

**Multiple Subjects
BCLAD**

Cooperating Teacher Handbook

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

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(revised 8/5/07)**

**Cooperating Teacher Teaching Handbook
Multiple Subjects 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. It contains critical information for Cooperating Teachers such as the protocols, evaluation forms, and guidelines for classroom involvement.

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 24 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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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. Please be prepared to assist your student teachers as they work to meet these developmental goals. 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.

Performance Assessment for California Teachers (PACT)

The Performance Assessment for California Teachers or PACT is a comprehensive state assessment that student teachers will be completing in their second semester of student teaching. It takes the place of the state TPA and includes both embedded assignments and a teaching event. The embedded assignments consist of "signature assignments" within each university course. These signature assignments are entered on an on-line subscription service, TaskStream, and evaluated in terms of the TPEs.

The teaching event takes 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>). The teaching event should be directed entirely by the student teacher. You can help support the student teacher in planning and oral reflection but all documentation and written reflections should be completed independently by the student teacher. The university supervisor or a peer will assist in videotaping a portion of the lesson for submission. (Parent permission is required prior to videotaping. Please assist the student teacher in following district and site policies.) As the cooperating teacher, you have final say over which lessons are used. The lesson plans and assessments may be original or taken from existing sources. Multiple Subjects blocks will start implementing this portion of the PACT in the 2008-2009 school year. For further details, see www.pacttpa.org and/or the PACT Handbook.

Letter of Introduction

Dear Cooperating Teacher:

Thank you for agreeing to participate as a Cooperating Teacher in our Multiple Subject BCLAD Credential Program. Your involvement is of critical importance to our student teachers and the success of the program. Under our current model, students are concurrently enrolled in methods courses and student teaching. Please be aware that first semester student teachers may have no previous experience with skills, such as lesson planning, that you may take for granted. In order to build up their skills, first semester students attend university courses Monday – Wednesday and are at their student teaching placements on Thursdays and Fridays. Second semester students follow a traditional teaching schedule. In both cases, the student teacher assigned to your classroom will begin observing and assisting with direction from you, assuming increasing responsibilities for planning, preparation and instruction, while transitioning toward full responsibility in the last weeks. This timeline serves as a guideline:

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	50%
	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”).

To facilitate communication with you and their supervisors, student teachers are required to maintain a Dialogue (or Interactive) Journal to document observations, record their activities, take notes, and ask questions as well as receive feedback and recommendations. They will be paying particular attention to classroom management techniques, teacher-student relationships, teaching strategies, use of instructional materials, planning, and organization. Thank you again for your service and support in this cooperative effort. Please do not hesitate to contact us should you have any questions or concerns.

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

GENERAL GUIDELINES FOR STUDENT TEACHING

These general guidelines are designed to provide concise information on the procedures and practices of all participants in the student teaching experience. Participants most directly involved include Student Teachers, Cooperating Teachers, Administrators, University Supervisors, and Program Block Coordinators.

I. COMMUNICATION

To facilitate communication, Student Teachers will

- Use e-mail for communication with supervisors and the block coordinator. Student teachers should check e-mail daily and respond promptly.
- Exchange phone numbers with cooperating teacher and supervisor.
- Provide office staff and site administrator with contact information.
- In the case of an emergency or absence, contact 1st) cooperating teacher, 2nd) school office, and 3rd) supervisor.
- Provide classroom schedule to supervisors, indicating routine activities and assisting with lessons planned by the cooperating teacher.
- Check school calendar for conferences, modified days, testing, holidays, etc. Check Fridays for special events & changes the following week.
- Clarify uncertainties promptly with cooperating teacher and/or supervisor.
- Maintain a Dialogue (or Interactive) Journal with cooperating teacher and supervisor, to include observations, notes, questions, feedback, comments, etc. Comments and concerns are followed up by phone, e-mail, or scheduled conferences as needed. Dialogue Journals will also be used to document weekly planning sessions with cooperating teacher and the supervisor's observation schedule.
- Cooperating Teachers and Administrators may contact Supervisors at anytime. Block Coordinators will also provide contact information.
- See Protocol for addressing concerns that might arise.

