _____

Signatures: _____
 Student Teacher Cooperating Teacher/University Supervisor

Date: _____ Distribution: original copy-PLC Dept.

Directions: Write narrative of student teacher’s performance pertaining to each Teaching Standard. Provide specific strategies to improve and refine performance under “Growth Plan” in each Teaching Standard. Place an “X” in appropriate box under each Teaching Standard.

End of student teaching experience overall candidate recommendation (circle):
 Met requirement **Needs additional experiences** **Not met**

<p>CSTP STANDARD # 2 Narrative: Creating and Maintaining an Effective Environment for Student Learning GENERAL TO STANDARD # 2</p> <p>SPECIFIC TO TEACHER PERFORMANCE EXPECTATIONS TPE # 10, Instructional Time</p> <p>TPE # 11, Social Environment</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice
<p>CSTP STANDARD # 3 Narrative: Making Subject Matter Comprehensible to Students GENERAL TO STANDARD # 3</p> <p>SPECIFIC TO TPE # 1, Specific Pedagogical Skills for Subject Matter Instruction. Please specify content area[s].</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice

<p>CSTP STANDARD # 1 Narrative: Engaging and Supporting All Students in Learning GENERAL TO STANDARD # 1</p> <p>SPECIFIC TO TEACHER PERFORMANCE EXPECTATIONS #'S 4, 5, 6 & & TPE # 4, Making Content Accessible</p> <p>TPE #5, Student Engagement</p> <p>TPE # 6, Developmentally Appropriate Teaching Practices</p> <p>TPE # 7, Teaching English Learners</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice
<p>CSTP STANDARD # 5 Narrative: Assessing Student Learning GENERAL TO STANDARD # 5</p> <p>SPECIFIC TO TEACHER PERFORMANCE EXPECTATIONS #'S 2 & 3 #2, Monitoring Students Learning During Instruction</p> <p>TPE # 3, Interpretation & Use of Assessments</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice
<p>CSTP STANDARD # 6 Narrative: Developing as a Professional Educator GENERAL TO STANDARD # 6</p> <p>SPECIFIC TO TEACHER PERFORMANCE EXPECTATIONS #'s 12 & 13 # 12, Professional, Legal, & Ethical Obligations</p> <p>TPE # 13, Professional Growth</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice

<p>POLICY STUDIES STANDARD # 7 Narrative: Linking with the School Community; Serving as a Mediator of Culture GENERAL TO STANDARD # 7</p> <p>SPECIFIC TO POLICY STUDIES TEACHER PERFORMANCE EXPECTATIONS # 14, 15 & 16 # 14, Social Justice</p> <p>TPE # 15, Biliteracy/Bicognition</p> <p>TPE # 16, Community & Culture</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice
<p>CSTP STANDARD # 4 Narrative: Planning Instruction and Designing Learning Experiences For All Students GENERAL TO STANDARD # 4</p> <p>SPECIFIC TO TEACHER PERFORMANCE EXPECTATIONS #'s 8 & 9 TPE # 8, Learning about Students</p> <p>TPE # 9, Instructional Planning</p> <p>GROWTH PLAN:</p>		
Practice Not Consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice

Additional Notes:

Appendix D: Lesson Plans

The two standard lesson plan formats in use within the department are the clinical teaching or 5-step lesson plan and the Into/Through–Beyond lesson plan. Key questions for each step of the clinical teaching lesson plan are listed below. An Into/Through–Beyond template is available to subscribers at <http://www.taskstream.com>. Examples and additional lesson plans approaches may be presented each semester to the candidate through their methods courses and student teaching seminars.

