MASTER TEACHER HANDBOOK 2015-2016

SAN FRANCISCO STATE UNIVERSITY – GRADUATE COLLEGE OF EDUCATION BURK HALL
Department of Secondary Education
Field Placements Office
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Compiled by Guilaine Salomon Edition 11.3
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Letter From Guilaine Salomon, Field Placement Coordinator

Dear Master Teacher,

Thank you for partnering with Secondary Education at SF State to welcome a student teacher into your classroom. Your role as a supervisor and mentor master teacher in the preparation of our candidates is crucial for developing best practices among future teachers. We sincerely hope the partnership you develop with your student teacher will benefit not only the credential candidate, but you and your students as well.

The Master Teacher Handbook (http://secondaryed.sfsu.edu/placements) is a guide to help you and your candidate move into participating and helping in your classroom. Your candidate should have given you a copy. However, you are the expert in your own classroom and are free to structure the time to best suit your classroom needs.

I have included some evaluation forms (also called ERODs) with this note; they are also available on http://secondaryed.sfsu.edu/placements. Evaluations (E-rods) are completed at the end of the Fall Semester during the student teacher’s solo teaching experience and two times during the Spring Semester, at mid- and end of the term.

In the Fall semester, your credential candidate will be observing in the classroom plus doing a 3 day solo presentation in one class. In the Spring semester, your credential candidates will be student teaching the classes that have been assigned to him/her and will continue during the entire semester. In addition, he/she will have to complete a two weeks observation of all the classes you teach. If the student teacher has two master teachers, he/she may choose to observe each master teacher for one week. This experience is to give the candidate a greater understanding of what it takes to be at the school for full days. In the Handbook, there is a form verifying this experience that the student is required to complete with your signature.

In addition, your student teacher will be required to complete a Teacher Performance Assessment, which is mandated by the California Commission on Teacher Credentialing. The student will need to teach a unit in his/her subject, video record lesson segments and complete a series of questions related to the lessons and videos.

We request that you meet regularly with your student teacher to discuss and reflect upon issues involved with classroom practice. We hope that the required assignments will follow the guidelines of your established curriculum and will serve to enhance your curriculum rather than detract from it. Each student teacher has been assigned a Faculty Supervisor who will provide several visits during the Fall Semester, including at least one formal observation, and will be available to confer with you upon request. If at any moment you encounter any problems with your student teacher, please let me know immediately. We are here to support you in your decision to mentor one of our student teachers. Please feel free to contact me if you have any questions at: guilaine@sfsu.edu or 415-338-2800.

Best!

Guilaine Salomon M.A.,
Field Placement Coordinator
Master Teacher Information

School Partnerships

Our partner schools serve a vital function by providing placement and training opportunities for Student Teachers. The California Education Code stipulates that Student Teacher training school sites adopt state core curriculum standards.

We partner with schools where students are low-performing, hard-to-staff, and serve English learners.

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 Teacher’s personal items;

• Collaborate with Faculty Supervisors to identify and recruit talented teachers interested in serving as Master Teachers;

• Facilitate weekly meetings between Master Teachers and Student Teachers; and

• Invite Student Teachers to school functions and in-service activities

Master Teacher Required Qualifications

• A minimum of three years post credential teaching experience;
• A credential in the subject area he/she is teaching; and
• Completion of professional training in Student Teacher preparation

Although procedures vary from school to school, administrators generally follow the selection criteria below:

• High school principal or vice-principal and school department heads select qualified Master Teacher candidates;
• At the school site, the Student Teacher may be given the opportunity to observe qualified Master Teachers in his/her teaching area with the intent of finding a good “match;”
• Principals will generally consider Student Teacher’s request(s) when making class placement(s) and Master Teacher selection(s);
• The principal’s placement decision is final.