II. 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.

III. STUDENT TEACHERS

To be successful, Student Teachers will

- Review and follow the *Student Teacher Handbook* for detailed guidelines regarding dress code, professionalism, roles and responsibilities.
- 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.
- Sign in at the school office each morning and report to class to prepare for the day 15 - 30 minutes *before* students arrive.
- Coordinate daily schedule with Cooperating Teacher and observation schedule with Supervisor.
- Develop a rapport with students, staff and other members of the school community.
- Work closely with the Cooperating Teacher on classroom management techniques and follow through on suggestions and recommendations.
- Prepare, plan, and implement instruction in accordance with the guidelines for classroom involvement, course requirements and supervision guidelines.
- Attend courses and complete course & program requirements as expected.

IV. COOPERATING TEACHERS

To support placement, Cooperating Teachers

- Have a minimum of three years teaching experience and are CLAD or BCLAD certified. Cooperating teachers are selected through District Human Resources and receive a stipend from the University about four months after the end of the semester.
- Are provided updated program information and will meet with program coordinator & supervisor to review student teacher responsibilities.
- Schedule a regular weekly conference time with student teachers for planning, preparation, and documenting increasing responsibilities.
- Review and participate in the student teacher's Dialogue/Interactive Journal used to document ongoing communication and responsibilities.
- Prepare and assist with midterm and final evaluations in cooperation with supervisor and student teacher.
- Address concerns with student teachers and contact supervisors as needed.

*More detailed information is available in the student teaching handbook online at http://edweb.sdsu.edu/plc/resources/policy_studies_std_resource.htm. Student teachers purchase their own copies and will be happy to share the information.

V. ADMINISTRATION

To support placement, School Administrators will

- Assist with selection of Cooperating Teachers who have the time to work with student teachers and guide their professional development.
- Help orient student teachers to school policies, facilities and community.
- Facilitate as needed in the remediation of any concerns that might arise.

VI. SUPERVISION

University Supervisors will:

- Schedule at least eight to ten 30-45 minute observations with student teachers. 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.
- Request a classroom location with lesson plans and journal available.
- Advise of changes or cancellations as soon as possible. Student Teachers are asked to do the same.
- Monitor transition into increasing responsibilities.
- Reflect a variety of subject area knowledge and pedagogical strategies.
- Document student teaching achievements per TPAs & TPEs. Student teachers are to make note and follow through on suggestions and recommended changes from cooperating teachers and supervisors.
- Provide direction in the lesson plan format to be used for the last three to four observation lessons. (See Appendix D.)
- Provide constructive feedback and follow up observations as needed, either immediately or by phone or email, or scheduled conference time.

- Schedule the midterm evaluation at the end of the second month and final evaluations in the last month. Submit signed forms to Program Coordinator.

VII. BLOCK COORDINATOR

The role of Block Coordinator includes:

- Working with district personnel on placement of student teachers.
- Assigning supervisors and monitoring progress of student teachers.
- Initiating communication with Administrators and Cooperating Teachers.
- Meeting weekly with student teachers in Seminar to review roles and responsibilities while further developing professional skills and meeting program requirements.
- Mediating concerns as they arise and participating or intervening as needed.

VIII. LESSON PLANS AND WEEKLY PLANS

- Lesson plan formats vary but should contain content standards, learning objectives, time frame, prior knowledge, instruction, guided and independent practice, SDAIE or 2nd Language Acquisition strategies, and assessment used to check for understanding. See formats in Appendix D.
- Lesson plans are **REQUIRED** for the last three to four observations but recommended at every observation for professional development.
- Weekly Plans are required for the last two to four weeks demonstrating *100% responsibility for planning, preparation & instruction*. They should be submitted to the cooperating teacher and supervisor the Friday before each week begins. Many principals request weekly plans from student teachers at this time.
- Lesson plans and Dialogue/Interactive Journals are to be available for Supervisors and lessons implemented on time even if supervisor runs late.

