SINGLE SUBJECT CREDENTIAL

COOPERATING TEACHER HANDBOOK 2020-2021

SAN FRANCISCO STATE UNIVERSITY – GRADUATE COLLEGE OF EDUCATION BURK HALL
Department of Secondary Education
Field Placements Office
1600 Holloway Avenue
San Francisco, California 94132
Compiled by Guilaine Salomon Edition 16

Index

Dear Cooperating Teacher,

Thank you for partnering with the Department of Secondary Education at SF State to welcome a student teacher into your classroom. Your role as a supervisor and mentor cooperating teacher in the preparation of our candidates is crucial to develop 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 Cooperating Teacher Handbook (http://secondaryed.sfsu.edu) 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 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.

We offer two credential programs: 1) we have a three semester program where the student observes for a total 160 hours of classroom observations during two semesters, spring and fall; the candidate student teaches the following spring.
2) We have a two semester program where the candidate observes in the fall for 160 hours and student teaches two classes in the spring.

In the Fall semester, credential candidates in both programs will complete the semester by teaching solo, during three days, in one class.

  In the Spring semester, your credential candidate is responsible for the following in order to complete the program successfully:

1- the candidate must student teach in the two classes that have been assigned to him/her for the entire semester.
2- In addition to student teaching in two classes, students must spend an additional five hours per week at their school sites.   For students in traditional bell schedules, this translates to an additional hour per day. For students at schools with block schedules this translates to a total of five hours per week on non sequential days.
3- Approximately six weeks into the final semester, he/she will have to complete a two weeks observation of all of the classes you teach. If the student teacher has two cooperating teachers, he/she may choose to observe each cooperating 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.
4- The California Commission on Teacher Credentialing mandates all student teachers to complete a Teacher Performance Assessment . This exercise requests the following:
     a. The student will need to teach a unit in his/her subject,

b. video record lesson segments and,
c. complete a series of questions related to the lessons and videos and submitted for assessment.

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.
 Each student teacher has been assigned a University 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

<p style="text-align: center;">**Cooperating Teacher Information**</p>

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 with diverse demographics, including those that serve English Learners and those that are had to staff.

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 as well as a locked and secure place for Student Teacher's personal items;

- Collaborate with University Supervisors to identify and recruit talented teachers interested in serving as Cooperating Teachers;

- Facilitate weekly meetings between Cooperating Teachers and Student Teachers; and

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

Cooperating 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 Cooperating Teacher candidates;
- At the school site, the Student Teacher may be given the opportunity to observe qualified Cooperating 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 Cooperating Teacher selection(s);

- The principal's placement decision is final.

Roles and Responsibilities of the Cooperating Teacher

1. Supervise and support Student Teachers in the classroom at <u>all times</u>;

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;

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 640 (for the Three-Day Solo) and two E-RODs for each Student Teacher (midterm & final) in 660 (more, if necessary); and

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 University Supervisor regarding Student Teacher progress;

4. Meet SFSU program expectations;

5. Comply with SFSU practices and procedures;

6. Meet regularly with the Student Teacher;

7. Immediately inform the University 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 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 Cooperating 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.

Long Term Commitment

As much as possible, Cooperating Teachers make a one to one and a half year commitment to mentor Student Teachers and help them achieve a level of proficiency that qualifies them for entry into the teaching profession. Cooperating Teachers and University Supervisors collaboratively evaluate credential candidates' student teaching and suitability for the teaching profession, bearing in mind that students in SED 640 observe and participate with the Cooperating Teacher present at all times, while credential candidates enrolled in SED 660 student teach two courses under the instruction and guidance of their Cooperating Teacher(s).

