Dear Credential Candidate:

Congratulations on your admission to the Single Subject Credential Program at San Francisco State University! The Student Field Service Office compiled this handbook to guide you through the Single Subject Credential Program. As members of your support team, we hope to enrich and enhance your academic preparation and practical field experience. As a student teacher, you will collaborate with the Secondary Education faculty, take a wide range of required courses, and become familiar with a variety of students, local public schools, and master teachers during the course of your yearlong apprenticeship.

Our partner schools have diverse multicultural and multilingual student populations, which will further challenge your abilities and training. As you acquire skills and assume increased responsibilities in your supervised field placement activities, you will document and describe this work in your field notes and lesson plans. Throughout this experience, you will learn to balance your challenging academic course work, fieldwork, faculty, and master teacher expectations, with your home life.

The faculty has designed seminar and lecture courses to reflect the requirements of State Senate Bill 2042 (which delineates California’s legal requirements for teacher certification) by incorporating the legislation’s thirteen Teaching Performance Expectations (TPEs) into the curriculum. By completing examination, course work, fieldwork, medical, and other clearance requirements, student teachers qualify to receive their preliminary Single Subject Credential.

Your professors, advisors, master teachers, field placement coordinator, and university supervisors are here to support your goal of becoming an excellent teacher. It is crucial that you seek their support and use the many resources available to you as a credential candidate. Field Supervisors and Master Teachers are essential members of the student teacher training collaborative. Building a solid relationship with your Field Supervisor and Master Teacher(s) is crucial to your success. Please, do not hesitate to come by the Office of Student Field Services in Burk Hall 57 whether you encounter obstacles along your journey or just want to chat.

Have a wonderful year,

Guilaine Salomon-Freeman, MA
Field Placement and Student Services Coordinator
guilaine@sfsu.edu / (415) 338-2800
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INTRODUCTION

This credential candidate and master teacher handbook presents comprehensive information on each component of the Single Subject student teaching practicum, from placement to candidate assessment. We hope that you will take the time to become familiar with the information in this booklet. This handbook has evolved over the years and will continue to change as we incorporate your input. There are many deadlines, requirements, and procedures, which credential candidates must plan for, master, and complete. You will work under tight deadlines, time, and financial constraints, to meet the many demands of your studies and training. We strongly advise that you purchase a student or teacher daily planner with ample space for monthly, weekly, daily, and hourly plans, projects, deadlines, and notes. Take the time to review the table of contents and pertinent sections to plan your first semester and enter your deadlines, student teaching schedule, and course schedule in your planner. Should you have questions after reviewing the handbook, stop by the Student Support and Field Placement Coordinator’s Office in Burke Hall 41.

Single Subject Credential Program Overview

The faculty has designed the Single Subject Credential Program to meet state teacher education requirements and to prepare candidates for the rigors of teaching in urban public schools. In the last decade, the State of California and the federal government have mandated fundamental changes in teacher preparation programs. Consequently, Credential Candidates must demonstrate mastery of Teacher Performance Expectations (TPEs) that fall into six domains:

1. Making subject matter comprehensible to students;
2. Assessing student learning;
3. Engaging and supporting students in learning;
4. Planning instruction and designing learning experiences for students;
5. Creating and maintaining effective environments for student learning; and
6. Developing as a professional educator.

The Handbook has two sections, which delineate the components Teacher Performance Expectations (TPEs) listed in Appendix A. The first section breaks down the requirements for each TPE and discusses classroom applications. We have organized the second TPE section to facilitate evaluation and assessment of student teacher performance and practice in reference to each TPE. We have outlined charts of expectations for each TPE, so that student teachers know what to expect, do, and improve and understand how to analyze, interpret, and learn from their evaluations.
**Required, Concurrent and Sequential Courses**

**First Semester**

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<th>Course</th>
<th>Units</th>
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<tr>
<td>Curriculum &amp; Instruction 1—discipline-based; course numbers will vary,</td>
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<td>3 units</td>
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<td>SED 640: Supervised Observation / Participation in Public Schools, 3</td>
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<td>SED 701: Teaching for Equity in Secondary Schools, 3</td>
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<td>SED 720: Literacy Across Content Areas, 3</td>
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<td>SED 751: Classroom Environment and Management, 3</td>
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<td>SED 800: Adolescent Development, 3</td>
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**Second Semester**

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<td>Curriculum &amp; Instruction 2—discipline-based; course numbers will vary,</td>
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<td>3 units</td>
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<td>SED 660: Student Teaching- Single Subject, 9</td>
<td></td>
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<tr>
<td>SED 752: Professional Perspectives &amp; Practices (cohort class must be</td>
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<tr>
<td>taken concurrently with SED 660), 3</td>
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<tr>
<td>SED 790: Second Language Development, 3</td>
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**Curriculum and Instruction Courses**

**Curriculum and Instruction I Courses – Fall Semester**

- Art 650
- English 713
- Home Economics CFS 699
- Mathematics 759.01
- Music 760
- P.E. 750
- Science 759.02
- Social Science 759.03
- World Languages FL 750

**Curriculum and Instruction II Courses – Spring Semester**

- Art 655
- English 714
- Home Economics Not required
- Mathematics 769.01
- Music 761
- P.E. 751
• Science 769.02
• Social Science 769.03
• World Languages FL 751
FIELD PLACEMENT: ROLES AND RESPONSIBILITIES

Candidates attend the school placement interview after they had been officially admitted into the program. At the school placement interview process, candidates and the Field Placement Officer discuss the requirements for school placements, school placement options, candidates’ strengths in the field they want to be trained to teach, experience working with children, previous experience in school settings, experience in tutoring, subbing or in after school programs working in their field, and other prior relevant experience acquired before the candidates chose to come to this program.

Candidates are expected to work with (preferably) two master teachers, especially at the high school level, to acquire classroom management skills. If placed with one master teacher at the middle school level, they are expected to teach two periods just as in the high school placement.

The SED Program is a student-centered program where communications between the Field Placement Officer, the master teachers at the schools and the University Supervisors are focused to ensure the success of all candidates. Then after initial meeting with Field Placement Officer, arrangements are made for dates to meet prospective master teacher(s), school administrators and instructions are given how to prepare for that experience.

The Placement Coordinator places in-coming student teachers in school sites before summer vacation, so that they can observe and participate from the beginning of the school year.

Student Teacher Placement: Content, Rationale and Process

Upon acceptance, prospective Credential Candidates complete a pre-placement form indicating their subject concentration (passed CSET and completed course requirements), geographic and school preferences, and special needs. The Field Placement Coordinator makes every effort to match candidate preferences with available student teaching positions. However, the demand for student teachers in specific subjects and the availability of qualified master teachers varies at specific school sites. Most schools request math and science student teachers. Art, physical education, social science, and English subject specialists are in less demand. We request prospective candidates to think broadly and flexibly as they establish their priorities and goals. The following variables determine the availability and suitability of student teaching placements:

- Partner school agreements with SFSU;
- A supportive school administration;
- Experienced and qualified master teachers, who are interested in mentoring student teachers on a continuing basis;
- The availability of subject and grade level appropriate placements;
- Geographic location; and
- An expressed preference for a particular area, master teacher, or school by credential candidate.
Student teachers observe throughout the fall semester and student teach in the spring semester until summer dismissal.

Here are some useful suggestions for being successful in the program:

1. Carefully read and review your Student Handbook;
2. Clarify all questions with the Field Placement Coordinator;
3. Establish and maintain an SFSU email account, check it daily, and respond promptly to any SED email;
4. Register for specified course sections in all required classes;
5. Attend all required classes;
6. Respect school site policies and regulations and comply with your school site schedule and calendar;
7. Keep a personal log of your school visits and observations;
8. Keep an observation schedule with your master teacher.
9. Discuss course schedule conflicts discuss with your master teacher and the Field Placement Coordinator;
10. Maintain a professional demeanor at SFSU, at partner schools, and your school site;
11. Be prompt and adhere to your observation and daily teaching schedule;
12. In the event of a crisis or serious illness, call your master teacher and field coordinator as soon as possible;
13. Dress in appropriate professional attire for all teaching and school functions;
14. Adhere to school, district, and University ethical standards;
15. Your relationships with students must remain professional;
16. Maintain the highest ethical and moral standards in your relationships with students; and,
17. Establish and maintain good relations with teachers, administrators, and staff at your school site and school district.
Forewarning

Schools and Districts are checking candidates’ information on Twitter, Facebook, blogs, and other social media. Please be aware that your placement may be affected on what and how you communicate on these social media.

SED 640 and 660 Concurrent Course Requirements

• First semester Credential Candidates must take courses SED 640 and SED 751, among others. SED 640 and SED 751 are directly related to the field placement.

• Second semester students must take courses SED 660 and SED 752, among others. To earn credit for these courses, students must pass both courses. SED 660 and SED 752 are also both directly related to the field placement.

• Students with an unsatisfactory, no credit, or grades lower than a C in one course, will receive a grade of no credit in both courses.

Field Emergencies

In your teaching career, you will undoubtedly face many difficult situations, which will test your resourcefulness, intelligence, stamina, courage, and compassion. As a student teacher and as a member of the Department of Secondary Education, you will not face difficult situations alone. The faculty, staff, and resources of the Secondary Education Department are here to assist you, help you learn from the most trying situations, and assure your safety and that of your students. For us to meet this goal, we must work together.

The SFSU College of Education, The California Education Code, and standard safety practices require student teachers, supervising faculty, and master teachers to immediately report incidents, which put or potentially put students, faculty, staff, or the Credential Program and representatives, at risk of injury, to their principal or vice-principal and to follow school emergency procedures. Student teachers must immediately report any incident to their SFSU faculty supervisor and the SFSU Coordinator of Student Services and Field Placement.

FIELD PLACEMENT COORDINATOR

• Serves as a liaison between SED and partner schools by meeting regularly with district and school site administrators;

• Initiates contact with principals, vice principals, and department chairs;
• Recruits potential master teachers and presents the program requirements to department chairs;

• Assigns a faculty supervisor to each candidate;

• Plans, initiates, and monitors student teacher placements in middle and high schools throughout the Bay Area;

• Places students depending upon the availability of content area master teachers, school sites and written pre-placement candidate preferences;

• Communicates information on criteria, regulations, credential requirements, and program changes;

• Informs candidates of employment opportunities and teacher hiring fairs;

• Mediates and resolves problems concerning student teachers, including placement, master teachers, and personal issues;

• Prepares and distributes an overview of Student Teaching 1 and 2, SED 640 and SED 660;

• Arranges for students to meet their master teacher(s) and school official(s) before the beginning of the semester;

• Prepares, explains, and distributes assessment tools to candidates, school administrators, and master teachers; and

• Reviews student teacher evaluations (EROD) and advises SED Department Chair
SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES

The SF State Single Subject Credential program has four components which a student teacher candidate must successfully navigate in order to complete the program and apply to the California Commission on Teacher Credentialing (CCTC) for a Single Subject Credential: they must: 1. meet all program prerequisites; 2. complete all academic courses with grade point average of 3.0 or better and no grade lower than a C; 3. successfully complete student teaching; and, 4. pass the State-mandated teacher assessment process (edTPA). These policies address specific policies involving these processes.

Substituting During Student Teaching Assignment:

Due to the demands of courses and fieldwork in the credential program, the Department of Secondary Education does not recommend that candidates substitute teach.

Student teachers may substitute for their Master Teacher in case of his/her absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the University Supervisor and the Master Teacher. Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as student teaching only under the following conditions:

- Student teachers may substitute in the first semester of the credential program; however, these hours cannot be counted towards the 90 hours of observation required for 640.
- Substituting during second semester is ONLY permitted with authorization from the Student Placement Coordinator and then only for a limited number of hours per week.
- Student teachers must continue student teaching their regular classes while substituting during the second semester. The master teacher, who will be absent, must make arrangements for another school employee to cover the class if the student teacher teaches in a second master teacher’s classroom.
- If for any reason, the University Supervisor or Placement Coordinator believes that substituting might negatively impact the student’s successful completion of the program, the request will be denied.
- Student teachers must follow guidelines of the district where they are substituting.

Grading in SED 640 / 641 / 660 and 661

If there are differences in opinion between a candidate’s Master Teacher and University Supervisor over questions of student progress and/or student grades, a second University Supervisor will be asked by the Department Chair to observe the student teacher candidate to resolve the differences.

Any time a student receives a NC in SED 640/641/660/661, they will also receive zeros or incompletes on any class assignment related to the field placement.
**Initial Field Placement / Practicum**

Our Field Placement Coordinator identifies potential field sites/master teachers, and candidates interview for student teaching placements. At the beginning of the field placement process, all candidates will be given opportunities to interview at two school sites for a potential student teaching field site/placement. The selection decision is often based on how well the candidate presents him or herself professionally. School-site administrators and master teachers make the final decision to accept or decline the placement.

If, after two Student Teaching field site interviews, the candidate does not secure a placement or if the candidate does not secure a placement by October 15th, he or she would fail SED 640: Supervised Observation / Participation in Public Schools and would have to return the next fall and enroll in SED 641: Extended Supervised Observation / Participation in Public Schools.

(If they had to wait until the following fall to take SED 641, the candidate would be able to take SED 790 in the spring, but all other spring classes are related to their field placement, so they would have to wait to take those until they successfully passed SED 641 the following fall and then move on to SED 660.)

During the following fall, the candidate, enrolled in SED 641: Extended Supervised Observation / Participation in Public Schools, would again be given opportunities to interview at two school sites for a potential Student Teaching field site/placement. If they succeed in obtaining a placement and pass SED 641, they can then move forward to SED 660 in the spring. If, however, they are not successful in obtaining a placement after two interviews by October 15th, they would fail SED 641 and would then be subject to declassification from the Single Subject Credential program.

**Having to Move On to a Second Field Placement / Practicum**

In the event that a Student Teacher experiences difficulty with the first placement or if the school (Master Teacher / principal) requests the student leave the placement, the Field Placement Coordinator will work to find a second school placement after determining the specific reasons that affected the request to leave. If school personnel (Master Teacher / principal) requests the student leave the placement, they do need to document their reasons for doing so.

After being requested to leave a placement, the student will receive a NC in SED 660: Student Teaching / 661: Extended Student Teaching. If the student teacher receives a NC in SED 660, the Student Teacher then has one more opportunity to change his / her placement; in other words, a candidate may have two possible placements.

For a student to change a placement at their own initiative, the student must contact the Field Placement Coordinator to request and justify the change. **No change of placement can take place except through the Field Placement Coordinator.** Once the change of placement is approved by the Field Placement Coordinator and the Department Chair, the Field Placement Coordinator will then work with the student to arrange a second placement. A change of placement may not be approved if the request comes too late in either semester.
Repeating SED 660

If a student must take a leave, (because of a family emergency, illness, accident, pregnancy, unexpected lengthy master teacher absence, change in grade level and class assignment, or other equally serious disruption out of the control of the student), during his/her SED 660 semester, the Field Placement Coordinator, Field Supervisor, Faculty Advisor, and SED Department Chair will review the circumstances and determine whether the student needs to repeat SED 660 and SED 752 the following semester.

In the case of Art, Music, P.E., and specific foreign languages, the program can only offer these small C&I #2 seminars in the spring semester, because enrollment is too low to justify fall and spring course offerings. Consequently, the field placement coordinator, faculty advisor, and student will design an individual study plan to accommodate the student's needs during the interim semester.

Students may petition the Chair to repeat SED 660 twice.

Candidate Support Intervention Policy

Credential candidates may demonstrate a variety of difficulties or issues which require intervention while in the Single Subject Credential program. Such issues may include:

- Academic difficulties (e.g., problems with coursework);
- Practicum difficulties (e.g., unsuccessful in SED 640/641/660/661);
- Dispositional difficulties (e.g., inappropriate actions/behaviors in classrooms, the school site, or the school district).

Situations may also arise in which faculty members must take immediate action. Such situations may include candidates who:

- Demonstrate serious difficulties at the very end of the semester;
- Pose a clear danger to themselves or others;
- Make threats, commit ethical breaches, or exhibit behaviors, which reveal unsuitability for teaching.

If academic, field placement / practicum or dispositional difficulties arise, faculty members will attempt to support the candidate with the protocol outlined in the following paragraphs:

Student Has Academic Difficulties

1. Identification of Difficulties: Faculty member identifies difficulties in an effort to support the candidate. The faculty member will review grades to identify candidates who are in danger of earning a C or below, a NC (No Credit) or an INC (Incomplete).
2. Consultation: Faculty member may choose to e-mail or meet with colleagues to see if there are shared concerns.
3. Action Plan: Whenever possible, the faculty member confers with the candidate and develops a plan to address the difficulties. The faculty member documents the agreed-upon plan and sends a copy to the Department Chair. If difficulties continue, and the student earns a final grade of C or below, the faculty member will consult with the Department Chair regarding declassification.

Note: A GPA of 3.0 or better with no grade lower than a C is required in all courses comprising the professional education sequence.

Student Has Difficulties in the Field Placement / Practicum

1. Identification of Difficulties in the Field Placement (Beyond Obtaining the Placement): The faculty member identifying difficulties will review all Evaluation Reports for Observations and Documents (ERODs) as well as written communications from master teachers and school-site administrators (e.g., emails). As noted in the Grading Policy, if there are differences in opinion over student performance between the Master Teacher and the University Supervisor, they will be reconciled by assessment by an additional University Supervisor appointed by the Department Chair.
2. Consultation: The faculty member may schedule an assessment / intervention meeting with the candidate’s professor for SED 751: Classroom Environment and Management, the Field Placement Coordinator, Curriculum and Instruction Professor, University Supervisor and/or Department Chair. An evaluation will be made to assess the issues and to determine the sources of the difficulties.
3. Action Plan: An action plan of concrete steps for the student to follow will be developed out of the consultation meeting.