Clinical Teaching Lesson Plan Format

BEHAVIORALLY STATED OBJECTIVE/MEASURABLE OBJECTIVE:

STANDARD:

MATERIALS NEEDED:

I. ANTICIPATORY SET

- Focus: Did the teacher effectively bring students into a learning atmosphere by providing a focus activity?
- Establish standards: Did the teacher set standards with regard to behavior and use of materials prior to the beginning of the lesson? Was there effective group/classroom control and discipline?
- State objective: Did the teacher state clearly what the learner will be able to do by the end of the lesson?
- Establish purpose: Were the students shown the need/value of the learning/lesson?
- Establish Transfer to past learning: Were the students shown how the learning related to previous learning they had experienced or to needs in their lives?

II. INSTRUCTION/INPUT

- Provide information/input: Were the instructional techniques and strategies used by the teacher appropriate for both the class and the individual students, i.e., kinesthetic/tactual, auditory, visual? What strategy did the teacher use to provide input, i.e., lecture, inquiry (questioning), role play, group discussion, student input, skill development, other? Did the teacher use a variety of strategies based on various student learning styles?
- Model: Did the teacher model the learning and the application for the students?
- Check for understanding: Did the teacher check regularly to make sure that all students understood the learning?

III. GUIDED PRACTICE

- Overt response: Did the students practice the learning through some form of overt behavior?
- Mass practice: Was the practice directly related to the learning?
- Knowledge of results: Did the teacher monitor and provide feedback while the students practiced the learning? Did the teacher provide immediate and specific knowledge of results?

IV. CLOSURE

- Final check: Did the teacher make a final assessment of whether each student has met the objective, e.g. by using active participation techniques to check for understanding, i.e., signaled response, sponge activity, informal post-test, other?
- Summary review: Did the teacher review the critical elements of the lesson? Did the students identify what the learning concepts were for the lesson?

V. INDEPENDENT PRACTICE

- Explain and model: Did the teacher model independent practice activity before students were expected to put it into practice?
- Mass practice: Did the teacher provide a variety of opportunities for students to practice learned skills without the teacher’s direct guidance? Does the independent activity practice the same skill as stated in the lesson?
- Knowledge of results: Does the teacher have a plan to give students feedback on their independent practice activity?

Into/Through–Beyond Lesson Plan Format

(Template available to subscribers at <http://www.taskstream.com>.)

Author	
*Subject(s)	
*Grade/Level	
Relevant Portion of the Standards Used	Use the standards database (located in the assessment section – scroll down to the end of the lesson template to find it) to look up the standard you are addressing. Cut and paste the relevant portion of the standard here.
Learning Context	1. What type/s of students do you teach? Describe them. 2. How does this activity fit into the general context of what you're teaching? Describe the larger unit, and/or consider the activities that come before and after.
Objective	Describe the purpose of the learning experience. What will students know and be able to do as a result of this activity? This objective should relate closely to the standards you select.
Key Vocabulary	What key vocabulary and phrases are used in this lesson? Think in terms of both content and activities.
*Summary	Provide a brief overview of your activity.
Instructional Materials (handouts, etc.)	Good handouts introduce students to an activity, motivate them, and enable them to take active control of their own learning process. Once you have created these student materials (in the form of a document or a web page) upload the file or link the web page here.