IX. EVALUATIONS

- Supervisors, Cooperating Teachers & Student Teachers participate in the evaluation process and meet in a triad conference for final evaluations. Midterm evaluations usually occur between the 4th and 6th observations.
- Decisions concerning adjustments to student teaching transition schedule, such as acceleration or extension of time needed, are made during the midterm.
- Cooperating teachers complete evaluation forms to document progress and identify areas for future growth. Forms are available in appendices A-C and at http://edweb.sdsu.edu/PLC/resources/policy_studies_supervisor.htm.
- Final evaluations are held the last week and should demonstrate progress in all areas. Successful completion of student teaching is determined at this time. Expectations are tailored to placements. Students in first semester, partial placements establish a foundation that they will build on in the full placements second semester.

X. PROTOCOL

Out of respect to all, consult the Student Teaching Handbook and use the following Protocol for any concerns that might arise:

- Student teachers are to be on site as contracted unless otherwise arranged with block coordinators. Lunch and prep time are arranged with cooperating teachers.
- Student teachers are to be at school 15-30 minutes before students & check in with classroom teacher before leaving.
- Student Protocol: Should concerns arise, *student teachers* should
 - First, discuss them with the classroom teacher, and then
 - Second, contact their supervisor. If the situation does not improve after a reasonable amount of time, and the supervisor's intervention has not been effective,
 - If the situation does not improve after a reasonable amount of time, student teachers should then contact their block coordinator. .

It is important that student teachers have a professional and positive attitude. Document concerns and keep records of communication in the Dialogue/Interactive Journal.

- Cooperating Teacher Protocol: Should concerns arise,
 - First, talk with student teachers,
 - Second, consult site administrator, and
 - Third, contact the university supervisor.

All interventions and results should be documented. If the situation does not improve after a reasonable amount of time, and the supervisor's intervention has not been effective, cooperating teachers should then contact the block coordinator.

- Supervisor Protocol: In case of concerns, *supervisors* will talk to the student teacher then contact 1st) cooperating teachers and 2nd) administrators, as needed.
- If concerns persist, the Block Coordinator is to be contacted who will then meet with participants to mediate concerns.
- Department Chair is contacted ONLY AFTER student teachers have communicated concerns with cooperating teachers, supervisor and coordinator.
- When possible, and it does not conflict with BCLAD program requirements, student teachers should be prepared professionally to attend staff meetings, in-services, open house, parent conferences, etc. It is recommended that student teachers list in the Dialogue/Interactive Journal all activities attended, such as after-school programs, community programs, parent involvement, etc.

XI. 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.” 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).

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

Definition of Terms:

Assisting: The Student Teacher is assisting the Cooperating Teacher in 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 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 problems in an area of teaching have been noted and a refocusing on effective teaching is needed.

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.

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 three 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 will probably 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 dialogue 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 dialogue 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

- a. Focus: Did the teacher effectively bring students into a learning atmosphere by providing a focus activity?
- b. 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?
- c. State objective: Did the teacher state clearly what the learner will be able to do by the end of the lesson?
- d. Establish purpose: Were the students shown the need/value of the learning/lesson?
- e. 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

- a. 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?
- b. Model: Did the teacher model the learning and the application for the students?
- c. Check for understanding: Did the teacher check regularly to make sure that all students understood the learning?

III. GUIDED PRACTICE

- a. Overt response: Did the students practice the learning through some form of overt behavior?