• SED 640 / 641 (Observation Semester Alternatives):

If the master teacher is unwilling to work with the student teacher and the assessment meeting takes place during the observation semester while in SED 640 or 641, the student may have the opportunity to interview for an additional placement at a second site if a placement can be secured by the end of the 5th week of the SF State semester. The candidate must agree to follow all guidelines reviewed at the assessment meeting in order to complete the program. If a candidate does not secure a placement site after the additional interview opportunity, and there is documentation that this decision was due in part to the candidate, the student will subsequently fail SED 640: Supervised Observation / Participation in Public Schools and, as described above, must wait until the following year to take SED 641. If the second attempt (SED 641) is also not successful, the Chair of the Department of Secondary Education will appoint a three-member faculty panel to consider declassification from the program. Thus, each student will have two opportunities to pass the student teaching observation experience if a second placement can be secured by the end of the 5th week of the SF State semester.

• SED 660 / 661 (Student Teaching Semester Alternatives):

a. If a candidate fails to successfully complete SED 660: Student Teaching due to dispositional reasons, failure to communicate well, failure to complete lesson planning, student assessment or any other reason leading to the view of the Master Teacher and University Supervisor that their teaching was not at a passing level, they
will receive a NC in SED 660: Student Teaching. In this case, the candidate fails SED 660. If there is a difference in opinion between the Master Teacher and University Supervisor, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC). Since success in the credential is based upon student teaching as well as in their academic classes, if the student does not pass student teaching, they will also be asked to withdraw from classes.

If a candidate is asked to leave a placement due to the candidate’s behavior, they will automatically fail SED 660 and will not pass the Single Subject Credential program. Since success in the credential is based upon student teaching as well as in their academic classes, if the student does not pass student teaching, they will be asked to withdraw from classes. Students may request to stay and complete SED 790, which may be granted by the Department Chair.

b. If, however, the candidate is asked to leave a placement in the spring during SED 660, and it is clear and documented that there were personality differences, or political or organizational issues in the placement, the candidate may then seek a different placement (assuming this placement was not already their second) and enroll in SED 661: Extended Student Teaching the next spring.

Declassification Policy (Situations Under Which Students May Be Removed from the Program)

There are four types of situations under which a student may be removed from the Single Subject Credential Program. Removal from the program is referred to as declassification.

1. Difficulties in Securing a Placement:
SFSU will set up only two appointments for a candidate to secure a school placement during an academic year before a declassification panel is appointed. If the student cannot obtain a placement after two interviews (with documentation from each school), then the student may be considered for possible declassification. The process is as follows:

- Enroll in SED 640 / Interview 1 – school site says no (with documentation that the reason was due in part to the candidate’s disposition)
- Enroll in SED 640 / Interview 2 – school site says no (with documentation).
- If a student has not yet gotten a placement after two interviews, they will receive a NC in SED 640 and be asked to return the following year and try again under SED 641.
- Enroll in SED 641 / Interview 1 – school site says no (with documentation that the reason was due in part to the candidate’s disposition)
- Enroll in SED 641 / Interview 2 – school site says no (with documentation).
- If a student has still not obtained a placement after two interviews, they will receive a NC in SED 641, the student will be subject to declassification and a declassification panel will be created.
- Declassification Panel
2. Academic Difficulties:
If a candidate earns a C or below in a course, or has a semester grade-point-average lower than a 3.0, the student would be automatically de-classified.

3. Dispositional Difficulties:
At any time while in the credential program, should a candidate exhibit unprofessional behavior (for example, issues of anger management, inappropriate language, threats directed to any student/candidate or professional, violation of confidentiality, dishonesty or other ethical breaches, an unwillingness to present oneself professionally in dress and grooming that shows respect to students, University or school site staff), he/she is subject to receiving a NC in whatever class they are taking (SED 640/641/660/661) and being declassified from the program.

If a candidate threatens a student, faculty member, or administrator at SFSU or at his/her school site, the student will receive a NC in the class (SED 640/641/660/661), be immediately removed from classes at SFSU and the school site and a decancellation panel will be appointed. The Department would immediately notify the Office of Student Conduct at SF State and the candidate would be subject to SF State disciplinary procedures.

4. Teaching Difficulties / Difficulties in Field Placement / Practicum:
If a candidate receives a NC in SED 640 and then a NC in SED 641 or in SED 660 and then SED 661, the student is subject to declassification.

Teacher Assessment

Before a student teacher candidate may apply for a Single Subject Credential, they must meet all program prerequisites, successfully complete all academic courses, successfully complete student teaching and pass the State-mandated teacher assessment process. For 2015-2016, the Single Subject Credential Program is transitioning from the PACT assessment process to edTPA. If students do not pass during their first attempt, they are allowed one additional attempt at passing the edTPA. All 2015-2016 student teacher candidates must successfully complete and pass all sections of the edTPA or they may not apply to the State for their Single Subject Credential.

Supporting documents that further detail professional behavior:
These policies and procedures are set within the context of SF State University and California Commission on Teacher Credentialing policies and procedures pertaining to the discipline of professional certificated personnel (applicable sections):

Section 44421
The Commission for Teacher Preparation and Licensing shall privately admonish, publicly reprove, revoke or suspend for immoral or unprofessional conduct, or for persistent defiance of, and refusal to obey, the laws regulating the duties of persons serving in the public school system, or for any cause which would have warranted the denial of an application for a credential or the renewal thereof, or for evident unfitness for service.
Section 44434
Each city or city and county board of examination may for immoral and unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, recommend to the city or city and county board of education, the revocation of any certificate previously granted by the board of education in the city or city and county.

1) SF State Bulletin, “Administrative/Academic disqualification”:
In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

**Dress Code**

The credential program enforces a dress code. Student Teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at their school of assignment especially during the student teaching semester. Dress code is part of grading.

**The Role of the University Field Supervisor**

The University Field Placement Coordinator interviews and assigns student teaching candidates to schools. The University Field Placement Coordinator also assigns qualified University Supervisors to work at specific school sites with student teacher candidates.

- The Field Supervisors meet with the Field Placement Coordinator on a regular basis to obtain candidate information and discuss program changes, evaluation forms, and specific student issues.
- Observe, evaluate, and support student teachers throughout both semesters of student teaching;
- Provide student teachers with general and specific assistance on planning lessons, units, and curriculum;
- Prepare student teachers for employment by coaching, assisting with procurement of letters of recommendation, and offering specific suggestions;
- Formally evaluate and complete one EROD at the end of the first semester and two E-RODs for each student teacher (midterm & final); and
University Supervisors

University Supervisors are faculty members working with student teachers in the field. They have the following roles at each school site; they:

1. Contact and meet with the principal or assistant principal at the beginning of each semester to finalize a list of student teachers on site and confirm master teacher assignments;

2. Provide a list of assigned master teachers to the Field Placement Coordinator;

3. Meet with each master teacher to discuss SED credential requirements, master teacher responsibilities, forms, deadlines, etc. (Master teacher experience determines the length of the initial meeting);

4. Provide master teachers with assessment forms (ERODS);

5. For Observers (SED 640 students): Review the Progress Report Form (see Handbook) before the end of the first observation semester to ensure that the candidate and master teacher have appropriate and shared understandings of their responsibilities for the second semester;

6. Before observing SED three-day solos and SED 660 student teaching, they review the credential candidate’s lesson plans well before (at least a couple days before) the lesson and provide appropriate suggestions; and

7. Maintain communication with master teachers by e-mail, phone, and/or school visits as appropriate to the situation.

**With interns, the supervisor will make contact as soon as possible and follow-up with an initial in-person contact with the administrator, who will evaluate the intern. The University Field Supervisor will communicate policies and procedures outlined above as needed.
FORM: Two Semester Student Teaching Agreement
Master Teacher / Student Teacher Expectations

_______________________________________________
Please print the Credential Candidate’s full name

We have discussed our respective expectations for our Coordinating Teacher/Master Teacher-Student Teacher working relationship. The Master Teachers’ or Principal’s/Vice Principals’ signature(s) indicate that these expectations are acceptable:

MASTER TEACHER’S SIGNATURE      DATE

STUDENT TEACHER’S SIGNATURE      DATE

If your master teacher does NOT wish to complete a written statement of mutual expectations, please, have them sign the following statement.
I agree to supervise ______________________________________________

Please, print the credential candidate’s full name

student teaching. We have discussed our respective expectations for our Master Teacher-Student Teacher working relationship. I do not wish to have a written contract that specifies those expectations.
SCHOOL PARTNERSHIPS

Our partner schools serve a vital function by providing placement and training opportunities for student teachers. The California Education Code stipulates that:

1. Student teacher training school sites adopt state core curriculum standards;

2. School sites be low-performing, hard-to-staff, OR serve English learners; and

3. Partner schools provide tangible support to master and student teachers.

4. To enhance student teacher training, partner schools may:
   • Introduce student teachers (including background and training) at the earliest possible faculty meeting;
   • Publish a write-up, with picture, of each student teacher in the school paper and/or the school bulletin;
   • Set aside space for student teachers to prepare lessons, seek support, and take refuge, as well as a locked and secure place for student teachers’ personal items;
   • Collaborate with university supervisors to identify and recruit talented teachers interested in serving as master teachers;
   • Facilitate weekly meetings between master teachers and student teachers; and, and
   • Invite student teachers to school functions and in-service activities.
PREPARATION FOR SED 640: OBSERVATION AND PARTICIPATION

Course Description

SED 640: Observation and Participation is taken during the first semester of student teaching of the credential program and is the beginning of student teaching. In the course, the master teacher offers guidance and support to the student teacher based on direct observation of the candidate as he/she becomes involved in classroom activities and responsibilities. These activities include opportunities to grade papers, work with individual students or small groups, and teach all or part of a lesson (while the master teacher is in the classroom). Regular meetings between the master teacher and the candidate are important during the first semester (SED 640), because candidates need constant feedback as they assume more responsibilities and develop strategies and a teaching style.

The credential candidate also participates in a weekly on-campus seminar (SED 751). The Field Placement Coordinator assigns candidates to local public middle/high schools. Candidates spend eight to ten hours per week at their assigned school for a total of 90 hours during the public school semester. The primary goal of SED 640 is to enable credential candidates to make the transition from a student observer to an active classroom participant. Beginning student teachers observe in the classroom and gradually assume a more responsible role during the SED 640 segment of their practicum.

Toward the end of the first semester, student teachers complete a required three-day solo teaching unit (on consecutive days), under their master teacher’s direct supervision, in one of the two classes they are observing. The program recommends, but does not require, student teachers to complete a three day solo teaching unit in their second class. The three-day unit allows the master teacher, the university supervisor, administrators, and students to observe and assess the student teacher’s teaching, classroom management, subject matter competence and key skills delineated in the Evaluation Report for Observations and Documents (EROD—Appendix 3) assessment form. The three-day solo also enables the master teacher to complete this detailed evaluation of the student teacher’s competencies before the student teacher begins teaching two classes for his/her second semester (SED 660).

Timeline – First Semester SED 640

Weeks One to Four (mid-August to mid-September)

Observations

During the first four weeks (August through mid-September), student teachers become familiar with their school, master teacher, subject matter, students, school / classroom processes, counselors, and the school culture and geography.
• Student Teachers observe classes, teachers, and activities outside their discipline with particular attention to classroom management, teaching strategies, teacher demeanor and teaching styles, and faculty and staff relationships and collaboration.

• Student teachers meet all departmental teaching staff and discuss advice, strategies, and teaching experiences with as many as teachers as possible.

• Student Teachers meet and confer with administrators, school counselor(s), librarian, secretarial and clerical staff, janitorial staff, security personnel, and other support personnel.

**Weeks Five to Eight (Mid-September to mid-October)  
O & P Observation and Participation**

Student Teachers focus their observations in classes in their discipline and actively participate in the classes they will probably teach their second semester.

• The Master Teacher guides the student teacher’s participation by ensuring that the student teacher contributes to and learns from classroom experiences (i.e. tutoring, small group instruction, after school experiences, administrative tasks, team teaching experiences, collaborative planning, etc.).

• The Student Teacher builds a working relationship with the Department Chair and Instructional Vice Principal to assure collaboration with and approval of a master teacher in the student teacher’s content area.

**Weeks Nine and Ten (Mid-October to mid-November)  
Working with Master Teachers**

Student Teachers gradually assume more demanding classroom support responsibilities, including co-teaching lessons and co-directing activities. All student teachers must plan and teach micro teaching unit lesson at least two per week between October 1st and November 20th.

**Weeks Eleven to Fifteen (Mid-November to December)  
Planning, Collaboration, and Teaching Solo**

All students must schedule their three-day solo teaching between November 16 and December 7, because your University Field Supervisor must submit grades before the SFSU deadline and the end of the public school semester. In fact, it is best to have completed the three day solo prior to Thanksgiving. Remember that you have agreed to continue student teaching until the public school semester ends.

• Schedule and plan the lesson with your Master Teacher well ahead of the deadline and discuss the date with your field supervisor.

• Both your Master Teacher and University Field Supervisor must attend and evaluate your mini lesson.

• Between November 16 and December 7, Student Teachers plan and teach a three-day solo lesson in one of the classes they are teaching.

• The Student Teacher plans the lesson, which he/she will deliver on three consecutive school days, with the guidance and approval of their Master Teacher.
At least one week before the three-day solo teaching experience, Student Teachers will present their Master Teachers and University Field Supervisors with copies of their detailed lesson plan for the three-day solo.

- The Master Teacher must approve the lesson plan.
- Should problems arise, immediately contact the university supervisor.
- The three-day solo is an opportunity to assess strengths and weaknesses before teaching two classes daily (at different grade or ability levels) during the second semester.
- It is crucial that you continue to observe and participate, as you prepare your lessons for the coming semester. Your master teacher will continue to assist, mentor, and monitor your teaching to ensure a successful three-day solo and adequate preparation for your solo teaching second semester (SED 660).
- The Department encourages student teachers to file a substitute teaching application on ED-Join, so that they may augment their teaching experiences.
- You may file a request with the Placement Coordinator to have substitute teaching in your content area at your school site apply toward your required (SED 640) observation and participation hours.
- You must make your request and turn-in a completed Substitute Hours form to the Field Placement Office before December.

**Weeks Sixteen to Twenty-Two (End of first semester to beginning of second semester)**

Planning and Teaching Solo

Congratulations! You have completed half of your credential program. To continue your successful practicum, we encourage you to devote yourself to planning your classes during the holiday break and discussing and revising your lesson plans with your master teacher before beginning solo teaching in January.
Observation Schedule by Month

This guide is to help student teachers plan and pace themselves during the first semester Observation and Participation (SED 640) of the credential program. We have listed goals and objectives for credential candidates to complete each month.

First Month Planning and Strategizing

August

_______Review and memorize your school’s floor plan, safety, and emergency procedures;

_______Introduce yourself to your department chair, administrators, faculty, office, and other support staff;

_______Request to observe a variety of teachers with different experiences, perspectives, education philosophies, presentation, organization, and classroom management styles;

_______If the school administrator or the department chair has not assigned you a master teacher, arrange with them to observe qualified prospective master teachers* in your field, and secure a master teacher before the fourth week;

_______Meet and learn the names and assignments of administrators, teachers in your subject area, and support personnel (i.e., counselors, librarians, secretaries and others);

_______Become familiar with your school district and school site administrative and staff structure;

_______Learn parking, sign-in, identification, school, cafeteria, office, faculty and equipment room rules and procedures;

_______Investigate school resources (i.e. instructional aides, physical plant, materials, computer equipment, training, facilities, and software, media equipment and other instructional technology);

_______Offer to assist your master teacher(s) in all areas of instruction; and

_______Complete your first assignment: observation, field notes, and paper.

Make time to familiarize yourself with the many neighborhoods and schools in your community

Second Month

September
Review your school’s safety procedures, particularly the emergency drill protocol at least once a week;

Review federal, state, district, and school curriculum guides and content standards in your subject area;

Craft a weekly schedule of 10-15 hours of observation and participation with your master teacher;

Get acquainted with students and their academic needs;

Become involved in after school activities (i.e. musical rehearsals, athletic matches, concerts, etc.);

Attended parent-teacher meetings, including Back to School Night; and

At the end of two months, you should have completed at least 32 hours of Observation and Participation.

Third Month
Meticulous Observation, Thoughtful Reflection and Guided Participation
October

Focus this segment of your observation and participation hours on the classes you will teach second semester.

Review and discuss the school’s attendance policies with your master teacher. Record your master teacher’s policy guidelines.

Familiarize yourself with referral procedures and forms for in-school services, (such as counseling, principal, speech and language, special education, and behavioral issues) and outside agencies, (such as CPS (Child Protective Services) guidelines for mandated child abuse reports, medical, shelters, nutritional and family services);

Familiarize yourself with the school’s and your master teacher’s discipline policies and procedures; [You may want to clarify your understanding by discussing specific issues with administrators.]

Interview the school security officer and inquire about his/her responsibilities and analysis of school security problems (i.e. alcohol/drug abuse, neighborhood, and school gang activity);

Prepare mini lessons with your master teacher and co-teach classes or teach lesson segments in preparation for teaching solo second semester;
_____Discuss your school’s, department’s, and teacher’s evaluation and grading procedures with your master teacher and departmental colleagues; [Prepare a synopsis of your master teacher’s grading policy and review it with him/her.]

_____Prepare a written three-day 150-minute lesson plan for a class you are observing and plan to teach second semester;

_____Ask your master teacher to review your three-day solo lesson plan well before you plan to present it;

_____Present the lesson over three consecutive days; [If your school has block scheduling, you may present your 150-minute lesson in one day or over three consecutive class meetings.]

_____Your master teacher will observe and evaluate your three-day lesson and complete an EROD form.

_____Keep your original EROD and submit a copy of the EROD to the Field Coordinator’s Office within three days. Print your name, date, and 660/640 status in large letters on the upper left corner.