IMPLEMENTATION

<p style="text-align: center;">INTO Anticipatory Set</p>	<p>How you will create a need to know and get your students INTO the lesson? Consider any or all of the following:</p> <ol style="list-style-type: none"> 1. Motivate: What type/s of motivation are you using (e.g. exploration, emotion, activity, etc.)? 2. Stimulate curiosity: Try realia (for example, real fruit instead of pictures), mystery objects, amazing demonstrations, etc. 3. Preview new vocabulary: If appropriate, preview some key vocabulary terms. 4. Model: If appropriate, share a model of what the students will be expected to produce. 5. Set objectives and behavioral standards: Let students know what will be expected of them. 6. Access prior knowledge: Activate & use their home/school experiences to introduce the lesson. <p>Make personal connections: Make personal connections with and for students to help bring them into the learning. Continue to do this throughout the lesson.</p>
<p style="text-align: center;">THROUGH Instruction, Guided, Independent, Closure</p>	<p>After you set the stage for the new material, help the students THROUGH it. This means helping them comprehend and explore the concepts and/or issues that arise during reading or discussion.</p> <p>INSTRUCTION - Help your students experience/interpret the material:</p> <ol style="list-style-type: none"> 1. Contextualize Language, e.g., use visuals and realia, establish cultural/social relevance, emphasize key words, etc. 2. Use Scaffolding to Make Meaning, e.g., question-answer relationship, graphic organizers (see http://www.eduplace.com/graphicorganizer/), etc. 3. Model the activity: provide a sample of the finished product and explain the steps you followed or do the activity in front of the class, thinking aloud & encouraging student input as you work. 4. Check for Understanding, e.g., thumbs-up/thumbs-down, mini boards, think-pair-share, etc. <p>GUIDED PRACTICE - Do the activity together, or break the task into steps and lead the class through an example. The teacher should give feedback as they go.</p> <p>INDEPENDENT PRACTICE - Students work individually, in pairs or in groups to clarify new knowledge. Strategies for guided &/or independent practice might include . . .</p> <ol style="list-style-type: none"> 1. Hands-on Learning, e.g., use of manipulatives, role play, etc. 2. Student Interaction/Cooperative Learning, e.g. numbered heads or jigsaw, think-pair-share, etc. 3. Use of Multiple Intelligences, e.g. Spatial: posters, dioramas; Musical: songs, choral reading; etc. <p>CLOSURE: review key points.</p>
<p style="text-align: center;">Beyond Expansion, Connections</p>	<p>EXPANSION: Have students demonstrate their comprehension by applying their new knowledge. It's an opportunity to expand and deepen students' understanding. Steps might include . . .</p> <ul style="list-style-type: none"> • Application: students apply knowledge to new situations or to a the real world context. • Enhancement: role plays, debates, essays, projects, interdisciplinary activities, etc. • Sharing: students share what they have learned &/or created with each other, the class, the school, &/or the community. • Other activities specific to assessment (see assessment section of the lesson

	<p>template, below)</p> <p>CONNECTIONS Across Content Areas: Follow up on themes &/or skills in other contexts, for example, link the portrayal of poverty in novels, plays & poetry in Reading, with exploring jobs & wages in Social Studies, and analysis of expenses vs. income in Math.</p>
Differentiated Instruction	How will you differentiate the instruction for students who may have special needs? These include special education students, English learners, students at-risk of failing, and advanced learners. How will you help these students meet or exceed the standard(s) addressed in your lesson?
Author's Comments & Reflections	What additional comments might you make to help another teacher implement this activity? Reflect on how you might improve implementation in the future.
<u>STANDARDS AND ASSESSMENT</u>	
Assessment/Rubrics	<p>Describe how students will be assessed. How will you know if the students have met the objective? How will you know what concepts you should review or re-teach? Assessment should be closely linked to the objective and standards. Steps might include</p> <ol style="list-style-type: none"> 5. Learning logs (What students learned; questions they have; what they would like to know, etc.) 6. Self reflection (Steps students followed; what went well; what they could improve, etc.)* 7. Evaluation of an assignment/project. (Attach a rubric or a description of your grading standards.) 8. A quiz or test on the material. (Attach a copy.) <p>You can attach assessments and rubrics in several ways. From the Rubrics tab, attach rubrics created in the TaskStream Rubric Wizard; from the Attachment tab, upload files from your computer; from the Web Links tab, link to assessments or rubrics on the web.</p>
*Standards	Scroll through the standards data base to find the standard you are addressing in this lesson. The complete text of the standard will show up here. Cut and paste the specific portion addressed in this lesson into "Relevant Portion of the Standards Used" (see 4 th row of 1 st section).