Successful Cooperating Teacher Strategies

Successful collaborations require continuous communication; we recommend that Cooperating Teachers plan daily meetings with their student teacher. Successful Cooperating 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. *****By the end of September, please allow the student to lead warm-up or short lessons. The student does not need to teach for a whole class period at this time. This exercise permits the student to get to know the students who will become his/her students in the Spring, and, serves as preparation before the Three-Day Solo. The Three-Day Solo, a culminating assessment for 640, should be delivered before Thanksgiving. You and the student's university supervisor and yourself need to evaluate the student's delivery of the lessons and determine if the student is ready to student teach two periods for the Spring semester

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

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

10. Work as a team whenever possible;

11. Undertake an explicit review of classroom management strategies;

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

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

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

15. Have the Student Teacher observe diverse groups of students and teachers (particularly, support classes, ELD, students with special needs, advanced placement and international baccalaureate classes, classes at every grade level, and discuss the merits of different teaching strategies in weekly meetings;

16. Carefully review attendance and other classroom policies and procedures, such as grading philosophy, record keeping, parental communication strategies and boundaries.

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

Teaching Methods and Styles

As a qualified Cooperating 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 Faculty and the Cooperating Teacher share the responsibility of exposing Student Teachers to a wide range of instructional techniques, methods, and strategies.

- Observation of a Cooperating 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: Cooperating Teachers are always in the classroom with credential candidates in the observation and participation phase of their practicum. Cooperating Teachers gradually taper away from their direct supervision /observation of second semester (SED 660) credential candidates in the student teaching phase of their practicum.

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

- As the semester progresses and credential candidates demonstrate greater mastery, Cooperating Teachers may extend the time between observations.

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

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

Add daily mini-conference with Student Teachers reduces misunderstandings and strengthens the teaching skills of the Student Teacher.

Evaluation and Scoring (E-ROD – Evaluation Recording and Observation Document, See Appendix) The EROD form has fewer TPE's.

<u>Observation Semester: 2 ERODs</u> (one from the Cooperating Teacher or other appropriate site professional and one from the University Supervisor) <u>Student Teaching Semester: 4-6 ERODs </u>(two from each Cooperating Teacher or other appropriate site professional and two from the University Supervisor)

During 640 while the Student Teacher is observing, there is an expectation that students receive scores of 1's and 2's from the supervisor and Cooperating Teacher on the E-RODs (the lower scores). We hope there is a progression in scores from the first to second semester, with students receiving 3's, the score for passing student 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 University Supervisor and the Student Placement Coordinator.

Spring semester Assignment of Classes

The California Commission on Teacher Credentialing requires two distinct classroom experiences to earn a single subject credential. We recommend that each student teacher work with two cooperating teachers who teach different levels areas of their subject i.e.: algebra 1, geometry.

If student teachers work only with one Cooperating teacher they must still fulfill the two distinct class experience requirements.

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 six 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 of the 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

Program Requirements:

The SF State Single Subject Credential program has four components which student teacher candidates 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).

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 Cooperating 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 Cooperating 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 during the first semester of the credential program; however, these hours cannot be counted towards the 160 hours of observation required for SED 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 cooperating teacher, who will be absent, must make arrangements for another school employee to cover the class if the student teacher teaches in a second cooperating 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 / 660

If there are differences in opinion between a candidate's Cooperating 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 640/660, they will also receive zeros or incompletes on any class assignment related to the field placement.

Field Placement / Practicum

Our Field Placement Coordinator identifies potential field sites/ cooperating 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 cooperating 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 earn a "no credit" for SED 640: Supervised Observation / Participation in Public Schools and would have to return the next fall and repeat SED 640.

During the following fall, the candidate, who is repeating SED 640, 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 640, 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 again earn a "no credit" for SED 640. The student may withdraw or is subject to be dis-enrolled through the multi-level declassification process from the Single Subject Credential program.

Possible Second Field Placement / Practicum

In the event that a Student Teacher experiences difficulty with the first placement or if the school (Cooperating Teacher / Principal) requests the student leave the placement, the Department Chair, Field Placement Coordinator

and, if possible, the University Supervisor will meet with the candidate to evaluate the specific circumstances. If school personnel (Cooperating 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 earn a NC in SED 660: Student Teaching. The Department Chair, in consultation with the Field Placement Coordinator, University Supervisor and relevant faculty members (if possible), will make a decision to recommend or not recommend a possible second field placement the following academic year. If the decision is to deny a second placement, the student may withdraw or be subject to be disenrolled through the multi-level declassification process.