Fourth and Last Month
Teaching Solo
November - December

The College of Education (COE), and Secondary Education Department (SED) and Bay Area school districts strongly urge credential candidates to complete their school site’s semester (which generally ends in mid-June). Teaching until the end of the semester, will solidify the student teaching experience, build teaching skills, enhance the continuity and cohesion of course instruction, assist students, the school site, and colleagues, and strengthen a student teacher’s portfolio and employability. Teaching until the end of term, also affords student teachers with an opportunity to complete planning for their solo teaching with the guidance and support of their master teacher.
REQUIREMENTS TO COMPLETE SED 640
AND BEGIN
SOLO STUDENT TEACHING SED 660

______Take notes, review, and discuss systems, procedures, and routines (i.e. attendance, lesson planning, evaluation, homework policies, record-keeping, teacher absences, substitutes, and discipline) with your master teacher, faculty supervisor, and professors and colleagues in your SED courses.

______Take responsibility for specific classroom duties;

______Complete written lesson plans and teach mini-unit and multi-unit lessons in classes you are observing and plan to teach next semester.

______Prepare instructional materials for our master teacher(s) (i.e., bulletin boards, displays, slide or power point presentations, special reading assignments, lab equipment, and supplies);

_____ Know the titles of the courses you are teaching and schedule numbers, day(s), time, and place you are teaching, and course enrollment.

_____Secure teacher copies of the textbooks, workbooks, and supplemental materials you will be using.

_____Develop and write a detailed classroom management plan.

_____Start preparing a semester plan, unit plans, and lesson plans for EACH class you will be solo teaching your second (SED 660) semester.

_____Schedule regular weekly meetings with your Master Teacher(s);

_____Know the availability of instructional resources (i.e., textbooks, media, technology);

• How and when to get the equipment; and
• How to use it;

_____Know your Master Teacher’s routine and procedures, (especially attendance and record keeping), establish your own style, but work closely with your master teacher(s).

_____Have materials, textbooks, course outlines, reading lists, teaching or research articles to read during the school break to prepare for the next semester.

_____Leave your address, phone number, and e-mail with the school administrator and master teacher, so they can contact you in the event of a schedule change, administrative requirements, early faculty meetings, teacher in-service, and preparation days, or an emergency.
EVALUATION AND SCORING
(E-ROD – Evaluation Recording and Observation Document: See Appendix)

Observation Semester: 2 ERODs (one from master teacher or other appropriate site professional and one from the University Supervisor) Student Teaching Semester: 4-6 ERODs (two from each master teacher or other appropriate site professional and two from the University Supervisor)

During first semester and while the student teacher is observing, the supervisor and master teacher may give scores of 1’s and 2’s on E-RODs (the lower scores). There should be a progression in scores from first to second semester. By the end of the second semester, all TPE boxes must have scores of 3 in order for the student teacher to pass student teaching.
### FORM: Student Teacher Observation Log
Observation Hours SED 640  (Example #1 FORM)

<table>
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<tr>
<th>DATE</th>
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<th>TEACHERS AND ACTIVITIES OBSERVED</th>
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</table>
**Observation Hours SED 640 (Example #1 FORM)**

**STUDENT TEACHER**

**SCHOOL**

**UNIVERSITY SUPERVISOR**

**MASTER TEACHER OBSERVED**

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<th>TIME OUT</th>
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**SUBJECT**

**GRADE LEVEL**

**# OF STUDENTS**

Describe the lesson.

Describe successful elements of the lesson.

Why were these elements successful?

Describe unsuccessful elements of the lesson.
Why do you believe they were unsuccessful?

Notes
BRIDGING SED 640 AND SED 660: REQUIREMENTS AND PREPARATION

Before you assume your daily teaching responsibilities:

1. WRITE a classroom management plan that your supervising teacher(s) have approved. The plan you prepared in SED 751 should approximate the plan you will implement.

2. COMPLETE an instructional plan and weekly topic outline for the courses you will be teaching, as well as more detailed plans for our first unit of instruction. Use the skills for long range and unit planning you learned in your Curriculum and Instruction course.

3. ORGANIZE a current teaching binder (separate from your assessment binder) with daily and unit plans that is READILY available for review by your supervisors. Keep your daily reflections in this binder.

4. ORGANIZE your university supervisor’s and master teacher’s observations of your classroom teaching. Review, sign, and file your copy of your Evaluation (EROD) forms in a separate assessment binder.

5. Include the midterm evaluations you completed and those by your supervising teacher(s) and university supervisor in your assessment portfolio. In addition to the EROD evaluation forms, include a written reflection on your teaching to date. Place these documents in your assessment portfolio.
FORM: CANDIDATES AND MASTER TEACHERS
EXPECTATIONS WORKSHEET

To begin SED 660, review your second semester expectations and complete this form.

Dear Coordinating/Master Teacher________________________

Your contribution to the education of future teachers is a critical part of teacher training. The Secondary Education Department at SFSU is indebted to you for the opportunities and experience you give our student teachers. Identifying, discussing, agreeing upon, and recording mutual expectations clarifies and solidifies the relationship between student and mentor. The resulting roadmap/contract will help guide the student teacher's work. Please, use this form to list the expectations you and your student teacher share. If you prefer another method to share and process expectations, please feel free to use it.

Thank you very much,
The Department of Secondary Education
San Francisco State University

Master Teacher/Student Teacher Statement of Expectations

We have discussed our respective expectations for the Master Teacher and Student Teacher working relationship. I agree to supervise ________________________________________, a single subject credential candidate.

______________________________
MASTER TEACHER’S SIGNATURE       DATE

The Master Teacher’s signature indicates agreement with these expectations

PLEASE PRINT MASTER TEACHER’S FULL NAME

______________________________
STUDENT TEACHER’S SIGNATURE       DATE

PLEASE PRINT STUDENT TEACHER’S FULL NAME

If your Master Teacher does NOT wish to complete a written statement of mutual expectations, please, have them sign the statement below.
I agree to serve as a master teacher and supervise ________________________________
_____________________, a student teacher from SFSU. We have discussed our respective expectations
for our Master and Student Teacher working relationship. I do not wish to have a written contract that
specifies those expectations.

**Master and Student Teacher please sign to confirm your agreement with these expectations.**

____________________________________________________
MASTER TEACHER’S SIGNATURE                         DATE

____________________________________________________
PLEASE PRINT THE MASTER TEACHER’S FULL NAME

____________________________________________________
CREDENTIAL CANDIDATE’S SIGNATURE                   DATE
FORM: SED 660 Progress Report

Complete a report for each class before you begin SED 660: Student Teaching

Student Teacher e-mail _________________________________

School ___________________________ Subject __________________

Master Teacher e-mail ________________________________

The purpose of this report is to clarify planning and preparation before you begin SED 640 student teaching responsibilities and to communicate these understandings to the student teacher, master teacher, and the university supervisor. This form is to record, in brief, basic elements of your student teaching experience.

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MEETING TIMES

What day and time are the master teacher and student teacher available for conferences and planning?

What day and time will the student teacher and master teacher meet each week?
SED 660 STUDENT TEACHING:
COURSE DESCRIPTION AND OVERVIEW

SED 660, teaching experience in a public school under the guidance of a supervising master teacher and a university supervisor, is the final semester field experience and culminating practicum for all single subject credential candidates.

Only candidates who have successfully passed all sections of the CSET, completed all of their prerequisites and required first semester classes (SED 701, 800, 720), first semester student teaching, SED 640 and concurrent course SED 751, are eligible to enroll in SED 660. The Department does not allow Candidates to start coursework or fieldwork without rectifying low grades or incompletes two weeks before the start of the semester following the low grades or incompletes. The Department Chair may deselect candidates (from the program), who do not rectify low grades or incompletes within this timeframe.

Credential candidates must also enroll in the concurrent course SED 752: Professional Perspectives and Practices, which will support their teaching practice with specific strategies, curriculum, and instruction.

Second semester Credential Candidates have instructional responsibilities for one or two classes in their content area.

Lesson Plan

Your Curriculum and Instruction professors will be working with you on developing Lessons Plans for student teaching. Each district has their own template and format for lessons plans, so please follow the ones that your school is using.

Nevertheless all lesson plans should end by providing the following explanation:

(“At the end of my lesson, my students will be able to ......................... as measured by .........................”)

Block vs. Regular Session Classes

In the spring semester, all student teachers must teach two classes at different levels regardless of whether they have been assigned to teach block classes or regular classes.
Course Objectives: SED 660

The objectives for this second semester of field experience are as follows:

- To observe and reflect on the classroom teacher’s pedagogical knowledge, skills and abilities in light of the Teacher Performance Expectations (TPE)
- To recognize the use of the state adopted student academic standards and the curriculum framework in the content area.
- To assist students, particularly ELL students, with literacy skills.
- To develop an understanding of the school wide environment and teacher responsibilities beginning with faculty orientation and faculty meetings during the semester.
- To complete a semester of teaching in two classes for the full Spring Semester with supervision from the University Supervisor and the site Master Teacher.
- To reflect on and complete (in collaboration with other SFSU coursework) the Performance Accountability for California Teachers

Number of visits/observations

- As needed depending on needs of the individual determined by University Supervisor (four to six visits)
- Minimum of three are required.
- Note: Two observation visits by subject area supervisor for Art, Music, and PE
- Note: University supervisor may request videos of student teaching.

When should the visits take place?

- Initial visit(s) by mid-February
- Final visit to be completed by mid-May.

Required forms and documentation:

- Three written evaluations (two ERODs required)
- Conference among candidate, master teacher, and university supervisor may be requested for any candidate who does not meet the standards on any evaluation.

To whom is the documentation submitted?

- All required documentation must be submitted to The Department Chair and the Field Placement Coordinator (Ms. Salomon)
Full-Time Commitment during SED 660

In addition to four graduate level education courses, SED 660 credential candidates teach two middle school or high school courses under the guidance of a master teacher at the school site and a SFSU university supervisor. In order to handle the workload, students will need to provide a full-time commitment to the Single Subject Credential program while student teaching.

School Site Daily and Semester Teaching Schedules

Although the SFSU semester system is rarely coordinated with the many permutations of the local public school semesters, credential candidates must follow their assigned public school’s semester calendar and meet their teaching obligations and responsibilities throughout the public school semester. Student teachers begin their teaching field experience on the first teacher workday of the district calendar and end their experience on the last teacher workday of the district calendar.

For specific information on your school site calendar, check the district or school website.

Fall semester, in area public schools, ends in mid-January; consequently, student teachers continue their SED 640 observation and participation through mid January so that they are optimally prepared to begin their solo student teaching. They start their SED 660 student teaching on the first day of their school site’s second semester in late January.

Spring semester, for most Bay Area public schools, begins in January, and ends in late May. Therefore, credential candidates begin teaching their classes on the first day of the semester in January and end their teaching on the last day of the semester in June.

TWO WEEKS FULL DAY REQUIRED OBSERVATION

Six weeks into the semester, SED 660 candidates must schedule a two-week period to accompany their master teacher(s) throughout the entire school day. During this two-week exercise, the candidate must continue teaching his/her classes, in addition to assisting in or co-teaching the master teacher’s full teaching schedule.

Student teaching includes regular meetings with your master teacher and university supervisor to analyze your daily field experiences and the written comments and evaluation of classroom observations by your master teacher(s) and university supervisor. Student teachers whose content area is art, music, or physical education, have an additional university supervisor from their respective department.

Your master teacher(s) and university supervisor(s) will evaluate your teaching and observation results and complete your midterm and final ERODs (Evaluation Report for Observations and Documents). The university supervisor and master teacher conduct the final appraisal of student teacher performance and recommend candidates for credentials, further training, reevaluation, or de-selection (check table of contents). The University Supervisor is responsible for assigning the final CR/NCR grade for SED 660.
Teaching Responsibilities

Student teachers are responsible for:

1. Assuming instructional responsibility for two classes at different grade levels in the content area in which you have passed the CSET exam, subject area competency, and course requirements;

2. Undertaking your teaching assignment from the first teacher workday of the school site semester until the last teacher workday of the school site semester;

3. Deepening your understanding of teacher responsibilities throughout the semester;

4. Shadowing and assisting your master teacher throughout the day, for 10 days during a two-week period scheduled after the sixth week of the semester;

5. Demonstrating competence (to your supervisors) in all classroom-based Teaching Performance Expectations (TPEs)

Instructional Planning

1. To develop and implement semester long instructional plans for two classes in your subject area, which require different content and grade level preparation;

2. To maintain and organize a Teacher Binder for each class that includes:
   3. A Syllabus;
   4. Semester Plan;
   5. Unit Plans; and
   6. Daily Lesson Plan

Professional obligations

1. Credential Candidates attend department, planning, and grade level meetings;

2. Credential Candidates confer regularly with their master teacher(s);

3. Credential Candidates attend professional development days and other meetings related to their teaching assignment;

4. Credential Candidates must adhere to all school policies and procedures, including grading, incident reports, and teacher absence and late arrival rules
EVALUATION and SCORING

SED 640: Observation Semester: 2 ERODs (one from master teacher or other appropriate site professional and one from the University Supervisor)

SED 660: Student Teaching Semester: 4-6 ERODs (two from each master teacher or other appropriate site professional and two from the University Supervisor).

During the first semester, and while the student teacher is observing, the supervisor and master teacher may possibly give scores of 1’s and 2’s on E-RODs, which is to be expected, as students are just beginning to learn about teaching.

However, there should be a progression in scores from first to second semester. During the second semester, the master teacher and supervisors will expect students to exhibit sufficient mastery so that they earn 3’s or 4’s on all rubrics.

Scores lower than a 3 during SED 660: Student Teaching (the second semester) are reasons for serious concern and will be addressed immediately by supervisors, and administrators.
FORM: EVALUATION REPORT FOR OBSERVATIONS and DOCUMENTS [EROD]

PLEASE PRINT CANDIDATE’S NAME _________________________________________________________

Directions: We designed this assessment form for use by university supervisors, master teachers, university instructors/advisors, and candidates. Use the 12 Teaching Performance Expectations spaces for brief, specific descriptions of the candidate’s performance. Rate each teaching performance expectation observed or reviewed. Ratings: 4 exceeds expectations; 3 meets expectations; 2 expectations partially met; 1 no evidence. Please, give the original to the candidate for inclusion in their portfolio and make a copy for your records. The candidate will make copies for the: (1) Placement Office, (2) University Field Supervisor, and (3) Faculty. SEE FOLLOWING PAGE FOR DESCRIPTORS

PLEASE, PRINT LEGIBLY

| Date: __________ | Candidate: ________________________________ |
| Circle applicable | 640 3-Day Solo |
| Other 640 | |
| 660 First Evaluation | 660 2nd 660 3rd |
| Other 660 | |
| Candidate signature: | ________________________________ |
| Evaluator’s signature: | ________________________________ |
| Circle one: Master Teacher /University Supervisor/Other | |

1. Subject-Specific Pedagogical Skills

Rating __

2. Monitoring Student Learning

3. Interpretation and Use of Assessments

4. Making Content Accessible
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**Subject-Specific Pedagogical Skills**
- Identifies academic content or skills standard(s) appropriate to course & grade level;
- Writes learning outcome(s) for students consistent with identified standards.
- Presents accurate content that reflects basic principles & values of the discipline;
- Uses instructional strategies & materials appropriate to the content & learning outcome(s);
- Uses a diversity of strategies & provides multiple examples, consistent with the standard(s), content, & outcomes.

**2. Monitoring Student Learning**
- Asks questions to check understanding;
- Reviews student work in progress;
- Checks for common misunderstandings;
- Pacing reflects students’ needs.
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<tbody>
<tr>
<td>Uses a variety of assessments; Uses assessment results in planning; Adapts assessments to student needs; Provides feedback to students; Maintains accurate assessment records;</td>
<td>Uses logical, coherent sequences; Presents content in multiple ways. Provides time for practice, application; Teaches reading strategies; Motivates &amp; encourages students. Adjusts lessons as needed;</td>
<td>Communicates objectives clearly; Ensures active &amp; equitable participation; Re-engages off-task students; Encourages student dialogue; Makes instruction relevant; Asks challenging questions;</td>
<td>Promotes higher-order thinking; Promotes goals, requirements, and criteria; Connects curriculum to community; Promotes student responsibility; Supports individuality;</td>
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<tr>
<td>Applies ELD principles to instruction; Promotes opportunities for reading, writing, listening, &amp; speaking English; Plans differentiated instruction for ELL; Contextualizes key concepts; Allows for first language support;</td>
<td>Assesses prior knowledge &amp; skills; Knows students as individuals; Interacts with parents; Identifies students with special needs; Understands how students' identities influence schooling experiences.</td>
<td>Writes clear short- &amp; long-term plans. Makes connections across lessons; Plans clear explanations of content. Makes abstract concepts concrete; Connects content to backgrounds. Accommodates varied student needs.</td>
<td>Allocates time to meet all standards; Estimates times for instructional tasks; Establishes procedures for routines; Manages transitions efficiently; Adjusts planned time when necessary.</td>
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<tr>
<td>Sets clear expectations for students. Promotes student effort &amp; engagement; Implements a discipline plan; Treats students fairly &amp; with respect; Promotes group &amp; independent work;</td>
<td>Takes responsibility for outcomes; Recognizes own values &amp; biases; Maintains a non-hostile environment; Follows policies for responding to inappropriate behavior; Behaves legally, ethically, &amp; professionally</td>
<td>Solicits &amp; incorporates feedback. Reflects on own teaching practices; Modifies teaching based on reflection. Prioritizes goals for professional growth;</td>
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REQUIREMENTS FOR CANDIDATES TRANSFERRING

To a new Master Teacher
To a new school
To the Intern Program

Please be mindful of the responsibilities delineated in Teaching Performance Expectation 12 (TPE 12) Professional, Legal, and Ethical Obligations and Teaching Performance Expectation 13 (TPE 13) Professional Growth, when transferring from one credential program track to another or moving from a school site. Although you may feel uncomfortable about discussing changes in your program with the teachers or administrators you are leaving, it is imperative that you communicate your intentions and plans in a clear and direct manner to the Intern Program Coordinator, if you plan to transfer in or out of the Intern Program, your master teacher, department chair, vice principal, principal, SFSU faculty field supervisor, and the SFSU SED Student Teacher Field Placement Coordinator. Should you anticipate or experience difficulty communicating with the required parties, immediately contact the Student Teacher Field Placement Coordinator. She will help you develop a communication strategy; facilitate contacting the concerned parties, assist you in other aspects of your transition.