Appendix E: Teacher Performance Expectations

For your reference the following sixteen Teacher Performance Expectations (TPE's) guide the preparation of bilingual educators. The TPEs (www.ctc.ca.gov) are the basis for the rubrics for program evaluation, student teaching evaluation and PACT. . The TPE's are as follows . . .

RELATIONSHIP OF TPEs AND CSTPs

STUDENT TEACHERS	BEGINNING TEACHERS
California Teaching Performance Expectations (TPEs)	California Standards for the Teaching Profession (CSTP)
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS TPE 1 Specific pedagogical skills for subject matter instruction 1. Understanding the state-adopted academic content standards and how to teach the subject matter in the standards 2. Planning to teach to the standards 3. Demonstrating the ability to teach to the standards	3. UNDERSTANDING AND ORGANIZING SUBJECT FOR STUDENT LEARNING
B. ASSESSING STUDENT LEARNING TPE 2 Monitoring Student Learning During Instruction 1. Determines student progress toward achieving the state-adopted academic content standards 2. Supports students' learning during instruction TPE 3 Interpretation and Use of Assessments 1. Understanding of assessments 2. Using and interpreting assessments 3. Giving feedback on assessments	5. ASSESSING STUDENT LEARNING
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4 Making Content Accessible 1. Addressing state-adopted academic content standards 2. Prioritizing and sequencing essential skills and strategies 3. Using a variety of strategies to facilitate learning TPE 5 Student Engagement 1. Understanding of goals 2. Ensuring active and equitable participation 3. Monitoring student progress TPE 6 Developmentally Appropriate Teaching Practices 1. Understanding important concepts about the learners 2. Designing instructional activities 3. Providing appropriate educational experiences TPE 7 Teaching English Learners 1. Knowledge of important concepts about English learners 2. Understanding theories, principles and instructional practices 3. Applying theories, principles and instructional practices for comprehensive instruction of English learners	1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

<p>D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</p> <p>TPE 8 Learning about Students</p> <ol style="list-style-type: none"> 1. Child and adolescent development 2. Assessment of student 3. Students' needs and abilities <p>TPE 9 Instructional Planning</p> <ol style="list-style-type: none"> 1. Establishing Goals 2. Connecting academic content to the students 3. Selecting strategies/activities/materials <p>TPE 15: Biliteracy/Bicognition *</p> <ol style="list-style-type: none"> 1. Integrates language and culture in learning 2. Develops bicognition through language & culture 3. Develops cognition in first and second language 4. Connects L1 & L2 and culture as tools of thought 	<p>4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</p>
<p>E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>TPE 10 Instructional Time</p> <ol style="list-style-type: none"> 1. Allocating instructional time 2. Managing instructional time 3. Reflecting on the use of instructional time <p>TPE 11 Social Environment</p> <ol style="list-style-type: none"> 1. Understand the importance of the social environment 2. Establishes a positive environment for learning 3. Engages in behaviors that support a positive environment 	<p>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>
<p>F. DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>TPE 12 Professional, Legal, and Ethical Obligations</p> <ol style="list-style-type: none"> 1. Professional obligations 2. Legal obligations 3. Ethical obligations <p>TPE 13 Professional Growth</p> <ol style="list-style-type: none"> 1. Evaluating teaching practice 2. Improving teaching practice 3. Reflection and feedback <p>G. LINKING WITH THE SCHOOL COMMUNITY, SERVING AS A MEDIATOR OF CULTURE</p> <p>TPE 14 Social Justice *</p> <ol style="list-style-type: none"> 1. Problem posing teaching practice 2. Use social literacy as a teaching practice 3. Promotes status equalization in learning process 4. Develops critical thinking 5. Models democratic principles <p>TPE 16: Community and Culture *</p> <ol style="list-style-type: none"> 1. Assess social ecology of the school community 2. Incorporates role of family & school 3. Develops bicultural identity of student 4. Communicates and interacts in ways that value the linguistic and cultural background of families 5. Incorporates multicultural diversity into content standards & curriculum 	<p>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</p>

