SINGLE SUBJECT INTERN PROGRAM

INTERN HANDBOOK

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What do you need to know to become an Intern?

The intern program is a two year commitment where the intern takes two to three courses per semester

To teach as an Intern is not for everybody. Compensation might be attractive, but you will have to be extremely organized and focused to devote two years of your life working at a middle or high school and taking evening classes to become a credentialed teacher. As an Intern you must teach a minimum of two periods and/or a maximum of five periods. For those interested in teaching art, music, P.E. or world languages, two of these periods must be at a middle or high school level.

To be considered for the intern program, you MUST:

Attend an informational session for interns to determine eligibility and requirements, etc. Check for dates on the Department Website. These sessions are held once a month for one to an hour and half. The process to become an intern is better understood after one has attended an info session. By participating in one of these informational sessions, we can determine if you are qualified to be in the program and if you understand the obligations that you will have during the two years.

Background Information about the Program:

There is a difference between being admitted to the Intern program and having the Intern Credential

History:

The Emergency credential as it used to be called (and is still called in certain districts) was problematic. Districts had no commitment to or guidance for interns. Districts needed to staff vacant classrooms. Those hired often were not prepared, not supervised, and not guided as to what they needed to do in classrooms.   People were hired with little or no background in education.

The Commission on Teacher Credentialing discontinues this system and replaced it the intern program we have today. Now district administrators who hire interns must supply proof of what the interns are doing, and the Commission can verify:

a) Who is in the intern program,

b) The credential program with which they are associated,

c) Which courses they have taken and completed to support their teaching, and,

d) Who is coaching and supervising them.

Faculty from credential program across the state and the Commission determined that interns needed 120 hours of graduate academic coursework that would prepare and guide them for classroom management, discipline issues, methods, organization, restorative justice, and working with English Language Learners, etc. The faculty determined which courses might best support an intern, and they specified the following:

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- An intern is to take two to three classes per semester during two years and enroll in field supervision courses during the first and last semesters of the two-year program.

The Intern is guided and supervised in the field by a faculty member during his/her first and last semester. The school and district where the Intern works have to appoint a guide or coach, preferably in their content area, who will support the intern during the second and third semesters of teaching.

Process:

We don't get you a job; you come to us with the school job offer.

Generally, candidates offer to work in the districts during the summer; If you get an offer of employment to teach in the summer, you will need the following to apply for the intern credential:

1- Proof that you have met the Constitution requirement; if you haven't , see attachment of places that offer this test.

2- Proof that you have passed the CSETs. If you graduated from a CSU, you must bring a Subject Matter Competency waiver for. This form is a proof that you have completed a Commission approved subject matter program.

3- Proof that you have passed the CBEST; if your SAT's scores were high, you don' t need to take this test.

4- Proof that you have completed the 120 hours of course work in education; and

5- A job offer in a public or charter school. We need a letter from either the principal or from the district stating you have been offered a teaching job.

The 120 hours are course that have been approved by the faculty and the Commission to support while you are teaching. These courses are part of the teaching credential program

If you begin the intern program in the Fall, the 120 hours of graduate courses are going to be fulfilled by enrolling in:

SED 751 Classroom Environment and Management

Curriculum Instruction in your discipline; and

SED 640 Student Teaching 1. Is a supervision at your school site. This is not a class but serves for supervision and assessment purposes.

By starting in the fall, you will have to ask the district to hire you under an emergency credential, or any other title the district can assign you for the first semester while you complete the 120 hours of graduate work. You can activate the intern credential (or not) once you have completed the requirements (i.e. 120 hours and CSET, CBEST, etc.…)

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The intern program begins interns in the fall. If you want to start the coursework early, you can start by applying to the three-semester program in the Spring, taking courses to complete the 120-hour graduate course requirement and switch to the intern program. You can then apply for the intern credential and be eligible to be hired on an intern credential in the fall. By starting the program in the Spring, you will enroll in:

SED 701 Teaching for Equity in Secondary Schools

 SED 790 Second Language Development and

 SED 720 Literacy Across Content Areas class. This class is offered in the summer, it is a hybrid class, a few sessions meet online. It is highly recommended for you to take the class in the summer. But if you are not able to take it in the summer, you can take it in the fall.

  By the end of the summer, you would have completed the 120-hour requirement. By submitting proof that you have an offer of employment, proof of passing CSET and CBEST or having subject matter competency through an approve program, and meeting the Constitution requirement, you are eligible to apply for the intern credential.

 Now you will need:

   a.)   A memorandum of understanding (MOU) from the school or district that wants to employ you.

   NOTE: The school that wants to employ you must be in a 20-mile radius of the University. You may not work in schools in the vicinity of another CSU, i.e. Hayward or San Jose. The schools close to them work with their credential programs.

   b.) A new letter of hire with the dates when you have activated your intern credential.