Your Student Teaching evaluations will reflect the timely and effective steps you take to plan and communicate your decision to transfer programs and change schools with all concerned individuals. Just as a successful transition will reflect well in your evaluations; a failure to communicate difficulties or discuss your move out of a school or program will affect your midterm and final evaluations and may delay completion of your credential program.

Note for Credential Candidates

Master Teachers and University Supervisors take time to train, prepare, and support credential candidates, so that they will be prepared to teach their second semester. Master Teachers receive no financial compensation for training student teachers. Master Teachers and University Supervisors train student teachers because, they are committed to public education, students, and teaching. Please, keep this in mind as you interact with them.

The University, College of Education, and Secondary Education Department expect credential candidates to behave in a professional manner at all times, to be courteous toward peers and students, and to maintain communication in-person, via phone, or e-mail. The Department expects Credential Candidates to check their e-mail several times a week and to send a response or call the department when requested to by faculty and staff.
EVALUATION REPORT (EROD)

All Credential Candidates must submit a copy of the Midterm and Final EROD completed by their Master Teacher to the Field Placements Office.

Course assessments

1. Completion of school site student teaching instructional responsibilities;

2. Completion of Teacher Binders for courses taught; and

3. Submission of ERODs (Evaluations Report for Observations and Documents) and Classroom Observation Reports with a minimum rating of 3 (competency) on each TPE (Teacher Performance Expectation)
SED 660 COURSE CALENDAR

THE BASIS OF THE SED 660 COURSE CALENDAR IS YOUR SCHOOL SITE’S CALENDAR AND NOT THE UNIVERSITY CALENDAR.

1. Student Teachers must check their school site calendar at least a month prior to the start of the semester and plan to attend teacher meetings and workdays.

2. Student Teaching begins on the first day of the school’s semester, which may include school-wide faculty orientation.

3. Student Teachers must comply with the master teacher’s and school’s policies pertaining to grading, including the date grades are due.

4. Student Teaching ends on the last day of the school’s semester, which may be a teacher workday.

5. Student teachers set up date for the edTPA teaching assessment in March.
STUDENT TEACHER CONDUCT EXPECTATIONS

A. Students enrolled in SED 660 must adhere to the SFSU Student Code of Conduct in their SFSU classes and school sites.

B. Credential Candidates must dress and act professionally and adhere to the policies, procedures, and standards of teacher conduct and decorum in their school settings.

C. Refer to Roles and Responsibilities Section

1. Clarify all questions with The Field Placement Coordinator;

2. Attend all required school site meetings and classes;

3. Respect school site policies and regulations and comply with your school site schedule and calendar;

4. Keep a personal log of your school visits and observations;

5. Keep an observation schedule with your master teacher. Discuss course schedule conflicts with your master teacher and the Field Placement Coordinator;

6. Maintain a professional demeanor at SFSU, and your school site;

7. Be prompt and adhere to your observation and daily teaching schedule;

8. In the event of a crisis or serious illness, call your master teacher and field coordinator as soon as possible;

9. Dress in appropriate professional attire for all teaching and school functions;

10. Adhere to school, district, and University ethical and moral standards;

11. Your relationships with students must remain professional;

12. Maintain the highest ethical and moral standards in your relationships with students, teachers, and staff; and

13. Establish and maintain good relations with teachers, administrators, and staff at your school site.
Credential Candidate and Master Teacher

Senate Bill SB 2042 requires that six weeks into the semester (April spring semester and November fall semester), at the master teacher’s discretion, credential candidates:

A. Observe their master teacher throughout each teaching day for two full weeks;

B. Continue to teach their assigned classes throughout their two-week master teacher observation;

C. Assist their master teacher (but not assume primary responsibility for instruction) in classes that he/she is not teaching and;

D. Teach their assigned classes until the end of the school site semester

Candidates must provide and confirm the dates they completed their two week master teacher observation below by dating, and signing and printing their names and having their master teacher date, sign and print their name.

Dates of Two Week Full Day Observation ______________________________

CREDENTIAL CANDIDATE Print and Sign Your Name

________________________________________________________________

MASTER TEACHER Please Print and Sign Your Name

________________________________________________________________

UNIVERSITY SUPERVISOR Please Print and Sign Your Name.
TEACHER PERFORMANCE ASSESSMENT: Ed-TPA

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative task designed to assess a candidate’s proficiency in all thirteen of California’s Teacher Performance Expectations and thus, his or her readiness to teach in California’s diverse classrooms.

During your participation in the Single Subject Credential program, you will be guided through the tasks necessary for you to complete and submit for evaluation a TE – TEACHING EVENT.

Each teaching event is designed around your specific academic or special subject area.

You will be submitting this event to Pearson for scoring via a digital portal. Although you will be guided through this process by faculty in the credential program, the work itself on the teaching event will be your own. You will be required to sign a document indicating that the work on the TPA is strictly your own. There is a cost associated with this assessment. Further information about the Teacher Performance Assessment will be provided to you during your duration in the program.

A passing score on this evaluation is necessary before your application for your credential can be sent to the CCTC.
INTERN ELIGIBILITY CHECKLIST

SF State Requirements

____ School (public or public charter) must be located within a 20-mile radius of San Francisco.

____ GPA 2.67 (or 2.75 in last 60 hours) required for admission to program.

____ CBEST or other Basic Skills test (See Department Application for a list)

____ CSET passed (all subtests) or 100% subject-matter competency by advisor.

____ CSU Mentor application for Graduate Studies: Fee and transcripts

____ Department application, fee, interview and admission.

____ Enrollment (not just admission) in SF State multiple or single credential program

____ U. S. Constitution Requirement.

____ 120-hr. requirement (e.g., 3 courses in credential program or review of transcripts by GCOE Intern Coordinator.) [The intern coordinator approves 3 courses from transcripts or teaching experiences.]

____ Early Field Experience (For interns, often waived when they teach in their own classrooms. However, departments require a reference letter about teaching.)

____ Internship Credential Application, along with fee and employment letter from district (not school) HR department. Apply for credential through SF State credential and Graduate Services Center (BH 244)

____ Certificate of Clearance (Fingerprints)

____ Negative TB test

____ Course advising with department faculty or SF State Intern Coordinator.

District employment requirements

____ At least 2 courses taught in the subject area. Internships are NOT AVAILABLE for maternity leave or other short-term employment and NOT if coursework is complete.

____ Must be the “teacher of record” and NOT a substitute teacher or paraprofessional.

____ A written employment offer from district states time base (e.g., 1.0 full-time; .40 two courses, etc), subject(s) taught, grade-level taught.
Single Subject Credential Intern Program Outline Four Semester Program

**SUBJECT AREAS:**

**ENGLISH, MATHEMATICS, SCIENCE, SOCIAL SCIENCE, ART, WORLD LANGUAGES, MUSIC, & PHYSICAL EDUCATION**

### Course Pathway for Single Subject Credential Program Interns

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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| **Year 1** | SED 751 Classroom Environment and Management, 3  
SED 640: Supervised Observation / Participation in Public Schools, 3 | SED 790: Second Language Development, 3  
SED 660: Student Teaching - Single Subject, 3 |
| **Year 2** | SED 701 Teaching for Equity in Secondary Schools, 3  
SED 720: Literacy Across Content Areas, 3  
SED 800: Adolescent Development, 3  
SED 660: Student Teaching - Single Subject, 3 | SED 752: Professional Perspectives and Practices, 3  
Curriculum and Instruction 2—Course differs by content area, 3  
SED 660: Student Teaching - Single Subject, 3 |
APPENDIX ONE - ASSESSMENT AND EVALUATION OF STUDENT TEACHERS

SB 2042 (Senate Bill 2042*) requires all preliminary credential candidates to show competence in thirteen areas called Teaching Performance Expectations (TPEs). The TPEs directly relate to the California Standards for the Teaching Profession, as illustrated on the table on the next page. Candidates assemble portfolios throughout the program to document their competency with respect to each TPE (Candidate Assessment Portfolio or CAP).

Candidates can demonstrate competency in subject matter in their coursework; however, master teachers and university supervisors must evaluate essential teaching competencies during supervised field experiences. The master teachers’ evaluation of candidates is, therefore, crucial to the credentialing process.

Master teachers provide continuous supervision and feedback to credential candidates. During a candidates’ second semester, master teachers document observations by:

1. Completing at least two Evaluation Report for Observations and Documents (EROD) forms, one in the middle of the semester and one near the end of the semester.
2. Using the TPE rubrics to determine the level of performance.
3. Rating the candidate on all thirteen TPEs (or note “not observed”) on the last EROD.
4. Giving the original EROD to the student and making a teacher copy. The candidate will make copies for the Field Placement Office and University Field Supervisor.
5. Evaluation on PACT: videotaping experience. Each PACT TE submission is evaluated in detail by trained scorers who have expertise in both teaching and specific subject content. Passing scores on the TE are required for certification of each credential candidate.

The candidate scans the original evaluation into his/her Candidate Assessment Portfolio, retains the original for his/her files, and delivers a copy to the Office of Student Field Services.

The university conducts the final evaluation of candidates by reviewing all documents in the CAP, including the candidate’s performance reflections. The master teacher’s evaluations (ERODs) are a crucial component of this process.
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1  Specific Pedagogical Skills for Subject Matter Instruction

TPE 1  Background Information

TPE 1 has two categories, which take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have specialized assignments. The categories under (1-A) are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments and the categories under (1-B) are Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments.

TPE 1 A  Pertains to Multiple subject
TPE 1B  Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments:

Teaching English-Language Arts in a Single Subject Assignment

1. Know and have demonstrated their ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12);

2. Understand how to deliver a comprehensive program of systematic instruction in:
   a. Word analysis, fluency, and systematic vocabulary development;
   b. Reading comprehension; literary response and analysis;
   c. Writing strategies and applications;
   d. Written and oral English Language conventions; and
   e. Listening and speaking strategies and applications

3. Know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards;

4. Understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students;

5. Comprehend the importance of teaching foundational skills to mastery because they are a gateway for student’s use of all forms of language tools for thinking, learning and communicating.

6. Studied and practiced methods of teaching the advanced skills of research-based discourse;

7. Incorporate technology into language arts research, completing manuscripts, and creating multimedia presentations;

8. Studied and teach analytical critique of literary and expository text, film, and other media forms;
9. Provide curriculum with a greater emphasis on the language arts work and career applications;

10. Teach students to:
   
   - Comprehend and produce complex text,
   - Comprehend the complexity of writing forms, purposes, and organizational patterns, and
   - Achieve a command of written and oral English-language conventions;

11. Can measure student skill level with observable indicators and research based assessments of reading and language arts proficiency prior to instruction;

12. Determine whether students are making adequate progress on skills and concepts taught directly; and

13. Determine the effectiveness of instruction and students' proficiency after instruction

**Teaching Mathematics in a Single Subject Assignment**

1. Demonstrate the ability to teach the state-adopted mathematics academic content standards (Grades 7-12);

2. Enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems;

3. Help students understand different mathematical topics and make connections between them;

4. Help students solve real-world problems by applying mathematical reasoning and using concrete, verbal, symbolic, and graphic representations;

5. Provide a secure environment for taking intellectual risks and approaching problems in multiple ways;

6. Model multiple ways of approaching mathematical problems and encourage students to use a variety of approaches;

7. Encourage discussion of different solution strategies;

8. Foster positive attitudes toward mathematics;

9. Encourage student curiosity, flexibility, and persistence in solving mathematical problems.

   Additionally, Single Subject Candidates help students:

10. Understand mathematics as a logical system that includes definitions, axioms, and theorems;

11. Understand and use mathematical notation and advanced symbols; and
12. Use progress-monitoring and summative assessments that include illustrations of students’ thinking (such as open-ended questions, investigations, and projects) to structure assignments and assess student work.

**Teaching Science in a Single Subject Assignment**

1. Demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12).

2. Balance the focus of instruction between science information, concepts, and principles.

3. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation.

4. Candidates emphasize the importance of accuracy, precision, and estimation.

5. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers.

6. When live animals are present in the classroom, candidates teach students to provide ethical care.

7. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

8. Guide, monitor, and encourage students during investigations and experiments;

9. Demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols;

10. Structure and sequence science instruction to enhance students’ academic knowledge and to meet or exceed the state-adopted academic content standards;

11. Establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.
Teaching History-Social Science in a Single Subject Assignment

1. Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12);

2. Enable students to attain the state-adopted academic content standards by teaching them to use analytical thinking skills in history and social science;

3. Use timelines and maps to reinforce students’ sense of temporal and spatial scales;

4. Teach students how social science concepts and themes provide insights into historical periods and cultures;

5. Help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

6. Connect essential facts and information to broad themes, concepts and principles;

7. Relate history-social science content to current or future issues;

8. Teach students how cultural perspectives inform and influence understandings of history;

9. Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture;

10. Ask questions and structure academic instruction to help students recognize prejudices and stereotypes;

11. Create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values;

12. Design activities to illustrate multiple viewpoints;

13. Monitor student progress as students work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING (TPES 2 & 3)

TPE 2: Monitoring Student Learning During Instruction

1. Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards.

2. Use assessment strategies such as curriculum based assessments, questioning students, and examining student work and products to gather information to plan and pace instruction and re-teach content.
3. Anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**

1. Understand and use a variety of informal and formal, formative and summative assessments, to determine students’ progress and plan instruction;

2. Are knowledgeable about and can appropriately implement state-adopted student assessment programs;

3. Understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring, and summative assessments;

4. Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors;

5. Know when and how to use specialized assessments based on students' needs;

6. Have knowledge of and can appropriately use informal classroom assessments;

7. Analyze student work;

8. Teach students how to use self-assessment strategies; and

9. Provide guidance and time for students to practice these strategies.

**Standardized Tests**

1. Familiarize students with standardized test formats;

2. Administer standardized tests appropriately, including accommodations for students with special needs;

3. Know how to accurately interpret assessment results of individuals and groups;

4. Use individual and group assessment results to develop and modify instruction;

5. Interpret assessment data to determine the English proficiency level of English language learners;

6. Interpret assessment results to determine proficiency in the students’ primary language;

7. Give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement;
8. Can explain, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and the components and analysis of grading and progress reports to students and their families;

9. Can clearly explain to students’ families how they can help their student master the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING: TPEs 4, 5, 6, & 7

TPE 4: Making Content Accessible

1. Provide a balanced and comprehensive curriculum, by incorporating specific strategies, teaching/instructional activities, procedures, and experiences that address state-adopted academic content standards for students;

2. Use instructional materials to reinforce state-adopted academic content standards;

3. Prioritize and sequence essential skills and strategies in a logical and coherent manner commensurate with students' current level of achievement;

4. Vary instructional strategies according to purpose and lesson content;

5. Explain content clearly and reinforce it in multiple ways, (such as written and oral presentations, using manipulative and other physical models, visual and performance arts, diagrams, non-verbal communication, and computer technology;

6. Provide opportunities and adequate time for students to practice and apply what they have learned;

7. Teach students to distinguish between conversational and academic language, and develop their understanding, skills, and use of academic language;

8. Teach students strategies to read and comprehend a variety of subject matter texts and information sources;

9. Model active listening;

10. Encourage student creativity and imagination;

11. Motivate students and encourage student effort;

12. Take additional steps to foster access and comprehension for all learners; and

13. Balance instruction by adjusting lesson designs to students’ achievement level.
**TPE 5: Student Engagement**

Teaching Credential Candidates

1. Clearly communicate instructional objectives to students;
2. Ensure the active and equitable participation of all students;
3. Continuously assess and ensure student understand during instruction;
4. Monitor student progress toward academic goals;
5. Examine why students are struggling or off-task, and use positive behavioral supports and appropriate instructional strategies to re-engage students;
6. Encourage students to share and examine points of view during lessons;
7. Use community resources, student experiences, and applied learning activities to make instruction relevant;
8. Extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas; and
9. Teach students to frame meaningful questions and to respond to questions in a thoughtful manner.

**TPE 6: Developmentally Appropriate Teaching Practices**

**TPE 6A Background Information**

TPEs describe Credential Candidates’ knowledge, skills, and abilities and underscore the importance of mastering effective strategies for teaching a broad range of students. It is not the intent of TPE 6 to describe practices that are appropriate or effective exclusively for one developmental level. 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. TPE 6B describes appropriate professional practices for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

**TPE 6B DEVELOPMENTALLY APPROPRIATE PRACTICES IN GRADES 4-8**

1. 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;
2. Teach from grade-level texts;

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1 TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 supplement and do not replace the broader range of pedagogical skills and abilities described in TPEs 1-13.
3. Design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills;

4. Help students develop learning strategies to cope with increasingly challenging academic curriculum;

5. Assist students, as needed, in developing and practicing strategies for managing time and completing assignments;

6. Develop students’ collaborative and cooperative skills to enhance group work and leverage learning;

7. Build on peer relationships to help students assume new roles and responsibilities in the classroom;

8. Support students' intellectual risk taking (such as sharing ideas despite one’s uncertainty and possible errors); and

9. Distinguish between misbehavior and over-enthusiasm, and respond appropriately to students testing limits and students who alternatively assume and reject responsibility.