For a student to change a placement at his/her own initiative, without a request from the school to leave the placement, 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.** If 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 the 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 cooperating 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, and SED Department Chair, in consultation with the university supervisor, will review the circumstances and determine whether the student needs to repeat SED 660 and SED 752 the following year.

In the case of Art, Music, P.E., and specific foreign languages, the program can only offer these small C&I II seminars in the spring semester because enrollment is too low to justify fall and spring course offerings. Consequently, Department Chair, in consultation with the field placement coordinator 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, in the event that there is a serious disruption out of the control of the student.

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 640/660);
- 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. The student may withdraw or is subject to be disenrolled through the multi-level declassification process.

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 cooperating 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 Cooperating 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 (*Observation Semester Alternatives):*
If the cooperating teacher is unwilling to work with the student teacher, the Department Chair, Field Placement Coordinator and University Supervisor, if possible, will meet with the candidate to evaluate the specific circumstances that affected the request to leave. If school personnel request that the student leave the placement, they do need to document their reasons. The Department Chair can recommend another opportunity to interview for an additional placement at a second site-if a placement can be secured by October 15th. **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, or if the Department Chair denies a second interview opportunity, the student will subsequently earn a NC for SED 640: Supervised Observation / Participation in Public Schools. The student may withdraw or the Chair of the Department of Secondary Education may appoint a three-member faculty panel to consider declassification from the program.

• SED 660(*Student Teaching Semester Alternatives):*

1. 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 Cooperating Teacher and University Supervisor that their teaching was not at a passing level, the student will earn a NC in SED 660: Student Teaching. If there is a difference in opinion between the Cooperating 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). If a candidate is asked to leave a placement due to the candidate's behavior, they will automatically earn a NC for SED 660. 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, the student may withdraw from academic classes or is subject to be dis-enrolled through the multi-level declassification process.
Students may request to stay and complete SED 790, which may be granted by the Department Chair.

If there is a difference in opinion between the Cooperative Teacher and University Supervisor(s) including the university supervisor form art, music, or physical education, 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).

2. 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, outside of the control of the student, the Department Chair may design an individual study plan to accommodate the student's needs.

<u>Declassification Policy (Situations Under Which Students May Be Removed from the Program)</u>
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 <u>declassification</u>.

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 the student chooses to withdraw or the Department Chair appoints a declassification panel. If the student

cannot obtain a placement after two interviews (with documentation from each school), then the student may be considered for possible de-classification. 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 secured a placement after two interviews, with documentation from the school site, they will receive a NC in SED 640.

·   The student may withdraw or.

·   The Department Chair appoints a Declassification Panel

2.   Academic Difficulties:

If a candidate earns a C below in a course or has a semester grade-point-average lower than a 3.0, the student may withdraw or 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 640/660). The student may withdraw or is subject to be dis-enrolled through the multi-level declassification process.

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 640/660), 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 or SED 660, the student may withdraw or is subject to be dis-enrolled through the multi-level declassification process.

If a candidate is disenrolled through the multi-level declassification process, or withdraws from the program due to academic, practicum or dispositional difficulties in one program (intern or regular program), the candidate cannot transfer to another SED program (intern or regular program).

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. All 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 because 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.

TWO SEMESTER STUDENT TEACHING AGREEMENT
SFSU COLLEGE OF EDUCATION

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I agree to supervise the 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 / Cooperating Teacher-Student Teacher working relationship. The Cooperating Teachers' or Principal's / Vice Principals' signature(s) indicate that these expectations are acceptable:

_____

COOPERATING TEACHER'S SIGNATURE   DATE

_____

STUDENT TEACHER'S SIGNATURE   DATE

If your Cooperating 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 Cooperating Teacher-Student Teacher working relationship. I do not wish to have a written contract that specifies those expectations.

Second Semester Candidate and Cooperating Teachers Expectations Worksheet

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

Dear Coordinating/Cooperating Teacher_____

The Secondary Education Department at SFSU is grateful to you for the 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

COOPERATING TEACHER/STUDENT TEACHER EXPECTATIONS

1. _____

2. _____

3. _____

4. _____

5. _____

Cooperating Teacher/Student Teacher Statement of Expectations (page 1 of 2)

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

_____ , a single subject credential candidate.
The Cooperating Teacher's signature indicates agreement with these expectations

_____
COOPERATING TEACHER'S SIGNATURE   PRINT   DATE

_____
STUDENT TEACHER'S SIGNATURE   PRINT   DATE

If your Cooperating Teacher does <u>NOT </u>wish to complete a written statement of mutual expectations, please have them sign the statement below.