* The three additional TPEs, (14, 15 and 16) are supported by the components of the department model described in the department's Standard #7

Complete Narrative Text for the TPEs

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction (SS)

- a. Teaching English-Language Arts in a Single Subject Assignment
- b. Teaching Mathematics in a Single Subject Assignment
- c. Teaching Science in a Single Subject Assignment
- d. Teaching History-Social Science in a Single subject Assignment

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE

describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.³

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’

³ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.⁴ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal

⁴ Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and

fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

G. DEVELOPING AS A DEMOCRATIC EDUCATOR

TPE 14: Social Justice*

Candidates use problem posing and social literacy as tools for exploring issues of social equity and social justice. They promote and incorporate status equalization in all aspects of the learning process and create and provide a climate of dialogue and respect for the development of critical inquiry. Candidates connect the learning process with participatory action research while assessing and developing curricular practices that promote democratic schooling principles.

TPE 15: Bilingual/Bicultural*

Candidates understand the role of language and culture in learning and cognition and can explain the interrelationship between the linguistic, cognitive and social characteristics of the linguistically and ethnically diverse student. They discuss the function/role of language and culture in the development of biculturalism as well as the role of first and second language acquisition in the process of becoming biliterate and bicultural. Candidates support and connect the role of first and second language and culture as tools of thought.

TPE 16: Community and Culture*

Candidates assess and incorporate the role of the family and school in the development of the student's bicultural identity. They understand and assess the social ecology of the school community and encourage and preserve the home language and culture of the student. Candidates communicate and interact in ways that value the linguistic and cultural background of families and understand and explain the culturally diverse socialization patterns found in ethnically diverse school communities.

*These three additional TPEs are supported by the components of the department model described in Standard 1.

Appendix F: Student Teacher Observation Instrument

San Diego State University - PLC Department Classroom Observation Form By TPE ⁵

Student Teacher: _____ Grade Level: _____
School: _____ Lesson Topic: _____
Teaching to: _____ Cooperating Teacher: _____
Observation Focus: _____ University Supervisor: _____
Date _____ Visit # _____ Time: _____

Mark each entry S (Satisfactory), NG (Needs Growth) or NO (Not Observed). Write in evidence, observations and suggestions on the side or at the end.

PREPARATION & PLANNING

1. Lesson Plan includes:
 - a. Measurable objectives and appropriate state/district content standards
TPE 9
 - b. Differentiated instruction to accommodate students' current levels of achievement and language levels of English Learners. TPE 4 & 7
2. Sequence of Instruction, Strategies, and Instructional Materials demonstrate:
 - a. Prioritizing and sequencing of skills and strategies in a coherent manner.
TPE 4
 - b. Reinforcing of content in multiple ways such as presentations, manipulatives, models, diagrams, technology. TPE 4 & 7
 - c. Effective ELD strategies and appropriate materials to develop English literacy. TPE 7
 - d. Development of academic language & knowledge of core subjects for all learners. TPE 1
2. Assessment/Planning Cycle is evident through
 - a. Use of assessment tools to check student progress and instruction. TPE 3
 - b. Pacing and re-teaching based on checking for understanding through ongoing assessment methods such as questioning and examining student work. TPE 2
4. Logistics:
 - a. Supplies, materials, and technology are prepared and ready for lesson.
TPE 9
 - b. Has efficient method for distributing/retrieving materials

PRESENTATION AND SOCIAL ENVIRONMENT

5. Communication Skills are evident through. . . . TPE 5, 7 & 8
 - a. Correct oral and written language.
 - b. Appropriate voice/tone control
 - c. Fluent oral reading skills.
 - d. Appropriate handwriting

⁵ Content is equivalent but formatting varies slightly from the actual form.