TPE 6C DEVELOPMENTALLY APPROPRIATE PRACTICES IN GRADERS 9-12

1. Establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills;

2. Communicate course goals, requirements, and grading criteria to students and families often.

3. Help students understand connections between the curriculum and life beyond high school;

4. Communicate the consequences of academic choices including career, school, and life options;

5. Support students in assuming increasing responsibility for learning;

6. Encourage student’s development of important employment behaviors such as punctuality, attention to detail, and timely completion of assignments;

7. Understand adolescence is a period of intense social and peer pressure to conform; and

8. Support signs of students’ individuality, while sensitive to the meaning of “being different” and differences for high school students.

TPE 7: TEACHING ENGLISH LANGUAGE LEARNER

1. Know pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners and apply this knowledge to their daily instruction;
2. Know English Language Development theories, principles, and instructional practices that will support and facilitate English learner’s development of comprehensive English literacy;

3. Are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion;

4. Implement instructional programs that facilitate English language development, (including reading, writing, listening and speaking skills), with the goal of progressing to the native English speaker’s grade level reading/language arts program;

5. 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 English proficiency, to provide differentiated instruction attuned to students’ language abilities;

6. Understand how and when to collaborate with specialists and paraprofessional educators to support English language development;

7. Select instructional materials and strategies, (based on appropriate assessment information), including activities in visual and performing arts, to develop students’ abilities to comprehend and produce English;

8. Use comprehensible English, which nevertheless, extends students’ current level of language development;

9. Analyze oral and written language errors in order to understand student needs and plan differentiated instruction;

10. Know and apply pedagogical theories, principles, and practices for the development of academic language, comprehension, and knowledge in core curriculum subjects;

11. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners;

12. Encourage students to express understanding and meaning in a variety of ways, including their first language;

13. Manage available first language support, such as paraprofessional educators, peers, and books;

14. Use questioning strategies that model or represent familiar English grammatical constructions;

15. Make learning strategies explicit;

16. Understand how cognitive, pedagogical, and individual factors affect students’ language acquisition;

17. When planning lessons, consider English language development and academic content factors outlined above.
D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS (TPEs 8 & 9)

TPE 8: Learning about Students

1. Draw upon an understanding of patterns of child and adolescent development to understand their students;

2. Assess students’ prior mastery of academic language, content knowledge, and skills by using formal and informal methods;

3. Maximize learning opportunities for all students;

4. Learn about students’ abilities, ideas, interests, and aspirations through interpersonal interactions;

5. Encourage parents to become involved and support school efforts to improve student learning;

6. Understand how multiple factors, including gender and health, can influence students’ behavior;

7. Understand the connections between students’ health and their ability to learn;

8. Identify students needing specialized instruction, (based on assessment data, classroom observation, reflection, and consultation), including gifted students and students whose physical disabilities, learning disabilities, or health status require instructional adaptations.

TPE 9: Instructional Planning

1. Plan comprehensive subject matter instruction in accordance with state-adopted academic content standards;

2. Establish clear long and short term goals, based on students’ current achievement levels and state and local standards for student achievement;

3. Use explicit teaching methods and inquiry to help students meet or exceed grade level expectations;

4. Plan how to explain content clearly and make abstract concepts concrete and meaningful;

5. Understand the function, rationale, strengths, and limitations of a wide-range of instructional and assessment strategies, including close examination of student work, curriculum based measurement, and error analysis;

6. Use experience and reflection to improve upon strategies;

7. Plan instruction so that the subject matter connects to preceding and subsequent content;
8. Select or adapt instructional strategies and materials to meet student learning goals and needs;

9. Organize instructional strategies and materials to meet student learning goals and needs;

10. Connect the content with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful;

11. Plan differentiated instruction to accommodate varied student needs;

12. Plan collaboration with available aides and volunteers to help students reach their instructional goals

D. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPEs 10 & 11

TPE 10: INSTRUCTIONAL TIME

1. Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards, instructional goals, and scheduled academic tasks;

2. Establish procedures for routine tasks and manage transitions to maximize instructional time;

3. Adjust instructional time, based on reflection and consultation, to optimize learning opportunities and outcomes for all students.

TPE 11: SOCIAL ENVIRONMENT

1. Develop and maintain clear academic and social behavior expectations;

2. Promote student effort and engagement;

3. Create a positive learning climate;

4. Craft and implement positive behavior and discipline support plans for students;

5. Have the knowledge and experience to establish rapport with their students and their families;

6. Once they establish rapport with their students and their families, build support for academic and personal success through caring, respect, and fairness;

7. Candidates respond appropriately to sensitive issues and classroom discussions;
8. They help students learn to work responsibly with others and independently;
9. Based on observations of students and consultation with other teachers, the candidate recognizes how a positive social environment can maximize academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR
TPEs 12 & 13

TPE 12: Professional, Legal, and Ethical Obligations

1. Take responsibility for student academic learning outcomes;
2. Are aware of their own personal values and biases and recognize ways in which these values and biases affect their teaching and student learning;
3. Resist racism and acts of intolerance;
4. Manage time spent in teaching responsibilities to ensure that they meet their academic goals;
5. Understand important elements of California and federal laws and procedures, (including implications for classrooms placement), pertaining to the education of English Language Learners, gifted students, and individuals with disabilities;
6. Identify and report suspected cases of child abuse, neglect, or sexual harassment;
7. Follow laws and district guidelines for reporting suspected child abuse, child neglect, or sexual harassment;
8. Maintain a non-hostile classroom environment;
9. Understand and follow state and federal laws and implement school and district policies, when responding to inappropriate or violent student behavior;
10. Understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals;
11. Are aware of and act in accordance with ethical considerations;
12. Model ethical behaviors for students; and
13. Understand and honor all laws pertaining to professional misconduct and moral fitness.
TPE 13: Professional Growth

1. Evaluate their teaching practices and subject matter knowledge in light of state-adopted academic content standards for students and student learning;

2. Improve their teaching practices by soliciting feedback and routinely reviewing their planning and teaching, reflecting on their teaching practice, discerning problems, and applying new strategies;

3. Use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
### APPENDIX TWO:
### RUBRICS for TEACHING PERFORMANCE EXPECTATIONS

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
<th>Teaching Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and organizing subject matter</td>
<td>1. Subject specific pedagogical skills</td>
</tr>
<tr>
<td>Assessing student learning</td>
<td>2. Monitoring student learning</td>
</tr>
<tr>
<td></td>
<td>3. Interpretation and use of assessments</td>
</tr>
<tr>
<td>Engaging and supporting all students in learning</td>
<td>4. Making content accessible</td>
</tr>
<tr>
<td></td>
<td>5. Student engagement</td>
</tr>
<tr>
<td></td>
<td>6. Developmentally appropriate practices</td>
</tr>
<tr>
<td></td>
<td>7. Teaching English learners</td>
</tr>
<tr>
<td>Planning instruction and designing learning</td>
<td>8. Learning about students</td>
</tr>
<tr>
<td>experiences for all students</td>
<td>9. Instructional planning</td>
</tr>
<tr>
<td>Creating and maintaining effective environments</td>
<td>10. Instructional time</td>
</tr>
<tr>
<td>for student learning</td>
<td>11. Social environment</td>
</tr>
<tr>
<td>Developing as a professional educator</td>
<td>12. Professional, legal, and ethical obligations</td>
</tr>
<tr>
<td></td>
<td>13. Professional growth</td>
</tr>
</tbody>
</table>

The rubrics for the Teaching Performance Expectations (TPEs) on these pages determine ratings on the Evaluation Report for Observations and Documents (EROD). The elements shown in the left-hand column are the same as those shown on the back of the EROD. Ratings of the student teacher’s performance should be entered on the EROD form.
In order to be advanced to second semester student teaching, first semester student teachers in SED 640 are expected to show at least minimum competence by earning ratings from their master teacher of “2 – partially met” on TPEs 1, 4, 5, 6, 9, and 10 during their three days of teaching.

Second semester student teachers are expected to earn ratings of at least “3 – meets expectations” on all TPEs from their master teachers and university supervisors by the end of their student teaching experience. The reflections on each TPE are part of the final evaluation of the Candidate Assessment Portfolio. The description and rubric for these reflections is on the last page.

Course instructors also use these rubrics and ERODs to determine ratings on TPEs for key course assessments.
## TPE 1: Subject Specific Pedagogical Skills

<table>
<thead>
<tr>
<th>Elements of TPE 1</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies academic content or skills standard(s)</td>
<td>Infuses standards throughout lesson, students recognize relation of lesson to standard</td>
<td>Lists standards for lessons that are appropriate for course and grade level and relevant to the lesson.</td>
<td>Lists some standards that are not addressed or some standards are not identified</td>
<td>Standards not identified or lesson does not address standards</td>
</tr>
<tr>
<td>Writes learning outcomes</td>
<td>Plans to communicate outcomes to students</td>
<td>Clearly states outcomes aligned with standards</td>
<td>States outcomes that are not entirely clear and/or aligned</td>
<td>Outcomes not clear or not stated</td>
</tr>
<tr>
<td>Presents accurate content of discipline</td>
<td>Provides opportunities for engaging students in practices of the discipline</td>
<td>Includes content reflecting basic principles and values of discipline; presented clearly and accurately.</td>
<td>Plans content central to the discipline; most content clear and accurate</td>
<td>Content not accurate or appropriate</td>
</tr>
<tr>
<td>Uses instructional strategies and material to accomplish content and learning outcomes</td>
<td>Uses multiple strategies to enable all students to meet learning outcomes</td>
<td>Uses classroom strategies and materials to support content and learning outcomes.</td>
<td>Plans strategies or materials related to content and learning outcomes.</td>
<td>No clear relationship between strategies and materials to learning outcomes.</td>
</tr>
<tr>
<td>Uses a diversity of strategies and provides multiple examples</td>
<td>Uses several strategies appropriate for different learners.</td>
<td>Uses alternative strategies for diverse learners</td>
<td>Plans for the use of multiple examples and strategies.</td>
<td>Few or no plans for using multiple examples and strategies</td>
</tr>
</tbody>
</table>
## TPE 2: Monitoring Student Learning

<table>
<thead>
<tr>
<th>Elements of TPE 2</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions to check for understanding</td>
<td>Questions and allows time to reflect and demonstrate understanding</td>
<td>Questions require extended responses at appropriate points in the lesson</td>
<td>Questions well planned and placed</td>
<td>Questions poorly planned and/or placed and/or call for phrases or one-word answers</td>
</tr>
<tr>
<td>Reviews work in progress</td>
<td>Keeps systematic records of student understanding and encourages students to explain to each other.</td>
<td>Moves among students to track understanding, respond to questions, and listen to responses</td>
<td>Plans include opportunities to check student work in progress</td>
<td>Plans reflect few or no opportunities to check student work in progress.</td>
</tr>
<tr>
<td>Checks common misunderstandings</td>
<td>Uses common misunderstandings to deepen understanding</td>
<td>Identifies common misunderstandings and works with students to change them.</td>
<td>Plans include explicit references to likely misunderstandings and ways to address them.</td>
<td>Plans reflect little or no attention to common or likely misunderstandings.</td>
</tr>
<tr>
<td>Pacing reflects needs of students</td>
<td>Adjusts pacing to accommodate feedback from students</td>
<td>Pacing allows most students to meet objectives.</td>
<td>Includes reasonable estimates of times in written plans.</td>
<td>Inappropriate pacing of activities</td>
</tr>
</tbody>
</table>
### TPE 3: Interpretation and Use of Assessments

<table>
<thead>
<tr>
<th>Elements of TPE 3</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of assessments</td>
<td>Includes more than 2 types at application level or beyond</td>
<td>Includes at least 2 types at least at comprehension level</td>
<td>Includes 2 types or limited to recall levels</td>
<td>Includes only 1 type limited to recall level</td>
</tr>
<tr>
<td>Uses assessment results in planning</td>
<td>Alters plans on 2 or more occasions</td>
<td>Alters plans appropriately</td>
<td>Alters plans in a minor way</td>
<td>No or inappropriate alterations</td>
</tr>
<tr>
<td>Adapts assessments to student needs</td>
<td>Adapts on 2 or more occasions</td>
<td>Adapts once and/or for few students</td>
<td>Uses inadequate assessments for students</td>
<td>Adaptations are absent or inappropriate</td>
</tr>
<tr>
<td>Provides feedback to students</td>
<td>Includes suggestions for improvement</td>
<td>Comments on student performances</td>
<td>Includes only right or wrong markings</td>
<td>Provides only overall grade</td>
</tr>
<tr>
<td>Maintains accurate assessment records</td>
<td>Puts results in context for students and parents</td>
<td>Orders grade book with detail on how grades are determined</td>
<td>Orders grade book but it does not reflect how grades are determined</td>
<td>Grade book not orderly</td>
</tr>
</tbody>
</table>
### TPE 4: Making Content Accessible

<table>
<thead>
<tr>
<th>Elements of TPE 4</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses logical, coherent sequence of instruction</td>
<td>Adapts sequence in response to student needs</td>
<td>Presents content logically and coherently</td>
<td>Sequences most instruction logically</td>
<td>Instruction not sequenced logically</td>
</tr>
<tr>
<td>Presents content in multiple ways</td>
<td>Presents and reinforces content creatively in a variety of modalities</td>
<td>Presents and reinforces content using multiple modalities</td>
<td>Presents content clearly in more than one modality</td>
<td>Content presented in one modality (oral, textual, graphic, etc.)</td>
</tr>
<tr>
<td>Provides time for practice, application</td>
<td>Provides creative opportunities to practice and apply concepts to new contexts</td>
<td>Provides time and multiple scaffolded opportunities to practice and apply concepts</td>
<td>Provides time for practice</td>
<td>No time provided for practice of new concepts</td>
</tr>
<tr>
<td>Teachers reading strategies</td>
<td>Teaches language and literacy strategies to comprehend a variety of information sources</td>
<td>Teaches reading, writing, and talking-to-learn strategies in content area lessons</td>
<td>Teaches some reading strategies in content-area lessons</td>
<td>Reading comprehension strategies not taught in content lessons.</td>
</tr>
<tr>
<td>Motivates and encourages students</td>
<td>Shows students relevance of discipline to “real life”</td>
<td>Motivates by evoking prior knowledge and linking it to student interests</td>
<td>Connects some background to students’ interests or background</td>
<td>No attempt to motivate by relating content to students’ backgrounds</td>
</tr>
<tr>
<td>Adjusts lesson as needed</td>
<td>Differentiates instruction for learners with different abilities</td>
<td>Implements adaptations for learners with different abilities</td>
<td>Plans for adaptations that clarify language or content for learners</td>
<td>Does not adjust lesson for learners with different abilities.</td>
</tr>
</tbody>
</table>
## TPE 5: Student Engagement

<table>
<thead>
<tr>
<th>Elements of TPE 5</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates objectives clearly</td>
<td>Communicates clear objectives to students</td>
<td>Communicates objectives to students</td>
<td>Writes clear objectives in plans</td>
<td>No objectives or objectives unclear</td>
</tr>
<tr>
<td>Ensures active and equitable participation</td>
<td>Systematically involves most students’ participation</td>
<td>Implements rules and procedures with most students participating</td>
<td>Writes out rules and procedures for active, equitable participation</td>
<td>No plan or procedure for student participation</td>
</tr>
<tr>
<td>Re-engages off-task students</td>
<td>Is alert to off-task students and uses several strategies to re-engage them</td>
<td>Sets and implements clear re-engagement procedures</td>
<td>Inconsistently implements strategies for re-engaging students</td>
<td>No clear plan for re-engaging off-task students</td>
</tr>
<tr>
<td>Encourages student dialogue</td>
<td>Has most students involved in dialogue</td>
<td>Encourages student dialogue in a variety of ways</td>
<td>Plans activities that encourage some student dialogue</td>
<td>Procedures or practices do not evoke student dialogue</td>
</tr>
<tr>
<td>Makes instructions relevant</td>
<td>Makes most lessons relevant to students</td>
<td>Makes some lesson material relevant</td>
<td>Plans to make instruction relevant</td>
<td>No effort to make instruction relevant</td>
</tr>
<tr>
<td>Asks challenging questions</td>
<td>Asks literal, interpretive and applied questions</td>
<td>Asks literal and interpretive questions</td>
<td>Plans for literal and interpretive questions</td>
<td>Asks literal or recall questions only</td>
</tr>
</tbody>
</table>
## TPE 6: Developmentally Appropriate Practices

<table>
<thead>
<tr>
<th>Elements of TPE 6</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes higher-order thinking</td>
<td>Engages students regularly in interpreting and applying knowledge</td>
<td>Implements activities and questions that promote thinking</td>
<td>Plans activities and questions that require some interpretation</td>
<td>Activities require only recall or literal understanding</td>
</tr>
<tr>
<td>Communicates goals, requirements, criteria to students and families</td>
<td>Communicates goals et al directly with parents</td>
<td>Makes goals et al clear to students and through them to families</td>
<td>Develops goals et al and plans a way to communicate</td>
<td>No stated requirements or contact with families</td>
</tr>
<tr>
<td>Connects curriculum to community</td>
<td>Describes, analyzes and makes appropriate recommendations in case study</td>
<td>Describes fully and analyzes adolescents’ characteristics in case study</td>
<td>Provides limited description of adolescent characteristics in case study</td>
<td>Does not complete case study assignment.</td>
</tr>
<tr>
<td>Promotes student responsibility for learning and organization skills</td>
<td>Encourages responsibility and requires reflection on a regular basis</td>
<td>Encourages responsibility and requires student reflection on learning</td>
<td>Plans to encourage responsibility and require student reflection on learning</td>
<td>No awareness of need to promote student responsibility</td>
</tr>
<tr>
<td>Supports individuality</td>
<td>Accommodates student developmental differences on a regular basis in the classroom</td>
<td>Recognizes student developmental differences and accommodates them in classroom practice</td>
<td>Explains the 5 areas of adolescent development and relates them to theory</td>
<td>No awareness of students’ individual differences or develop-mental needs.</td>
</tr>
</tbody>
</table>
### TPE 7: Teaching English Learners