I agree to serve as a cooperating teacher and supervise
_____ , a student teacher from SFSU. We have discussed our respective expectations for our cooperating and Student Teacher working relationship. I do not wish to have a written contract that specifies those expectations.
Cooperating and Student Teacher please sign to confirm your agreement with these expectations.

_____
COOPERATING TEACHER'S SIGNATURE   PRINT   DATE

_____
CREDENTIAL CANDIDATE'S SIGNATURE   PRINT   DATE

)

APPENDICES

Student Teaching Semester – Course Description

In SED 640 (first semester of student teaching), the cooperating 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 cooperating teacher is in the classroom).

Regular meetings between the cooperating teacher and the candidate are important during SED 640, because candidates need constant feedback as they assume more responsibilities and develop strategies and a teaching style.

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

The three-day unit allows the Cooperating Teacher, the University 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 cooperating 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 Cooperating Teacher and University Supervisor will complete an EROD which will guide the student's work and outline the cooperating 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 in the two semester program a total of 160 hours during the public-school semester at their assigned school. Candidates in the three semester program split the 160 hours between the first and second of three 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. Candidates end the fall semester by teaching a three-day lesson on three consecutive days (solo teaching). The cooperating 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 Semester – General Information and Overview

SED 660, teaching experience in a public school under the guidance of a supervising cooperating 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 completed required first semester classes (SED 701, 800, 720, C & I), 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 student who does not rectify low grades or incompletes may voluntarily withdraw or be subjected to the declassification policy.

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.

During the final Spring semester, Credential Candidates have instructional responsibilities for two classes in their content area.

SED 660 MID-SEMESTER*
STUDENT TEACHING REQUIREMENTS

CREDENTIAL CANDIDATE AND COOPERATING TEACHER

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

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

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

    C. Assist their cooperating 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 cooperating teacher observation below by dating and signing and printing their names and having their cooperating teacher date, sign and print their name.

Dates of Two Week Full Day Observation_____

_____
CREDENTIAL CANDIDATE Print and Sign Your Name

_____
COOPERATING TEACHER Please Print and Sign Your Name

_____
FACULTY SUPERVISOR Please Print and Sign Your Name.

SAN FRANCISCO STATE UNIVERSITY

The Evaluation Form

This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:
- 1=NC, NOT CONSISTENT with Standard Expectations for Beginning Practice: the student teacher provides LITTLE OR NO EVIDENCE of effective teaching practice in this category.
- 2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.
- 3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.
- 4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH QUALITY EVIDENCE of effective teaching practice in this category.
- N/A=NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score.

Important Notes:
1. Evidence of student teaching performance comes in three forms: observation, conferencing, and documents. **Observation** can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues and parents. **Conference** discussions can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. **Document analysis** can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.
2. N/A, NOT AVAILABLE at this time, may appear more frequently on the mid semester Evaluation. It should appear only rarely on the Final Evaluation.
3. The MID-SEMESTER EVALUATION is for formative assessment only. A rating of "NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)" for an indicator in any area denotes a critical need for attention prior to the Final Evaluation period.
4. If any ratings of 1's or 2's are given for the overall TPE score, it is required that the university Supervisor and or Cooperating Teacher, share specific feedback in the Comments Box at the end of each TPE rubric, in order for the candidate to make improvements.
5. Students must earn an overall rating of 3 or 4 for each TPE in order to successfully complete student teaching in the spring semester.
6. If there is a difference in opinion between the Cooperating Teacher and University Supervisor for the final assessment, 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).