**Roles and Responsibilities of the Master Teacher**

1. Supervise and support Student Teachers in the classroom at all times;
2. Communicate daily routines, tasks, procedures, rules, and policies;
3. Assure that the Student Teacher understands school procedures and rules;
4. Inform Student Teachers of faculty meetings and parent conferences, etc.;
5. Establish a regular schedule of observation and participation with agreed upon days and specific hours for SED 640 (first semester) students;
6. Institute a daily informal evaluation and discussion routine and a weekly formal evaluation and discussion period to review performance, lesson plans, long range planning, instructional strategies, methodology, and classroom management;
7. Mentor Student Teachers in all areas of curriculum delivery and instruction;
8. Formally evaluate and complete one E-ROD at the end of the first semester (for the Three-Day Solo) and two E-RODs for each Student Teacher (midterm & final) in the second semester (more, if necessary); and
9. Conduct two formal Student Teacher assessments during the second semester (more, if necessary).

**Further Responsibilities**

1. Train and support your Student Teacher/credential candidate to the best of your ability;
2. Collaborate with fellow teachers, administrators, staff, and students to support your Student Teacher;
3. Communicate with administrators regarding Student Teacher progress;
4. Meet SFSU program expectations;
5. Comply with SFSU practices and procedures;
6. Meet regularly with the Student Teacher and Faculty Supervisor;
7. Immediately inform the Faculty Supervisor of problems and areas of concern;
8. Provide timely written documentation of Student Teacher performance to SFSU.
Legal Responsibilities

- Please, be aware of and respect the legal and procedural limitations of your student teacher’s and credential candidate's classroom responsibilities.

- California State law prohibits using credential candidates/Student Teachers as unpaid substitute teachers.

- Student Teachers/credential candidates must not cross picket lines or enter schools during labor disputes, industrial work actions, or strikes.

Fundamental Responsibilities

We recommend that Master Teachers also share administrative responsibilities with Student Teachers so that they may more fully understand what it is like being a full-time teacher. These may include record keeping and preparing reports, extra-curricular assignments, staff development activities, participation in department and school faculty meetings, and attendance at appropriate school/community functions. Generally, your Student Teacher would become your “shadow” -- observing and participating (to the extent appropriate) in school activities.

Year Long Commitment

Master Teachers make a one-year commitment to mentor Student Teachers and help them achieve a level of proficiency that qualifies them for entry into the teaching profession. Master Teachers and Faculty Supervisors collaboratively evaluate credential candidates’ student teaching and suitability for the teaching profession, bearing in mind that first semester students (SED 640) observe and participate with the Master Teacher present at all times, while second semester credential candidates (SED 660) student teach two courses under the instruction and guidance of their Master Teacher(s).

Successful Master Teacher Strategies

Successful collaborations require continuous communication; we recommend that Master Teachers plan daily meetings with their student teacher. Successful Master Teachers:

1. Cooperatively plan daily activities;
2. Solicit presentation ideas from their Student Teacher;
3. Develop instructional plans with their Student Teacher;
4. Instruct their (SED 660) Student Teacher to prepare the following week’s lesson plans well in advance. (It is best to agree upon a fixed schedule and specific day to minimize misunderstandings and maximize collaboration and input.)

5. Observe their Student Teacher closely before ascertaining their skill level and giving them latitude to plan and execute instructional activities;

6. Once confident that their Student Teacher has the ability to assume more responsibilities, they allow him/her to undertake duties and responsibilities commensurate with their increasing skill level;

7. Share their instructional materials when necessary and permit the Student Teacher to develop of new materials;

8. Give their Student Teacher guidance in obtaining appropriate and creative educational materials;

9. Work as a team whenever possible;

10. Undertake an explicit review of classroom management strategies;

11. Discuss and review classroom management methods during weekly conferences;

12. Direct the student to observe different teaching styles and strategies by observing other teachers;

13. Facilitate observations by making contacts and providing support to the student teacher;

14. Have the Student Teacher observe diverse groups of students and teachers (particularly, remedial, ELD, LD/ADHD special day classes, mainstreamed special education students, advance placement and international baccalaureate classes, classes at every grade level, and discuss the merits of different teaching strategies in weekly meetings;

15. Carefully review attendance and other classroom policies and procedures, such as grading philosophy, record keeping, parental communication strategies and boundaries, and other aspects of daily teaching responsibilities with their Student Teacher;

16. Coach their Student Teacher to address specific Teaching Performance Expectations (TPEs).

**Teaching Methods and Styles**

As a qualified Master Teacher, you have developed a style of teaching that is successful for you. Model your teaching style and approach, but give your Student Teacher an opportunity to explore and develop his or her style.
• Student Teachers practice a variety of teaching styles to ascertain the style which best suits them.