<table>
<thead>
<tr>
<th>Elements of TPE 7</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies ELD principles to instruction</td>
<td>Regularly uses strategies for ELD in teaching</td>
<td>Uses strategies for ELD in some lessons taught</td>
<td>Includes strategies for ELD in written plans</td>
<td>Shows little or no awareness of ELD principles</td>
</tr>
<tr>
<td>Promotes opportunities for reading, writing, listening, and speaking English</td>
<td>Frequently provides opportunities for all types of communication in English</td>
<td>Provides opportunities for some types of communication in English in some instruction</td>
<td>Provides opportunities for all types of communication in English in written plans</td>
<td>No awareness of the importance of emphasizing communication</td>
</tr>
<tr>
<td>Plans differentiated instruction for ELL</td>
<td>Uses differentiated instruction in most key lessons</td>
<td>Uses differentiated instruction in some lessons</td>
<td>Includes differentiated instruction in written plans</td>
<td>Has no understanding of differentiated instruction</td>
</tr>
<tr>
<td>Contextualizes key concepts</td>
<td>Consistently provides context for key concepts</td>
<td>Contextualizes key concepts in instruction</td>
<td>Develops plan to contextualize key concepts</td>
<td>Does not identify key concepts</td>
</tr>
<tr>
<td>Allows for first language support</td>
<td>Allows for first language support while encouraging the use of English</td>
<td>Allows students first language support during instruction</td>
<td>Includes references to allowing first language support in plans</td>
<td>Doesn’t allow use of first language</td>
</tr>
</tbody>
</table>
### TPE 8: Learning About Students

<table>
<thead>
<tr>
<th>Elements of TPE 8</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses prior knowledge &amp; skills</td>
<td>Uses information in instruction</td>
<td>Assesses students’ prior knowledge/skills</td>
<td>Plans to assess students’ prior knowledge/skills</td>
<td>No assessment or inappropriate assessment</td>
</tr>
<tr>
<td>Knows students as individuals</td>
<td>Uses information in classroom</td>
<td>Assesses students’ interests and aspirations</td>
<td>Plans to assess students’ interests and aspirations</td>
<td>Does not know students’ names or background.</td>
</tr>
<tr>
<td>Interacts with parents</td>
<td>Communicates with parents of most students</td>
<td>Communicates to parents beyond what the school requires (e.g., phone calls)</td>
<td>Communicates to parents only as required (e.g., report cards)</td>
<td>No interaction with parents.</td>
</tr>
<tr>
<td>Identifies students with special needs</td>
<td>Modifies curricula on a regular basis</td>
<td>Modifies curricula for students with special needs</td>
<td>Identifies students with special needs</td>
<td>Cannot identify students with special needs.</td>
</tr>
<tr>
<td>Understands how students’ identities influence schooling experiences</td>
<td>Maintains strategies</td>
<td>Implements strategies in the classroom</td>
<td>Plans specific strategies to create a culturally sensitive and relevant environment</td>
<td>Not aware of students’ diverse cultural or linguistic background.</td>
</tr>
</tbody>
</table>
## TPE 9: Instructional Planning

<table>
<thead>
<tr>
<th>Elements of TPE 9</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes clear short- and long-term plans</td>
<td>Consistently addresses standards and student achievement</td>
<td>Addresses students’ current levels of achievement in plans</td>
<td>Plans lessons, units, and semester based on standards</td>
<td>Lesson or unit plans not related to standards</td>
</tr>
<tr>
<td>Makes connections across lessons</td>
<td>Consistently plans and connects lessons as described for level 3</td>
<td>Plans lessons that build on prior learning and promote learning in subsequent lessons</td>
<td>Connects learning to prior lessons in some plans</td>
<td>Connections across lessons are weak or not present.</td>
</tr>
<tr>
<td>Plans clear explanations of content</td>
<td>Consistently plans lessons with clear content explanations</td>
<td>Plans lessons that include clear content explanations</td>
<td>Demonstrates understanding of content to be taught</td>
<td>Content explained inaccurately</td>
</tr>
<tr>
<td>Makes abstract concepts concrete</td>
<td>Plans novel lessons making abstract concepts concrete</td>
<td>Plans lessons that regularly make abstractions concrete</td>
<td>Plans some activities to make abstract concepts concrete</td>
<td>Does not present or explain abstract concepts.</td>
</tr>
<tr>
<td>Connects content to backgrounds</td>
<td>Creatively connects content to diverse students’ backgrounds</td>
<td>Connects content to diverse students’ backgrounds</td>
<td>Occasionally connects content to some students’ backgrounds</td>
<td>Rarely, if ever, relates content to students’ backgrounds</td>
</tr>
<tr>
<td>Accommodates varied student needs</td>
<td>Selects a variety of strategies and materials to meet many students’ needs</td>
<td>Plans to accommodate a variety of students’ needs</td>
<td>Plans to accommodate some students’ needs</td>
<td>Shows no awareness of differences in student needs.</td>
</tr>
</tbody>
</table>
## TPE 10: Instructional Time

<table>
<thead>
<tr>
<th>Elements of TPE 10</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates time to meet all standards</td>
<td>Addresses all required standards in instruction</td>
<td>Addresses planned standards in instruction</td>
<td>Plans long range and identifies relevant standards</td>
<td>No long-range plan or plan does not identify standards</td>
</tr>
<tr>
<td>Estimates times for instructional tasks</td>
<td>Often estimates times accurately</td>
<td>Shows improvement in estimating time</td>
<td>Estimates time in written plans</td>
<td>Does not estimate time for tasks.</td>
</tr>
<tr>
<td>Establishes procedures for routines</td>
<td>Adjusts procedures based on results of use</td>
<td>Implements procedures</td>
<td>Plans procedures for routines</td>
<td>Routines and procedures are inconsistent</td>
</tr>
<tr>
<td>Manages transitions efficiently</td>
<td>Frequently executes transitions with clear connections</td>
<td>Executes some transitions with connections</td>
<td>Plans for transitions with connections between activities</td>
<td>No transitions between activities.</td>
</tr>
<tr>
<td>Adjusts planned time if necessary</td>
<td>Anticipates need to adjust planned time</td>
<td>Adjusts planned time when obviously needed</td>
<td>Plans for potential adjustments of time</td>
<td>Does not adjust planned time.</td>
</tr>
</tbody>
</table>
## TPE 11: Social Environment

<table>
<thead>
<tr>
<th>Elements of TPE 11</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets clear expectations for students</td>
<td>Implements and uses positive reinforcement</td>
<td>Implements planned expectations and consequences</td>
<td>Plans clear expectations with consequences</td>
<td>Student expectations not set or unclear.</td>
</tr>
<tr>
<td>Promotes student effort and engagement</td>
<td>Uses strategies frequently, e.g., small groups</td>
<td>Encourages all students to participate with student-centered approaches.</td>
<td>Plans to address student effort and engagement, e.g., small groups</td>
<td>Does not plan for or enact student-centered practice.</td>
</tr>
<tr>
<td>Implements a discipline plan</td>
<td>Anticipates and prevents negative behaviors</td>
<td>Implements discipline plan during most of the class time</td>
<td>Devises an appropriate written discipline plan</td>
<td>No discipline plan or discipline is inappropriate.</td>
</tr>
<tr>
<td>Treats students fairly and with respect</td>
<td>Promotes fairness and respect to and for all in classroom</td>
<td>Exhibits respect for students, verbally &amp; non-verbally</td>
<td>Plans for ways to show fairness and respect</td>
<td>Lack of awareness of student feelings</td>
</tr>
<tr>
<td>Promotes group and independent work</td>
<td>Regularly implements a variety of work arrangements</td>
<td>Uses a variety of work arrangements in instruction</td>
<td>Plans for small group, large group, and independent work</td>
<td>No group or independent work planned.</td>
</tr>
</tbody>
</table>
### TPE 12: Professional, Legal, and Ethical Obligations

<table>
<thead>
<tr>
<th>Elements of TPE 12</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes responsibilities for outcomes</td>
<td>Devises ways to help students achieve missed outcomes</td>
<td>Accepts appropriate responsibility when students do poorly</td>
<td>Recognizes teacher responsibility for academic outcomes</td>
<td>Consistently blames others for outcomes</td>
</tr>
<tr>
<td>Recognizes own values and biases</td>
<td>Works to modify inappropriate values or biases in classroom practice</td>
<td>Does not exhibit values or biases that have potentially negative effects</td>
<td>Identifies own values and biases</td>
<td>Cannot identify own values and biases</td>
</tr>
<tr>
<td>Maintains a non-hostile environment</td>
<td>Sets tone by modeling and heads off potential problems</td>
<td>Implements plan and defuses inappropriate behaviors</td>
<td>Plans rules and consequences for hostile behaviors</td>
<td>Not able to defuse hostile behaviors</td>
</tr>
<tr>
<td>Follows policies for responding to inappropriate behavior</td>
<td>Reinforces appropriate behaviors &amp; shows understanding of individual students</td>
<td>Carries out policies and laws regarding inappropriate behaviors</td>
<td>Plans own classroom rules consistent with established policies</td>
<td>Does not know school policies</td>
</tr>
<tr>
<td>Behaves legally, ethically, and professionally</td>
<td>Models and encourages appropriate behaviors for students</td>
<td>Meets obligations in classroom and school practice</td>
<td>Shows awareness of legal, ethical and professional obligations and laws</td>
<td>Little or no knowledge of laws and obligations</td>
</tr>
</tbody>
</table>
### TPE 13: Professional Growth

<table>
<thead>
<tr>
<th>Elements of TPE 13</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solicits and incorporates feedback</td>
<td>Regularly seeks and incorporates feedback on instruction</td>
<td>Incorporates feedback on teaching in some subsequent instruction</td>
<td>Incorporates feedback in modifying written plans</td>
<td>Does not seek or incorporate feedback</td>
</tr>
<tr>
<td>Reflects on own teaching practices</td>
<td>Regularly reflects on teaching plans and practices</td>
<td>Identifies strengths and weaknesses in instruction</td>
<td>Identifies strengths and weaknesses in lesson plans</td>
<td>Does not reflect on plans or practices</td>
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<tr>
<td>Modifies teaching based on reflection</td>
<td>Modifies current teaching and plans to modify future teaching</td>
<td>Modifies teaching based on feedback and reflection</td>
<td>Plans to modify teaching based on reflection</td>
<td>Does not modify plans based on reflection</td>
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<tr>
<td>Prioritizes goals for professional growth</td>
<td>Takes more than one step to meet specific goals</td>
<td>Plans specific goals and takes at least one step towards them</td>
<td>Identifies areas for professional growth</td>
<td>Does not identify goals or chooses inappropriate ones.</td>
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Reflection on each TPE

In 400-500 words, address each of the following questions.

1. Describe briefly the assignment(s) or student teaching observation(s) that you refer to in this reflection. What documents do you include?

2. Cite specific evidence and explain your understanding of this TPE and how you practice it.

3. Discuss how the evidence you have selected demonstrates growth in your understanding and performance in this TPE over the course of your program.

| Reflection (for final evaluation only) | Shows understanding and practice of TPE in all evidence and the reflection | Shows understanding and practice of TPE in most evidence and the reflection | Shows partial understanding and practice of TPE in evidence and reflection | The evidence and the reflection show little understanding or practice of the TPE. |
## APPENDIX THREE