University Supervisor or Site Supervisor:

Candidate's Name:

Last Name	First Name

Evaluation Date:

**Academic
Year**

Semester: **Fall**   **Spring**

Placement:

District	School

**Area of
Instruction:**

Grade Level	Subject

TPE 1 – Engaging and Supporting All Students in Learning

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning

N/A	1	2	3	4

2. Maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

N/A	1	2	3	4

3. Connects subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.

N/A	1	2	3	4

4. Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-Tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment.

N/A	1	2	3	4

5. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

N/A	1	2	3	4

6. Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

N/A	1	2	3	4

7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

N/A	1	2	3	4

8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4

Overall Score _____
Comments:

TPE 2 - Creating and Maintaining Effective Environments for Student Learning

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where adults and peers treat each student fairly and respectfully.

N/A	1	2	3	4

2. Create physical/online-learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

N/A	1	2	3	4

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

N/A	1	2	3	4

4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

N/A	1	2	3	4

5. Maintain high expectations for learning, with appropriate support for the fu range of students in the classroom.

N/A	1	2	3	4

6. Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

N/A	1	2	3	4

Overall Score _____

Comments:

TPE 3 - Understanding and Organizing Subject Matter for Student Learning

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.

N/A	1	2	3	4

2. Use knowledge about students (e.g. IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

N/A	1	2	3	4

3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

N/A	1	2	3	4

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways.

N/A	1	2	3	4

5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

N/A	1	2	3	4

6. Adapt subject matter curriculum, organization, and planning to support the academic language acquisition and subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

N/A	1	2	3	4

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security.

N/A	1	2	3	4

Overall Score _____
 Comments:

TPE 4 - Planning Instruction and Designing Learning Experiences for All Students

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

N/A	1	2	3	4

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.

N/A	1	2	3	4

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

N/A	1	2	3	4

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.

N/A	1	2	3	4

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans.)

N/A	1	2	3	4

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

N/A	1	2	3	4

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning.

N/A	1	2	3	4

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy and offer students multiple means to demonstrate their learning.

N/A	1	2	3	4

Overall Score _____

Comments:

TPE 5 - Assessing Student Learning

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics.

N/A	1	2	3	4

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

N/A	1	2	3	4

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

N/A	1	2	3	4

4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

N/A	1	2	3	4

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

N/A	1	2	3	4

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities.

N/A	1	2	3	4

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, and use this information in planning instruction.

N/A	1	2	3	4

8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

N/A	1	2	3	4

Overall Score _____
Comments:

TPE 6 - Developing as a Professional Educator

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students.

N/A	1	2	3	4

2. Recognize their own values and biases, the ways in which these values and biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students, including acts of intolerance and harassment such as bullying or racism.

N/A	1	2	3	4

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

N/A	1	2	3	4

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

N/A	1	2	3	4

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcome of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

N/A	1	2	3	4

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms.

N/A	1	2	3	4

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

N/A	1	2	3	4

Overall Score _____

Comments:

Overall Teaching Effectiveness Assessment – Individual Development Plan (IDP)

Note: The candidate should provide the university supervisor's final EROD (including IDP) to the clear/induction program in the school district upon employment, per CTC guidelines. The purpose is to bridge the university's credential program and the clear/induction program in the school district to guide and support the early years of employed teaching.

COMMENTS—Synthesis of feedback

1. Three areas of strength:

   -
   -

   -

2. Three areas where improvement is needed:

   -

   -

   -

3. Other comments on Overall Teaching Effectiveness:

-
-

Score Legend:
    1 = Not consistent with standard expectations; **2** = Developing beginning practice;
    3 = Proficient beginning practice; **4** = Exceptional Beginning practice

OVERALL TEACHING EFFECTIVENESS RATING

A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2. D, DEVELOPING BEGINNING PRACTICE in this section on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential. The student must receive a score **of Proficient Beginning Practice** or **Exceptional Beginning Practice** to receive full credit for student teaching.

N/A	1	2	3	4

UNIVERSITY SUPERVISOR/ COOPERATINGTEACHER/ SITE SUPERVISOR

        SIGNATURE   (PRINT NAME)   DATE

CANDIDATE TEACHER

        SIGNATURE   (PRINT NAME)   DATE

Note: Confirmation of email sent/received from the sender/recipient will be accepted in lieu of original, wet signature.