• The University and the Master Teacher share the responsibility of exposing Student Teachers to a wide range of instructional techniques, methods, and strategies.

• Observation of a Master Teacher’s clear and effective teaching style is crucial for the success of the Student Teacher’s initial teaching experience. The student teacher’s introductory teaching experience, in turn, forms the foundation of the Student Teacher’s developing teaching style.

You may have pedagogical, temperamental, personality, philosophical, and other differences with your Student Teacher. However, we ask that you develop common ground on which to build a collaborative relationship. In this vein, please encourage your Student Teacher to experiment with the teaching tools he/she is studying and practicing to develop his/her own teaching style.

**Frequency of Observations and Feedback; Evaluation Scoring**

**NOTE:** Master Teachers are always in the classroom with first semester (SED 640) credential candidates in the observation and participation phase of their practicum. Master Teachers gradually taper away from their direct supervision /observation of second semester (SED 660) credential candidates in the student teaching phase of their practicum.

• Master Teachers typically conduct classroom observations and provide feedback on a daily basis at the beginning of each semester.

• As a semester progresses and credential candidates demonstrate greater mastery, Master Teachers may extend the time between observations.

• When credential candidates experience problems, master teachers provide daily observation, accompanied by clearly written evaluative feedback. If the intervention is effective, Master Teachers gradually taper their direct observation.

• If a student teacher does not respond to evaluative feedback, the Master Teacher must contact the Faculty Supervisor and Field Placement Coordinator to discuss the situation with the candidate and plan further assistance.

Daily mini-Conference with Student Teachers reduces misunderstandings and strengthens teaching skills of the Student Teacher.
**Evaluation and Scoring** (E-ROD – Evaluation Recording and Observation Document, See Appendix)

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

During first semester and while the Student Teacher is observing, there is an expectation that students receive scores of 1’s and 2’s from the supervisor and Master Teacher on the E-RODs (the lower scores). We hope there would be a progression in scores from first to second semester, with students receiving 3’s, the score for passing teaching. In order to pass Student Teaching, all TPE boxes should have scores of 3 in order for the student teacher to pass Student Teaching. If you believe this is not going to be the case, please contact the Faculty Supervisor and the Student Placement Coordinator.

**Spring semester Assignment of Classes**

During the second or Spring semester, Student Teachers work with two separate Master Teachers. Therefore, they are assigned to two separate grades (i.e. 9th and 10th grade class).

If they work only with one Master Teacher, the Student Teacher will need to teach two different sections of the same subject. These sections preferably will be two different levels (i.e. ELL algebra class or regular algebra class).
Teacher Performance Assessment: edTPA

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 illustrate his or her readiness to teach in California’s diverse classrooms.

During a student’s participation in the single subject credential program, they will be guided through the tasks necessary for them to complete and submit for evaluation a TE – TEACHING EVENT. This teaching event is designed around their specific academic or special subject area. They will be submitting this event to a scoring system for scoring via a digital portal. Although they will be guided through this process by faculty in the credential program, the work itself on the teaching event will be their own. In fact, they will be required to sign a document indicating that the work on the TPA is strictly their own.

A passing score on this evaluation is necessary before their application for their credential can be sent to the CCTC.
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 declassification 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.
FORM: Two Semester Student Teaching Agreement
Master Teacher / Student Teacher Expectations

TWO SEMESTER STUDENT TEACHING AGREEMENT
SFSU COLLEGE OF EDUCATION
SECONDARY EDUCATION DEPARTMENT
MASTER TEACHER/STUDENT TEACHER EXPECTATIONS

I agree to supervise the two-semester Student Teaching practicum (SED 640 and SED 660) for

_______________________________________________
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:

________________________________________  DATE
MASTER TEACHER’S SIGNATURE

________________________________________  DATE
STUDENT TEACHER’S SIGNATURE

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

For 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.
FORM: Second Semester Candidate and Master Teachers Expectations Worksheet

To Begin the Second Semester Student Teaching, please complete this form.