<table>
<thead>
<tr>
<th>School</th>
<th>Principal / Subject to change</th>
<th>Vice Principal</th>
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<td>Albany High School</td>
<td>Ted Barone</td>
<td>Tammy Benau</td>
<td>603 Key Route Boulevard Albany, CA 94706</td>
<td>510-558-2502</td>
<td><a href="mailto:ted.barone@albany.k12.ca.us">ted.barone@albany.k12.ca.us</a></td>
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<td>Alta Loma Middle School</td>
<td>Louis J. Delorio</td>
<td>Dalton Miranda</td>
<td>116 Romney Avenue South San Francisco 94080</td>
<td>650-877-8797</td>
<td><a href="mailto:ldelorio@ssfmail.ssfusd.k12.ca.us">ldelorio@ssfmail.ssfusd.k12.ca.us</a></td>
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<td>Gina Ferrante</td>
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<td>Kirk Black</td>
<td>Jim Coe/Joe Mahood</td>
<td>900 Alameda de las Pulgas San Mateo, CA 94402</td>
<td>650-558-2999</td>
<td><a href="mailto:kblack@smuhsd.k12.ca.us">kblack@smuhsd.k12.ca.us</a></td>
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<td>Kevin Kerr</td>
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<td>1000 Cayuga Ave. San Francisco, CA 94112</td>
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<td><a href="mailto:kerrk@sfusd.edu">kerrk@sfusd.edu</a></td>
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<td>SF City Government Youth Treatment and Education Court Program</td>
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<td>1950 Mission St. San Francisco, CA 94103</td>
<td>415-241-6232</td>
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<td>Vernon Walton</td>
<td>2223 Martin Luther King, Jr. Way Berkeley, CA 94704</td>
<td>510-644-6120</td>
<td>Vernon Walton <a href="mailto:vernonwalton@berkeley.net">vernonwalton@berkeley.net</a></td>
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<td>Berkeley High Alternative Program</td>
<td>Victor Diaz</td>
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<td>2701 Martin Luther King Way Berkeley, CA 94704</td>
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<td>Jamie Marantz</td>
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<td>3748 13th Ave. Oakland, CA 94610</td>
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<td>Burlingame High School</td>
<td>Pam Scott</td>
<td>Brent Daniels/Susanne Woolfolk</td>
<td>1 Mangini Way Burlingame, CA 94010</td>
<td>650-752-0100</td>
<td><a href="mailto:pscott@bsd.k12.ca.us">pscott@bsd.k12.ca.us</a></td>
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<td>School Name</td>
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<td>Phillip and Sala Burton Academic High School</td>
<td>Bill Kappenhan</td>
<td>Kathy Foster</td>
<td>400 Mansell Street</td>
<td>415-469-4550</td>
<td><a href="mailto:kappenhagenb@sfusd.edu">kappenhagenb@sfusd.edu</a></td>
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<td>Capuchino High School</td>
<td>Katya Villalobos</td>
<td>Ron Berggren</td>
<td>1501 Magnolia Ave.</td>
<td>650-558-2799</td>
<td><a href="mailto:edmarquez@smuhsd.k12.ca.us">edmarquez@smuhsd.k12.ca.us</a></td>
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<td>Carlmont High School</td>
<td>Andrea Jenoff</td>
<td>Lynn Bailey</td>
<td>1400 Alameda de las Pulgas</td>
<td>650-595-0210</td>
<td><a href="mailto:ajenoff@seq.org">ajenoff@seq.org</a></td>
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<td>Lynn Bailey</td>
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<td>Castlemont HS - Small Essential Schools Charter, B&amp;T HS, East Oakland School of the Arts, Castlemont Leadership Prep School</td>
<td>Business and Tech School (P) Rick Gaston</td>
<td>Business and Tech School (P) Rick Gaston</td>
<td>8601 Mac Arthur Blvd. Oakland, CA94605</td>
<td>510-879-3010 B&amp;T 455-0827 fax 879-3019</td>
<td><a href="mailto:rgaston@stanfordalumni.org">rgaston@stanfordalumni.org</a></td>
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<tr>
<td>Cesar Chavez Academy 4-8 EPA RCSD</td>
<td>Cammie Harris</td>
<td>David Herrera</td>
<td>2450 Ralmar St. East Palo Alto, CA 94303</td>
<td>650-329-6700 Ext. 150 (P) Ext. 151 (VP) 325-8556 fax</td>
<td>hè<a href="mailto:lin@cals.org">lin@cals.org</a></td>
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<td>Chinese American International School (Private – SF)</td>
<td>Andrew Corcoran</td>
<td>Heather Lin, Ex. Assistant to Head</td>
<td>150 Oak St. San Francisco, CA 94102</td>
<td>415 865-6000 FAX 865-6089</td>
<td><a href="mailto:h.lin@es-cat.org">h.lin@es-cat.org</a></td>
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<td>City Arts and Tech High School</td>
<td>Allison Rowland</td>
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<td>325 Le Grande Ave./301 De Montfort Ave. San Francisco, CA 94112</td>
<td>415-841-2200 415-841-2223</td>
<td><a href="mailto:josh@es-cat.org">josh@es-cat.org</a> <a href="mailto:arowland@es-cat.org">arowland@es-cat.org</a></td>
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<td>Claremont Middle School</td>
<td>David Chambliss</td>
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<td>Louis Garrett</td>
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<td>Southeast Community College Campus (City College) 1800 Oakdale San Francisco</td>
<td>415-642-4918 415-642-5648</td>
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<td>Cross Cultural (XCEL) Academy (HS)</td>
<td>Katie Yezzi, Exec. Dir.</td>
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<td>1350 Seventh Ave. San Francisco, CA 94122 (between Irving and Judah)</td>
<td>415-242-2552</td>
<td><a href="mailto:xcel@xcelacademysf.org">xcel@xcelacademysf.org</a></td>
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<td>Cunha High School</td>
<td>Michael Andrews</td>
<td>John Naggar</td>
<td>600 Church St. Half Moon Bay, CA 94019</td>
<td>650-712-7190 FAX 712-7195</td>
<td><a href="mailto:andrews@cabrillo.k12.ca.us">andrews@cabrillo.k12.ca.us</a></td>
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<td>Denman Middle School</td>
<td>Han Phung</td>
<td>Mark Bolton</td>
<td>241 Oneida San Francisco, CA 94112</td>
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<td>Adele Berg</td>
<td>Robert Beauchamp</td>
<td>1320 Mission Road South San Francisco, CA 94080</td>
<td>650-877-8806 FAX 589-2343 <a href="mailto:berga@ssfusd.k12.ca.us">berga@ssfusd.k12.ca.us</a></td>
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<td>El Cerrito HS</td>
<td>Jason Reimann</td>
<td>Patricia Crespo</td>
<td>540 Ashbury Ave. El Cerrito, CA 94530</td>
<td>510-525-0234 x2614 (P) 525-1810 (fax)</td>
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<td>Everett Middle School</td>
<td>Lena Van Haren</td>
<td></td>
<td>450 Church Street San Francisco, CA 94114</td>
<td>415-241-6344 FAX 241-6361 <a href="mailto:vanharenl@ssfusd.edu">vanharenl@ssfusd.edu</a></td>
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<td>Francisco Middle School</td>
<td>Kenneth Lee</td>
<td>Sheryl Lana</td>
<td>2190 Powell Street San Francisco, CA 94133</td>
<td>415-291-7900 291-7910 fax <a href="mailto:Leck1@sfusd.edu">Leck1@sfusd.edu</a></td>
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<td>James Parrish III</td>
<td>Dina Dewes</td>
<td>700 Stewart Ave. Daly City, CA 94015</td>
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<td>Peggy Raun-Linde</td>
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<td>1279 Sunnyvale-Saratoga Rd. Sunnyvale, CA 94087</td>
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<td>Vicki K. Pesek</td>
<td>Lisa Warnke</td>
<td>1150 Francisco Street San Francisco, CA 94109</td>
<td>415-749-3600 FAX 749-2716 Lisa Warnke <a href="mailto:warnkel@galileoweb.org">warnkel@galileoweb.org</a></td>
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<td>Sharon Olken</td>
<td>Angela Grimes VP faculty development</td>
<td>1430 Scott St. San Francisco, CA 94115</td>
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<td>Tai-Sun Schoeman</td>
<td>3151 Ortega Street San Francisco, CA 94122</td>
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<td>Teresa Williams</td>
<td>Mary Giles</td>
<td>3700 Coolidge Avenue Oakland, CA 94602</td>
<td>510-879-2060 879-2069 <a href="mailto:brethartefamilyrc@hotmail.com">brethartefamilyrc@hotmail.com</a></td>
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<td>2290 14th Avenue San Francisco, CA 94116-1841</td>
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<td>Matt Livingston</td>
<td>Bill Sanderson</td>
<td>655 De Haro Street San Francisco, CA 94107</td>
<td>415-695-5866</td>
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<td>Shane Shafir</td>
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<td>Marian Currell</td>
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<td>Mark Uhrenholt</td>
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<td>925-935-4110</td>
<td>FAX 944-6453</td>
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<td>James Lick Middle School</td>
<td>Apolinar Quesada, Judd Kempson</td>
<td>1220 Noe Street, San Francisco, CA 94114</td>
<td>415-695-5675</td>
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<td>Life Learning Academy (MS) SFUSD Charter</td>
<td>Terri Lynch Delane, Craig Miller</td>
<td>651 8th St., Bldg. 229, Treasure Island, San Francisco, CA 94130</td>
<td>415-397-8957</td>
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<td>Barnaby Payne, Susan Saunders</td>
<td>2162 24th Avenue, San Francisco, CA 94116</td>
<td>415-759-2700</td>
<td>FAX 566-2224</td>
<td><a href="mailto:sch405@muse.sfsd.edu">sch405@muse.sfsd.edu</a></td>
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<td>Log Cabin High School SFUSD</td>
<td>Chris Lanier</td>
<td>PO BOX 329, La Honda, CA 94020</td>
<td>415-241-6553</td>
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<td>Longfellow Magnet Middle School BUSD</td>
<td>Rebecca Cheung</td>
<td>1500 Derby St., Berkeley, CA</td>
<td>510 644-6310</td>
<td>FAX 644-8707</td>
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<td>Lowell High School</td>
<td>Andrew Ishibashi, Holy Gilles</td>
<td>1101 Eucalyptus Drive, San Francisco, CA 94132</td>
<td>415-759-2730</td>
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<td>Marina Middle School</td>
<td>Ms. Fong</td>
<td>3500 Fillmore St., San Francisco, CA 94123</td>
<td>415-749-3495</td>
<td>415-241-6454</td>
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<tr>
<td>Thurgood Marshall High School</td>
<td>Marthaa Torres/Marcus Blacksher</td>
<td>45 Conkling St., San Francisco, CA 94124</td>
<td>415-695-5612</td>
<td>415-285-5283</td>
<td><a href="mailto:Torresm@sfsd.edu">Torresm@sfsd.edu</a></td>
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<td>Enola D. Maxwell Middle School Arts</td>
<td>Marcus Blacksher</td>
<td>655 De Haro St., San Francisco, CA 94107</td>
<td>415-695-5905</td>
<td>695-5914 fax</td>
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<tr>
<td>McClymonds High School</td>
<td>Lynn Dodd, Ms. Evans (Secretary)</td>
<td>2607 Myrthe Street, Oakland, CA 94607</td>
<td>510-879-3030</td>
<td>879-1936 fax</td>
<td><a href="mailto:lynn.dodd@secmail.ousd.k12.ca.us">lynn.dodd@secmail.ousd.k12.ca.us</a></td>
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<td>Menlo Atherton High School</td>
<td>Norman Estrada</td>
<td>555 Middlefield Rd. Atherton, CA 94027</td>
<td>650-322-5311 ext 5113 323-1411 fax</td>
<td><a href="mailto:slippi@seq.org">slippi@seq.org</a></td>
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<tr>
<td>Harvey Milk Civil Rights Academy (K-5)</td>
<td>Sandra Leigh</td>
<td>4235 19th St. San Francisco, CA 94114</td>
<td>415-241-6276 241-6545 fax</td>
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<tr>
<td>Mission High School</td>
<td>Eric Guntertz</td>
<td>3750 18th Street San Francisco, CA 94114</td>
<td>415-241-6240 FAX 626-1641</td>
<td><a href="mailto:parker1@sfusd.edu">parker1@sfusd.edu</a></td>
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<tr>
<td>Montera Middle School</td>
<td>Cheryl Rodby</td>
<td>5555 Ascot Drive Oakland, California 94611</td>
<td>510-879-3040 FAX 879-3049</td>
<td><a href="mailto:ogoULD@ousd.k12.ca.us">ogoULD@ousd.k12.ca.us</a></td>
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<tr>
<td>Oakland High School</td>
<td>Mary Scott</td>
<td>1023 Mac Arthur Boulevard Oakland, CA 94610</td>
<td>510-873-8800 510-873-8816</td>
<td><a href="mailto:olsmaster@hotmail.com">olsmaster@hotmail.com</a></td>
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<tr>
<td>Oakland School for the Arts (6-12)</td>
<td>Donn Harris, Director</td>
<td>1800 San Pablo Ave. Oakland, CA 94612</td>
<td>510-879-3050 Ext. 126 (P) TP x 111 TW x 122 SRM x113 879-3059 fax</td>
<td><a href="mailto:rkh_1@comcast.net">rkh_1@comcast.net</a></td>
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<tr>
<td>Oakland Technical High School</td>
<td>Staci Ross Morrison</td>
<td>4351 Broadway Oakland, CA 94611</td>
<td>510-635-7170 510-635-3830</td>
<td>STACI ROSS-MORRISON <a href="mailto:Staci.Ross-Morrison@ousd.k12.ca.us">Staci.Ross-Morrison@ousd.k12.ca.us</a></td>
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<td>Oakland Unity High School</td>
<td>Lance Tsang, Ex David Castillo</td>
<td>6038 Brann St. Oakland, CA 94605</td>
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<tr>
<td>Oceana High School</td>
<td>Caro Pemberton</td>
<td>401 Paloma Avenue Pacifica, CA 94044</td>
<td>650.550.7300 550.7310 fax</td>
<td>&quot;Pemberton, Caro&quot; <a href="mailto:CPemberton@juhsd.net">CPemberton@juhsd.net</a></td>
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<td>School Name</td>
<td>Principal</td>
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<td>John O'Connell High School of Technology</td>
<td>Mark Alvarado</td>
<td>Susan Ryan</td>
<td>2355 Folsom St. San Francisco, CA 94110</td>
<td>415-695-5370 695-5379</td>
<td><a href="mailto:alvaradom@sfusd.edu">alvaradom@sfusd.edu</a></td>
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<tr>
<td>International Studies Academy</td>
<td>Paul Koh</td>
<td></td>
<td>655 DeHaro Street San Francisco, Ca</td>
<td>415-695-5864</td>
<td><a href="mailto:kohp@sfusd.edu">kohp@sfusd.edu</a></td>
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<tr>
<td>Palo Alto HS</td>
<td>Scott Lawrence</td>
<td>Chuck Merritt, VP</td>
<td>50 Embarcadero Road Palo Alto, CA 94301</td>
<td>650-329-3701 329-3753 fax - 877-8788</td>
<td><a href="mailto:cmerritt@pausd.palo-alto.ca.us">cmerritt@pausd.palo-alto.ca.us</a></td>
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<tr>
<td>Parkway Heights Middle School</td>
<td>Lynette Hovland</td>
<td></td>
<td>825 Park Way South San Francisco, CA 94080</td>
<td>(650) 877-8788</td>
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<td>Phoenix Garden Campus SFUSD Community Schools at risk students Grades 7-12</td>
<td>James Fithian</td>
<td></td>
<td>1950 Mission St. San Francisco, CA 94130</td>
<td>415-241-6232 415-241-6406</td>
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<td>Thomas R. Pollicita Middle School</td>
<td>Catalina Ricco</td>
<td>Ben Turner</td>
<td>550 East Market St. Daly city, Ca 94014</td>
<td>650 991-1218 FAX 755-2170</td>
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<td>Presidio Middle School</td>
<td>Caldwater Payne</td>
<td>Armen Sedrakian</td>
<td>450 30th Avenue San Francisco, CA 94121</td>
<td>415- 750-8435 FAX 750-8445</td>
<td><a href="mailto:sedrakian2@sfusd.edu">sedrakian2@sfusd.edu</a></td>
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<td>Principal Center Collaborative Campus SFUSD Project Impact 9-12 Probation Placed</td>
<td>YTEC (Probation Placed) Youth Treatment and Education Court Youth with drug/alcohol</td>
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<td>Real Alternatives High School Sunshine Campus SFUSD County Schools at-risk youth</td>
<td></td>
<td></td>
<td>2730 Bryant St. San Francisco, CA 94110</td>
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<td><a href="mailto:sch797@muse.sfusd.edu">sch797@muse.sfusd.edu</a></td>
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<td>Roosevelt Middle School</td>
<td>Michael Reimer</td>
<td>460 Arguello Blvd. San Francisco, CA 94118</td>
<td>415-750-8446</td>
<td>750-8455</td>
<td>&quot;Reimer,Michael J.&quot;<a href="mailto:ReimerM@sfusd.edu">ReimerM@sfusd.edu</a></td>
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<tr>
<td>Roosevelt Middle School</td>
<td></td>
<td>1926 19th Ave. Oakland, CA 94606</td>
<td>510 879-2120</td>
<td>879-4237</td>
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<tr>
<td>Rudsdale Continuation School (6-12 Academy)</td>
<td>Willie Thompson</td>
<td>1180 70th Ave. Oakland, CA 94621</td>
<td>510-879-4237</td>
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<td>School of the Arts (SOTA) (SFUSD)</td>
<td>Brian Kohn &amp; Gregory Markowith</td>
<td>555 Portola Drive San Francisco, CA 94131</td>
<td>415 695-5700</td>
<td>3338 1415</td>
<td>x3338 Prin. 581-1415 voice 695-5326 FAX x8754</td>
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<tr>
<td>Sequoia High School</td>
<td>Manuel Serrano</td>
<td>1201 Brewster Avenue Redwood City, CA 94062</td>
<td>650 369-1411</td>
<td>8754 voice 367-9780 dist 368-5180 FAX x8754</td>
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<tr>
<td>Skyline High School</td>
<td>Heidi Green</td>
<td>Margaret Klatt</td>
<td>12250 Skyline Boulevard Oakland, CA 94619</td>
<td>510 879-3060</td>
<td><a href="mailto:Margaret.Klatt@secmail.ousd.k12.ca.us">Margaret.Klatt@secmail.ousd.k12.ca.us</a></td>
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<tr>
<td>South San Francisco High School</td>
<td>Michael Coyne</td>
<td>400 B Street South San Francisco, CA 94080</td>
<td>650 877-8754</td>
<td>871-7943</td>
<td><a href="mailto:mcoyne@ssfusd.org">mcoyne@ssfusd.org</a></td>
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<tr>
<td>Tamalpais High School</td>
<td>Tom Drescher</td>
<td>Candace Curtis/</td>
<td>700 Miller Avenue Mill Valley, CA 94941</td>
<td>P 415-380-3510</td>
<td>FAX 380-3573 V.P. 380-3512 FAX 380-3526 or 3599</td>
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<tr>
<td>Taylor Middle School</td>
<td>John Curry</td>
<td>850 Taylor Blvd. Millbrae, CA 94030</td>
<td>650 697-4096</td>
<td>697-8435</td>
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<tr>
<td>Terra Nova High School</td>
<td>Dorene Basuino</td>
<td>Brenda Morgan-Davis/ Dorene Lotti</td>
<td>1450 Terra Nova Boulevard Pacifica, California, 94044</td>
<td>650-550-7600</td>
<td>550-7690 fax P 550-7670 V.P. 550-7673</td>
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<td>Urban Promise Academy (6-8)</td>
<td>Gia Truong</td>
<td>3031 East 18th St. Oakland, Ca 94601</td>
<td>510 879-4299</td>
<td>879-4297</td>
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<td>Visitation Valley Middle School</td>
<td>Gloria Minjares</td>
<td>Linda Carter/Gene Barresi</td>
<td>450 Raymond Avenue</td>
<td>San Francisco, CA 94134</td>
<td>415-469-4590 <a href="mailto:minjaresg@sfusd.edu">minjaresg@sfusd.edu</a></td>
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<tr>
<td>Walden House Project Sister Kin court ordered residential</td>
<td>Louis Garrett</td>
<td>Abused/ED girls with alcohol and drug addictions</td>
<td>45 Farrallones St.</td>
<td>San Francisco, CA 941112</td>
<td>415-749-3469 <a href="mailto:sch785@muse.sfusd.edu">sch785@muse.sfusd.edu</a></td>
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<td>Wallenberg High School</td>
<td>Aileen Murphy</td>
<td>Linda Kitano</td>
<td>40 Vega Street</td>
<td>San Francisco, CA 94115</td>
<td><a href="mailto:sch571@muse.sfusd.edu">sch571@muse.sfusd.edu</a></td>
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<tr>
<td>Washington High School</td>
<td>Ericka Lovrin</td>
<td>Susan Saunders</td>
<td>600 32nd Ave.</td>
<td>San Francisco, CA</td>
<td>415-750-8400 <a href="mailto:saundersss@sfusd.edu">saundersss@sfusd.edu</a></td>
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<tr>
<td>Ida B Wells Continuation High School</td>
<td>Claudia Anderson</td>
<td></td>
<td>1099 Hayes Street</td>
<td>San Francisco, CA 94117</td>
<td>650-550-7400</td>
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<tr>
<td>Westmoor High School</td>
<td>Alan Reyes</td>
<td>Janet Contreras Felix Valenzuela</td>
<td>131 Westmoor Avenue</td>
<td>Daly City, CA 94015</td>
<td>510-644-6330 <a href="mailto:areyes@juhsd.net">areyes@juhsd.net</a></td>
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<tr>
<td>Willard Middle School BUSD</td>
<td>Robert Ithurburn</td>
<td>Tom Orput</td>
<td>2425 Stuart St. (corner of Telegraph)</td>
<td>Berkeley, CA</td>
<td>415 753-7792 415-752-7793</td>
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<td>Woodside Learning Center</td>
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<td>Juvenile Hall</td>
<td>375 Woodside Ave,</td>
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APPENDIX FOUR
STUDENT SELF-EVALUATION CHECKLIST

EXITING REQUIREMENTS

- **U.S. CONSTITUTION REQUIREMENT** [You can meet this requirement via coursework or examination. To have a course approved for this requirement, contact the Teacher Preparation Center in Burk Hall 244 (405-3594)]

- **EDUCATIONAL TECHNOLOGY (LEVEL 1) REQUIREMENT** [ITEC 601 AT SFSU OR COMMISSION-approved Level 1 technology course at another four-year college-OR-passage of CSET Exams in Preliminary Educational Technology]

- **CPR Course for Infants, Children, and Adults** [Two copies of the front & back of your CPR card must be in your file. Your CPR card must be valid at the time you apply for your credential. Please note that we do not accept online CPR courses. You may contact your local American Red Cross, American Hart Association, or the Teacher Preparation Center in Burk Hall 244 to get information on where you can take a CPR course.]

- **CREDENTIAL PROGRAM COURSEWORK/G.P.A.** [You must self-monitor to ensure that you complete ALL the necessary coursework for your Credential Program. Meet with your Credential Program Advisor to assure you enroll in all your required courses. Please note that you must earn a grade of “C” or better in all of your Credential Program Coursework and have a G.P.A. of at least 3.0 (“B” average). Grades of ‘C-“ or below do not meet Credential Program requirements.]

- **Successful completion of Program**

- **Congratulations!!** You have complete the requirements for a single subject credential in your subject area. With this credential you are accredited to teach cross cultural. Language and academic development clad classes in your content area which authorizes instruction to English learners (ELD) as well as sheltered instruction (SDAIE). You are receiving preliminary credential valid for five (5) years. Please follow instructions from your district on how to complete the next step, which is to have a clear credential.
APPENDIX FIVE
Acronym Glossary

[Source: Balderrama and Diaz-Rico, Teaching Performance Expectations for Educating English Learners, Pearson Ed., New York, 2006]

AVID  AVID (Advancement Via Individual Determination) is a fourth-grade through twelfth-grade school based program, which motivates and prepares average and even struggling students for four-year college eligibility. This successful nation-wide program takes average students, who demonstrate potential for academic success, enrolled in mainstream or remedial classes, and moves them, (with academic and personal support), to college prep, honors, and AP courses. The vast majority of AVID students, who complete three or more years of the AVID program, attend four-year colleges.