6. Environment for Student Learning is established by:
- a. Creating positive learning climate by promoting student effort and fostering self-esteem among students. TPE 15
 - b. Supporting L1 & L2, and culture as tools of thought. TPE 15
 - c. Using positive interaction, establishes rapport with students. TPE 11
 - d. Maintaining clear academic and behavioral expectations and implementing
 - e. discipline plan. TPE 11
 - f. Promoting & incorporating status equalization by modeling respect and equal student participation. TPE 14

TEACHING:

7. Student Engagement is established by:
- a. Motivating students through engaging activities. TPE 5 & 16
 - b. Using students' prior knowledge as bridges to lesson content. TPE 5 & 16
 - c. Using effective question strategies & developing critical thinking. TPE 5,7 & 16
8. Content is made Accessible by:
- a. Clearly communicating learning objectives to students to ensure active/equitable
 - b. participation. TPE 5
 - c. Effectively using pedagogical skills particular to specific subject matter. 1
 - d. Providing clear, precise directions. TPE 5
 - e. Making efficient use of student/teacher time. TPE 10
 - f. Effectively using material/technology/equipment. TPE 10
 - g. Making orderly transitions and has established routines. TPE 10 & 14

Notes:

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Appendix G: Grade Rubric

VALID GRADES: The following grades are valid:

A = exceptional work.

A - = good quality work.

B+ = exceeds good work.

B = meets the all of the criteria of the course in a more than satisfactory manner.

B- = meets the all of the criteria of the course in a satisfactory manner.

C = meets the all of the criteria of the course in a less than satisfactory manner.

C- = achieves only the very minimum criteria of the course in a satisfactory manner—
not acceptable for teaching credential.

D & F = fails to meet the minimum criteria of the course in a satisfactory manner.

Also valid under special circumstances as described below are: Audit, Incomplete, Satisfactory Progress, Credit/No Credit, Withdrawal, and Unauthorized Withdrawal.

AU: AUDIT. All students registered properly for Audit will have "AU" preprinted in the grade column of the grade roster. *ONLY STUDENTS WITH A PREPRINTED "AU" MAY HAVE A GRADE OF AUDIT.*

INC: AUTHORIZED INCOMPLETE. The symbol "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. **NOTE:** University Senate Policy allows one calendar year to remove an Incomplete grade. The staff will be following this policy and will not accept Incomplete removals that extend beyond the one year deadline. Failure to complete the assigned work within one calendar year will result in an Incomplete being computed into the grade point average as an "F" (or a "NC" if the course has been taken CR/NC).

SP: SATISFACTORY PROGRESS. Students who would ordinarily receive a grade of Incomplete should receive a grade of SP in courses numbered 499 and 961-964

CR/NC: CREDIT/NO CREDIT. All students officially registered for CR/NC will have a Grading Option of "2" indicated on the grade roster. Select either the CR (Credit), NC (No Credit), or "INC" grade on the roster. No other grades or grading symbols may be used.

W: WITHDRAWALS. Those students who have officially withdrawn from a class will be listed on the grade roster with a withdrawal grade of "W". This grade can not be changed.

U: UNAUTHORIZED WITHDRAWAL. The symbol "U" indicates that an enrolled student did not withdraw from the course, but failed to complete course requirements. For purposes of grade point average and progress point computation, this symbol is equivalent to an "F".

Appendix H: Model/Photo/Video Release Form

Model/Photo/Video Release Form

I, _____ hereby grant the Policy Studies Department at San Diego State University (hereafter referred to as “Policy Studies”), their legal representatives and assigns (including but not limited to), clients, publications and agencies, irrevocable permission to publish in any manner, including (but not limited to) calendars, advertisements, and periodicals. I will hold harmless the Policy Studies photographer and his/her legal assigns and representative, from any liability by virtue of distortion or alteration, unless it can be proven that such alterations and or distortions were done with malicious intent.

Student Information

Student Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Student Signature: _____ Date: _____

Witness: _____ Date: _____