- b. Mass practice: Was the practice directly related to the learning?
- c. 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

- a. 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?
- b. 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

- a. Explain and model: Did the teacher model independent practice activity before students were expected to put it into practice?
- b. 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?
- c. 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	
INTO Anticipatory Set	<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>
THROUGH Instruction, Guided, Independent, Closure	<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>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> <ol style="list-style-type: none"> 1. Application: students apply knowledge to new situations or to a the real world context. 2. Enhancement: role plays, debates, essays, projects, interdisciplinary activities, etc. 3. Sharing: students share what they have learned &/or created with each other, the class, the school, &/or the community. 4. Other activities specific to assessment (see assessment section of the lesson template, below) <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>
<p>Differentiated Instruction</p>	<p>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?</p>
<p>Author's Comments & Reflections</p>	<p>What additional comments might you make to help another teacher implement this activity? Reflect on how you might improve implementation in the future.</p>
<p>STANDARDS AND ASSESSMENT</p>	
<p>*Assessment/Rubrics</p>	<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"> 1. Learning logs (What students learned; questions they have; what they would like to know, etc.)* 2. Self reflection (Steps students followed; what went well; what they could improve, etc.)* 3. Evaluation of an assignment/project. (Attach a rubric or a description of your grading standards.) 4. 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>
<p>*Standards</p>	<p>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 4th row of 1st section).</p>

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 the Teaching Event. 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 <ul style="list-style-type: none"> ▪ Understanding the state-adopted academic content standards and how to teach the subject matter in the standards ▪ Planning to teach to the standards ▪ 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 <ul style="list-style-type: none"> ▪ Determines student progress toward achieving the state-adopted academic content standards ▪ Supports students' learning during instruction TPE 3 Interpretation and Use of Assessments <ul style="list-style-type: none"> ▪ Understanding of assessments ▪ Using and interpreting assessments ▪ Giving feedback on assessments 	5. ASSESSING STUDENT LEARNING
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4 Making Content Accessible <ul style="list-style-type: none"> ▪ Addressing state-adopted academic content standards ▪ Prioritizing and sequencing essential skills and strategies ▪ Using a variety of strategies to facilitate learning TPE 5 Student Engagement <ul style="list-style-type: none"> ▪ Understanding of goals ▪ Ensuring active and equitable participation ▪ Monitoring student progress TPE 6 Developmentally Appropriate Teaching Practices <ul style="list-style-type: none"> ▪ Understanding important concepts about the learners ▪ Designing instructional activities ▪ Providing appropriate educational experiences TPE 7 Teaching English Learners <ul style="list-style-type: none"> ▪ Knowledge of important concepts about English learners ▪ Understanding theories, principles and instructional practices ▪ 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> <ul style="list-style-type: none"> ▪ Child and adolescent development ▪ Assessment of student ▪ Students’ needs and abilities <p>TPE 9 Instructional Planning</p> <ul style="list-style-type: none"> ▪ Establishing Goals ▪ Connecting academic content to the students ▪ Selecting strategies/activities/materials <p>TPE 15: Bilingual/Bicultural*</p> <ul style="list-style-type: none"> ▪ Integrates language and culture in learning ▪ Develops bicultural through language & culture ▪ Develops cognition in first and second language ▪ 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> <ul style="list-style-type: none"> ▪ Allocating instructional time ▪ Managing instructional time ▪ Reflecting on the use of instructional time <p>TPE 11 Social Environment</p> <ul style="list-style-type: none"> ▪ Understand the importance of the social environment ▪ Establishes a positive environment for learning ▪ 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> <ul style="list-style-type: none"> ▪ Professional obligations ▪ Legal obligations ▪ Ethical obligations <p>TPE 13 Professional Growth</p> <ul style="list-style-type: none"> ▪ Evaluating teaching practice ▪ Improving teaching practice ▪ Reflection and feedback <p>G. LINKING WITH THE SCHOOL COMMUNITY, SERVING AS A MEDIATOR OF CULTURE</p> <p>TPE 14 Social Justice *</p> <ul style="list-style-type: none"> ▪ Problem posing teaching practice ▪ Use social literacy as a teaching practice ▪ Promotes status equalization in learning process ▪ Develops critical thinking ▪ Models democratic principles <p>TPE 16: Community and Culture *</p> <ul style="list-style-type: none"> ▪ Assess social ecology of the school community ▪ Incorporates role of family & school ▪ Develops bicultural identity of student ▪ Communicates and interacts in ways that value the linguistic and cultural background of families ▪ Incorporates multicultural diversity into content standards and 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