BICS  Basic interpersonal communication skills (BICS) refer to the language a person uses to communicate basic needs and share informal social interactions with peers.

CCTC  The California Commission on Teacher Credentialing is the state board which sets the credential standards and monitors teacher preparation, on-going training of teachers, and credential renewal.

ELA  English Language Arts (ELA) Standards for California are the standard expectations (K-12) for student’s skills and knowledge in reading, writing, and listening.

ELD  English Language Development (ELD) refers to instruction designed and structured specifically for English learners to develop listening, speaking, reading, and writing skills.

ELL  English Language Learner (ELL) refers to a student, whose primary language is not English, and who is developing English proficiency.

EROD  Evaluation Report for Observation and Documents (EROD) Student Teacher evaluators use this form and the 13 Teaching Performance Expectations delineated on the form appraise the suitability, knowledge, organization, presentation, classroom management and other relevant skills of teaching credential candidates.

ESL  English as a Second Language (ESL) Is an older term, which refers to English instruction for learners, whose primary language is other than English and who live in a society, which requires a working knowledge of English to access employment, schools, government, health, and other essential services in a meaningful way.

NCLB  Congress initially passed the No Child Left Behind (NCLB) Federal Education Law as a reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001, however NCLB went far beyond the scope and intent of the ESEA and essentially federalized, and many educators argue, set the wheels in motion to dismantle publicly funded universal education. Among the thousands of standards delineated in NCLB and Department of
Education regulations, are the standards for student teacher training, credentials, teacher review, teacher recertification and training, etc.

SED  Secondary Education Department

SB 2052  (State) Senate Bill 2052 Among other things, this legislation sets the state standards for earning and renewing teacher credentials.

SDAIE  Specifically designated academic instruction in English (SDAIE) instruction, which combines second language acquisition principles with those elements of quality teaching that make a lesson understandable to students.

SED  Secondary Education Department

TPE  Teaching Performance Expectation
APPENDIX SIX:  
Association of American Educators, Code of Ethics for Educators (attachment)

OVERVIEW
- The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.
- The professional educator acts with conscientious effort to exemplify the highest ethical standards.
- The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students
The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for self.

The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance
The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes
those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education. The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

The Association of American Educators is the largest national nonunion professional educators association. “AAE Code of Ethics for Educators.” was developed by the Advisory Board and Executive Committee of AAE. Find out more about AAE, including how to become a member, at www.aaeteachers.org.
APPENDIX SEVEN
GUIDING QUESTIONS FOR OBSERVATIONS

The following set of questions have been borrowed from Dr. David Kazakoff’s Observation Model.

These questions directly relate to the California Standards for the Teaching Profession and also relate to each specific TPE.

For your SED 640 course you can start the questions with, "Does the teacher….”

And for your second semester 660 course you can obviously start the questions with, "Do I, as a student teacher….”

Guiding Questions - Classroom Management and Climate

The teacher is able to orchestrate learning in a group setting

• Does the teacher make clear the procedures that are needed to have a well-run classroom? If so, how? Do students seem to know what to do:
  o when they sit down (bell work!)
  o when they hand in a paper when
  o they move around the room when
  o they move into groups, etc?

• Do you hear the students asking questions about the process they are using? If so, how? Has the teacher put the directions or procedures in writing as well as stating them verbally?

• Does the teacher keep track of time? If so, how? Does he or she verbally announce times for processing activities in order to keep students moving at an appropriate pace? Does he/she check in to see whether students need more time?

• Does the teacher have equipment and materials logically located? If so, how? Can students get to the garbage can? To the wire baskets? Can they see the notes on the board? Can the teacher get to everyone; monitor easily?

• Does the teacher move the students around effectively to support the instruction? If so, how? Do students move easily from group to lecture to partner processing?

• Does the teacher work with the classroom aides in the room? If so, how? Are the aides able to sit near the students they work with or find space to sit?

• Does it appear on a syllabus or on the walls that agreements are made with regards to listening to each other, self-management, etc? If so, how?

• How does the teacher attract the attention of the class when he/she wants to start? Does the teacher have signals for moments like this? If so, how?

• Does the teacher end the class or does the bell "end" the class? Does the teacher seem in control of the time as the bell rings? If so, how?
Guiding Questions - Classroom Management and Climate

The teacher motivates and engages students’ minds and hearts in learning

- When you walk in the room, do you hear the students talking and working or do you hear the teacher? For how long? Is it the same students talking one by one or do all students get an opportunity to process the material?

- Do you see covert and overt active participation of all students? If so, how?

- Do you see the teacher use wait time deliberately so more students get a chance to think about the question? If so, how?

- Do you hear the teacher giving feedback to students in whole group and in small group instruction? If so, how? Is the feedback positive and specific?

- When you hear the teacher providing instruction, do you hear specific examples being given? If so, how? Does the teacher reference connections that seem to make sense to the students?

- Does the teacher allow for accommodations so that in a given assignment students are offered options or a change of conditions? If so, how?

- Does the teacher smile? Laugh?

- Does the teacher have eye contact with students (if culturally appropriate)?

- Does the teacher appear comfortable in the presence of all students? If so, how?

- Does the teacher listen to all students? Does he/she interrupt students or certain groups of students?

- What is on the walls of the room? Are they distracting or overly stimulating or under stimulating? Are the messages the walls send positive and do they engage students?

- How does the teacher redirect students who are off task? Is it done in a respectful manner? If so, how?

Guiding Questions - Classroom Management and Climate

- What happens when a student makes a mistake? How does the teacher respond? What is the climate like with regards to risk taking and sharing in whole group moments? Does the teacher acknowledge his or her mistakes as well? If so, how?

- Does the teacher acknowledge feelings of students along with teaching content? If so, how? Does he/she state this acknowledgment in a respectful manner vs. being patronizing? (i.e. "I know some of you are nervous about this test,… vs. "You shouldn’t be freaked out. If you had studied ")

- If you witness a student saying something disrespectful or derogatory do you notice the teacher dealing with the student and the comment in a way that makes the class feel safe? If so, how?
Guiding Questions - Engaging And Supporting Learners

The teacher makes knowledge accessible to all students based on recognition of individual differences, working effectively with diverse groups of students.

- Does the teacher strive to learn about the personalities and social background of her students? If so, how? Talking with counselors, support staff, students themselves, and parents?

- Does the teacher know enough about the students to know which students can relate to certain material based on gender, culture, immigration status, socioeconomic status, etc.? If so, how?

- Does the teacher show an understanding of strategies to support those students who need support through special education services? If so, how?

- Does the teacher show an understanding of ELL strategies in order to engage English Language Learners effectively? Do ELL students feel engaged and safe in the classroom? If so, how?

- Does the teacher know the students and the school cultures well enough to be able to add examples and illustrations that will connect to the students' lives? If so, how?

- Does the teacher pick up on day-to-day "messages" from students? Is he/she attentive to revealing messages in classroom work or responses? If so, how?

- Does the teacher show respect for all students? If so, how? Speak to them courteously, acknowledging their opinions and values, even if they are different from the teacher's opinion?

- Does the teacher provide opportunities for students to learn, process, share and participate, not just those who have their hands up? If so, how? And when students do participate does the teacher listen and look at all students?

Guiding Questions - Engaging And Supporting Learners

- Does the teacher seem to positively presuppose that all kids can learn and achieve in his/her classroom? If so, how? Does she/he speak to the potential of students and presuppose they can do the work or does he/she speak to their deficits or their inability to accomplish a task?

The teacher addresses in a balanced program all areas of student development, including cognitive, social, personal, and ethical development.

- Does the teacher recognize his/her role goes beyond the teaching of content to the teaching of students? If so, how? In how to learn, how to live, how to be with others?

- Does the teacher provide opportunities for students to discuss their lives, their hopes and dreams for themselves? If so, how?

- Does the teacher model courteous behavior and good citizenship? If so, how?

- Does the teacher understand how physical and emotional development at certain ages impacts student learning? Does he or she "understand" the middle schooler, the kindergartener, the senior? If so, how?

- Does the teacher feel he/she is a "text person" and does he/she take on the responsibility of being a role model for the students to "read"? If so, how?
• Does the teacher strive to create lessons and experiences for students that help them learn autonomy, choice and how to deal with others? If so, how?

• Does the teacher help the student become more self-directed, self-monitoring and self-modifying? If so, how? Does he/she help student self-review and set goals?

Guiding Questions - Planning and Instruction

The teacher plans instruction mindful of short- and long-term student learning objectives

• Does the teacher tell the students what they will be doing to show him/her that they understand the material in the lesson? If so, how? Does he/she put it on the board or verbalize it?

• Does the teacher have a syllabus that sets some long-range goals for students or have a unit cover sheet or a lesson plan book or set of benchmarks that he/she is working from?

• Does the teacher know his or her objectives and is he or she able to differentiate the objectives by shifting the parts of an objective to accommodate for individual differences? If so, how?

• Does the teacher teach to what he/she is going to ultimately grade? If so, how? Does he/she able to articulate what students will need to know and be able to do on a given assignment and then teach those components and skills to the student so he/she will be successful?

The teacher is in command of his/her subject(s), understanding the relevant factual information, central organizing concepts, and links to other disciplines.

• Does the teacher have a background in the subject area?

• Does the teacher continually expand his/her content knowledge by attending conferences, participating in collegial discussions about his/her course, read professional journals, etc..

• Does the teacher know how to creatively adapt the textbook to meet the needs of her students? If so, how?

• Is the teacher aware of the big ideas and how and why they fit together? Can the teacher design lessons with these key ideas in such a way that students are successful? If so, how?

Guiding Questions - Planning and instruction

• Does the teacher know the state frameworks and the content and expectations of the given course and can he/she design lessons that address both those needs? If so, how?

• Does the teacher integrate his/her subject matter with other disciplines when appropriate? If so, how?

The teacher uses appropriate instructional strategies to convey a subject to students and enhances instruction by providing opportunities to develop various learning styles, creating varied instructional settings, and effectively using a range of materials and available resources.
• Does the teacher design lessons with adequate amounts of active participation in his/her class in order to facilitate learning for the students? If so, how?

• If/When the teacher lectures or offers direct instruction to the students does the teacher plan in active participation strategies that will allow him/her to monitor and assess the understanding of the students with regard to the subject? If so, how?

• Does the teacher use a variety of strategies to engage students? If so, how? Video, audio, small group discussion, whole group discussion, manipulatives, photography, games, technology, and other resources?

• Does the teacher urge students to think critically and design lessons that require them to work at the higher levels of Bloom’s Taxonomy?

• (Application, analysis, synthesis, evaluation?) If so, how?

• Does the teacher model for the students whatever process or format the students will need to use? If so, how? Show sample papers, go through an example of an assignment, do a demonstration of the lab, etc. before the students are required to do it independently?

**Guiding Questions - Planning and Instruction**

• Does the teacher attempt to use all the modalities, visual, aural and kinesthetic? Does he/she work outside his/her comfort zone to meet these needs? If so, how?

• Does the teacher use a combination of competition, individual performance, collaborative teamwork in his/her active participation strategies? If so, how?

**The teacher uses both directed and discovery teaching to integrate the subject into the students' thinking, offering students knowledge of concepts and principles as well as problem-solving opportunities.**

• Does the teacher offer relevant and novel assignments that engage students in applying their knowledge in a way that is meaningful for them? If so, how?

• Do teacher help students see the connections of their learning to real life situations? If so, how?

• Does the teacher know when students might be "confused" or what misconceptions they might have and lead students to address the misunderstanding?
Guiding Questions - Assessment

The teacher regularly assesses and provides feedback on student progress to students and parents and uses assessment information effectively in making instructional decisions.

Do you see the teacher walking around the room to check on student work?.

Does the teacher provide one on one feedback to the students at that time or does he/she come back to the front to give an "I saw a lot of so students know how they are doing? If so, how?

Does the teacher have rubrics, clear assignment sheets and clear directions? Are the assignments posted as well as offered to the students?

Does the teacher have a grade reporting system that he or she uses? If so, how does it work?

Does the teacher accept incomplete or late work? How frequently? What procedures are in place to collect the work?

Does he/she share updates on grades so students are aware of how they are doing? If so, how?

Does the teacher have an evaluation system that allows for feedback around effort and not just academic competency?

Does the teacher use a wide variety of appropriate assessments? If looking at the grade book could you see projects, journals, tests and essays in a mix vs. one type of grade only?

Does the teacher have the students check work with each other and does she or he have a process for doing so?

Does the teacher ask the students to keep track of their own assignments? If so, how?

Guiding Questions- Reflection on Teaching Practice

A. The teacher participates in professional growth activities to expand his/her repertoire and uses new knowledge and skill to improve his/her teaching.

- Does the teacher attend workshops, afternoon sessions, weekend retreats, staff development days, and collaborative/grade level planning sessions? If so, which ones, and why?

- Does the teacher read journals, subject specific books, professional reading? Does he/she have "teacher books" on her desk? Does he/she make use of what is in the principal's office, on the instructional supervisor's desk, in the staff library, in the professional development library? If so, can he/she explain his/her choices of reading?

- Does the teacher read articles sent around the school or put in his/her box for review?

- Does the teacher go to the staff lounge or the main office or the grade level areas? Does he/she talk to colleagues about teaching techniques? Ask for ideas/support? If so, how?

- Does the teacher have a sense of what he/she wants to learn and take proactive steps to have that learning take place? Does he/she ask for professional development funds? Make plans to
Does the teacher apply knowledge gained from these experiences into her teaching? If so, how? Do you see evidence of school or district-wide initiative content or skills applied in his/her teaching?

B. The teacher uses reasoned judgment to make instructional decisions based on theory and experience, asking for assistance when appropriate.

- Does the teacher consistently reflect and analyze her teaching?

- When he/she reflects on a class, does it result in an adjustment to practice on her end? If so, how? Can she/he see what the "takeaways" are? What he/she might change for the next class session given the learning?

- When the teacher reflects on his/her instruction does the tone seem blaming of kids and their abilities, "They can't do it," or less defensive and more self-aware, "I don't think I was clear enough with them here and here"?

- Is the teacher capable of articulating his/her strengths? If so, how? Which content areas are strong? What instructional techniques he/she does well?

Guiding Questions - Reflection on Teaching Practice

Is the teacher aware of what his/her gaps are in terms of content and teaching strategies? If so, how? Where his/her biases are in terms of learning theories, methods, etc.?

Is the teacher self-managing, self-monitoring and self-modifying? If so, how?

Can the teacher draw from her prior knowledge and data to refine her instruction?

Does he/she display a sense of resourcefulness and humor as she adjusts his/her instruction? If so, how? Or is it just "another thing I need to do now because of THIS year's class," or "just another initiative from the district ______."

Does the teacher seek the perspectives of others and innovative ideas? If so, how? Do you hear the teacher say, "What do you think of..."? Or "Do you have an idea for..."

When offered a suggestion for change, does the teacher use a "Yeah, but" response or does he/she "take it in" and think about its application in the classroom?

When offered a suggestion that isn't clear enough to the teacher does he/she ask for more clarification so it can be implemented? If so, how? Ask for support from others to try it?

When offered a suggestion, does the teacher willingly try it and share results with colleagues?
Guiding Questions - Participation in School Community

The teacher participates in collaborative efforts to improve the school.

• Does the teacher "show up"? Show up on time or late? Show up at staff meetings? Department meetings? On Staff Development Days? At team meetings? At events that are related to school improvement?

• Does the teacher know, understand, respect and follow the learning outcomes/course descriptions of his/her classes? If so, how? Follow the objectives for the department? The goals of the school?

• If asked to complete some paperwork or attend a meeting on behalf of the department or do some work for the team, does it get done?

• Does the teacher share an enthusiasm for the "pursuit of teaching excellence"? If so, how?

• Does the teacher look like he/she enjoys teaching? Enjoys the school? Enjoys his/her colleagues? If so, how?

• Does the teacher communicate with parents in a timely fashion? If so, how? Answer calls? Meet with parents? Show up to Back to School Night?

• Does the teacher hold him/herself to a high standard for what he/she does and produces? If so, how?

• Does the teacher continually refine lessons and units and work to improve his/her teaching? If so, how?

Guiding Questions - Participation in School Community

The teacher demonstrates the interpersonal skills needed to work on a team with colleagues, and community members.

• Is the teacher aware of the school values, norms, the way the school sees itself? Does the teacher work well within those values? If so, how? Does he/she embody them or just give them lip service?

• Does the teacher seem to understand the implicit or explicit code of dress for the teachers and other professionals in the school and wear appropriate clothing for the age of the students and the school culture? If so, how?

• Does the teacher hone his/her communication and process skills as well as work on his/her classroom instruction? If so, how?

• Does the teacher show consideration for the feelings of others? Say "Hello," say "Thank you," say "I'm sorry," say "What can I do to help?"

• Does the teacher gossip? Talk poorly of colleagues in your presence or to students?

• Is the teacher aware of his/her assumptions and values and know when they are getting in the way of moving forward with his/her colleagues?
• Is the teacher able to stand outside him/herself and see how he/she might be impacting others or be seen by others? If so, how?

• If the teacher is given feedback, does he/she listen to it and react appropriately, changing behavior if necessary? If so, how?

• Is the teacher open to rational and intuitive ways of thinking? If so, how?

• Is the teacher open to doing things in a way other than his or her way?

• Is the teacher open to hearing all perspectives? If so, how? And when hearing all perspectives does he or she honor them or shut down?