Dear Coordinating/Master Teacher________________________

The Secondary Education Department at SFSU is grateful to you for guidance and support you are providing this future teacher. Your efforts contribute in a critical way to the future of our profession. 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. 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 (page 1 of 2)

We have discussed our respective expectations for the Master Teacher and Student Teacher working relationship. I agree to supervise

_____________________________________, a single subject credential candidate.

The Master Teacher’s signature indicates agreement with these expectations

MASTER TEACHER’S SIGNATURE   PRINT   DATE

____________________________________________________________________

STUDENT TEACHER’S SIGNATURE   PRINT   DATE

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   PRINT   DATE

____________________________________________________________________

CREDENTIAL CANDIDATE’S SIGNATURE   PRINT   DATE
APPENDIX I: Student Teaching First Semester – Course Description

In SED 640 (first semester of student teaching), 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.

Toward the end of the first semester, student teachers complete a required three-day solo teaching unit under their master teacher’s direct supervision in one of the two classes they are observing.

The three-day unit allows the Master Teacher, the Faculty Supervisor, administrators, and students to observe and assess the student teacher’s teaching, classroom management, and subject matter competence as delineated in the Evaluation Report for Observations and Documents (EROD) assessment form. The three-day solo also enables the master teacher to complete a detailed evaluation of the student teacher’s competencies before the student teacher begins teaching two classes for his/her second semester (SED 660).

The Master Teacher and student teacher will complete an (EROD), which will guide the student’s work and outline the master teacher’s expectations during the student teaching semester (SED 660).

Student Teaching SED 640 is the initial field experience course. The credential candidate participates in a weekly on-campus seminar (SED 751) field work in a public school setting. The Field Placement Coordinator assigns candidates to local public middle/high schools. Candidates spend a total of 90 hours during the public school semester at their assigned school.

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. Candidates end the first semester by teaching a three-day lesson on three consecutive days (solo teaching). The master teacher observes and evaluates the student teacher’s solo teaching using an EROD evaluation form with particular attention to classroom management, teaching style, subject matter competency, and key skills delineated in the Evaluation form.

Student teachers complete weekly field assignments, which seminar leaders assign and discuss in their Classroom Environment class (SED 751).
Student Teaching Second Semester – General Information and Overview

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

Only candidates who have successfully completed 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 begin the process of declassifying 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.
APPENDIX II: FORM- SED 660 MID-SEMESTER
STUDENT TEACHING REQUIREMENTS

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
____________________________________________________________________________

FACULTY SUPERVISOR Please Print and Sign Your Name.
**APPENDIX III: FORM- EVALUATION REPORT FOR OBSERVATIONS and DOCUMENTS [EROD]**

**PLEASE PRINT CANDIDATE'S NAME __________________________________________________________**

Directions: We designed this assessment form for use by Faculty 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 LÉGIBLY**

| Date: __________ | Candidate: __________________________________________ |
| Circle applicable 640 | 3-Day Solo |
| Other 640 |
| 660 First Evaluation | 660 2<sup>nd</sup> 660 3<sup>rd</sup> |
| Other 660 |
| Candidate signature: __________________________________________ |
| Evaluator’s signature: __________________________________________ |

Circle one: Master Teacher /Faculty Supervisor/Other

| 1. Subject-Specific Pedagogical Skills |
| Rating __ |

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<th>Rating __</th>
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<td></td>
<td>Subject-Specific Pedagogical Skills</td>
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</tr>
<tr>
<td>1.</td>
<td>Identifies academic content or skills standard(s) appropriate to course &amp; grade level;</td>
<td>2.</td>
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<tr>
<td></td>
<td>Writes learning outcome(s) for students consistent with identified standards;</td>
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<td></td>
<td>Presents accurate content that reflects basic principles &amp; values of the discipline;</td>
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<tr>
<td></td>
<td>Uses instructional strategies &amp; materials appropriate to the content &amp; learning outcome(s);</td>
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<tr>
<td></td>
<td>Uses a diversity of strategies &amp; provides multiple examples, consistent with the standard(s), content, &amp; outcomes.</td>
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<thead>
<tr>
<th>3.</th>
<th>Interpretation &amp; Use of Assessments</th>
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<tbody>
<tr>
<td></td>
<td>Uses a variety of assessments;</td>
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<td>Uses assessment results in planning;</td>
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<td></td>
<td>Adapts assessments to student needs;</td>
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<td></td>
<td>Provides feedback to students;</td>
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<td></td>
<td>Maintains accurate assessment records;</td>
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<tr>
<th>4.</th>
<th>Making Content Accessible</th>
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<td></td>
<td>Uses logical, coherent sequences;</td>
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<td></td>
<td>Presents content in multiple ways;</td>
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<td></td>
<td>Provides time for practice, application;</td>
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<td></td>
<td>Teaches reading strategies;</td>
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<td></td>
<td>Motivates &amp; encourages students;</td>
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<td></td>
<td>Adjusts lessons as needed;</td>
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<tr>
<th>5.</th>
<th>Student Engagement</th>
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<td></td>
<td>Communicates objectives clearly;</td>
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<td>Ensures active &amp; equitable participation;</td>
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<td></td>
<td>Re-engages off-task students;</td>
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<td></td>
<td>Encourages student dialogue;</td>
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<td></td>
<td>Makes instruction relevant;</td>
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<td></td>
<td>Asks challenging questions;</td>
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<tr>
<th>6.</th>
<th>Developmentally Appropriate Practices</th>
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<tr>
<td></td>
<td>Promotes higher-order thinking;</td>
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<td></td>
<td>Promotes goals, requirements, and criteria;</td>
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<td></td>
<td>Connects curriculum to community;</td>
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<td></td>
<td>Promotes student responsibility;</td>
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<td>Supports individuality;</td>
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<tr>
<th>7.</th>
<th>Teaching English Learners</th>
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<tbody>
<tr>
<td></td>
<td>Applies ELD principles to instruction;</td>
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<td></td>
<td>Promotes opportunities for reading, writing, listening, &amp; speaking English;</td>
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<th>8.</th>
<th>Learning About Students</th>
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<tr>
<td></td>
<td>Assesses prior knowledge &amp; skills;</td>
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<td>Knows students as individuals;</td>
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<td>Interacts with parents;</td>
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<td></td>
<td>Identifies students with special needs;</td>
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<td>Understands how students' identities influence schooling experiences.</td>
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<th>9.</th>
<th>Instructional Planning</th>
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<tbody>
<tr>
<td></td>
<td>Writes clear short- &amp; long-term plans;</td>
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<td></td>
<td>Makes connections across lessons;</td>
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<td></td>
<td>Plans clear explanations of content;</td>
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<td>Makes abstract concepts concrete;</td>
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<td>Connects content to backgrounds.</td>
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<th>10.</th>
<th>Instructional Time</th>
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<tr>
<td></td>
<td>Allocates time to meet all standards;</td>
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<td></td>
<td>Estimates times for instructional tasks;</td>
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<td></td>
<td>Establishes procedures for routines;</td>
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<td></td>
<td>Manages transitions efficiently;</td>
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<td></td>
<td>Adjusts planned time when necessary.</td>
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</table>
- Plans differentiated instruction for ELL;
- Contextualizes key concepts;
- Allows for first language support;

**11. Social Environment**
- Sets clear expectations for students.
- Promotes student effort & engagement;
- Implements a discipline plan;
- Treats students fairly & with respect;
- Promotes group & independent work;

**12. Prof, Legal, Ethical Obligations**
- Takes responsibility for outcomes;
- Recognizes own values & biases;
- Maintains a non-hostile environment;
- Follows policies for responding to inappropriate behavior;
- Behaves legally, ethically, & professionally

**13. Professional Growth**
- Solicits & incorporates feedback.
- Reflects on own teaching practices;
- Modifies teaching based on reflection.
- Prioritizes goals for professional growth;

- Accommodates varied student needs.