Exceptions:

If you graduated from SFSU, you can avoid taking CSETs by having an advisor from your discipline, evaluate your transcript to determine you have taken the necessary courses to avoid the cost of the CSET test. At the moment, this exception does not apply for Spanish or social science.

Now you will need: A Memorandum of Understanding (MOU) from the school or district that wants to hire you.

Note: the school that wants to employ you must be in a 20-mile radius of the University. You may not work in schools in the vicinity of another CSU, i.e. Hayward or San Jose. The schools close to them work with their credential programs.

Online Application:

All applications are online. Once you have an offer of employment, attended an info session, and met with us, you will have to complete the Cal State Apply online application.

Word of Caution:
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While working as an Intern, you must maintain your grades, come to classes on time , and complete all of the course requirements. Interns have made a commitment to be employed AND to be in this program.   You MUST keep your grades up. If you fail a class, you will have to take it again which would delay your graduation, and pose problems for re-hiring.

While in the Intern program you have a commitment to follow district rules and regulations in addition to the rules and regulations of this credential program.

Read your new teacher handbook from the school where you are hired and follow its guidelines.

Can you apply to the Intern program in the Spring?

Yes. You would enter the program as a regular student in the Three Semester Program and then switch to the Intern program in the Fall. In the Spring, you would enroll in two classes, and take an additional course in the summer: (Literacy Across Content SED 720), and by August you would have completed the 120 hours of graduate coursework required to apply for an Intern credential in the Fall provided that you have passed CSET, CBEST and met the Constitution requirement as stated earlier.

Does the program offer online courses?

Yes, some coursework is offered online, but you must complete the admissions process early to enroll on a fist come, first served basis. Others are hybrid courses: online and on campus. As an intern who completes the application later than the regular admissions deadline, you might not get in these classes because students who completed the admissions process by the deadline may have enrolled earlier.

What is the EDTPA?

It is an assessment that every candidate in the program has to take to get their credential. It is given on the last semester before graduation. You will need to pass it to apply for a preliminary credential.

 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, his or her readiness to teach in California's diverse classrooms.

During your participation in the Single Subject Credential program, you will be guided through the tasks necessary for you to complete and submit for evaluation of the **teaching event**.

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

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

 A passing score on this evaluation is necessary before your application for your credential can be

sent to the CCTC.

<u>Do you need to complete the EFE (early field experience) as part of the application as an Intern?</u>

Yes. it is part of the application to ensure applicants want to teach their content area in the current context of public schools

<u>When should your complete application for Cal State Apply</u>?

The admission deadline for fall start is February 15th. The deadline for Spring is November 15th. If the application deadlines has passed, interested candidates would have to contact the department (seced@sfsu.edu) to consider a late application on a space available basis. The department takes into consideration how complete the application materials are.

<u>Where do I find information about the difference between being in the intern program and having the intern credential?</u>

A short video is on the department's website explaining the difference.

http://gcoe.sfsu.edu/current-students/single-subject-intern-programs

<u>Restrictions on the Intern Credential:</u>

1- When you applied for the intern credential, the CTC granted it to you in the district where you have been teaching.

   If you wish to **change** districts you must:
   - Alert me about your desired change.
   - Inform the CTC about this possible move.
   - Talk to a credential officer (maybe the same person who initially helped with the intern credential) about the forms you will need to complete for the CTC to approve this change of district

Preferably, you want to get that information **before** you sign any documents with the new district. It does not matter if the officers in the new district do not know about this restriction. It is best to follow CTC regulations and complete all necessary documents to minimize future problems. There have been cases in which the new district is unaware of these restrictions and other cases where the new district officer has withheld salary payments until all forms have been approved, signed and completed.

For further information on the intern program please refer to the Intern handbook.

2- If your intern credential is **about to expire**, you may qualify for an extension of your intern credential. Please check on dates when the credential will expire and contact me for the forms you need to complete for this extension.

<u>More questions</u>?

Contact me at: guilaine@sfsu.edu

SED 640 and 660 Concurrent Course Requirements

- First semester pre-interns must take courses SED 640 and SED 751 concurrently. SED 640 is not a class but a placement and assessment for supervision
- For your last semester interns must take courses SED 660 and SED 752 concurrently. To earn credit for these courses, interns must pass both courses.

Number of Visits

Supervisors will observe students **six times** for classroom observations.
Two of these assessments are through videos of a lesson that should be assess:
The other by their 751 instructor.
Supervisors are expected to do four visits: these visits can be done via recording, zoom or in person.

640:
1 – University Supervisor meets with pre-interns to introduce Teacher Performance Expectations (TPEs) for formal evaluation and logistics of supervision.
2- University supervisor observes articulated instruction (e.g., warm-up or small group instruction) before 3-day solo
3 - Video clip rubric review of articulated instruction in SED 751
4- Video clip rubric review** in Curriculum and Instruction seminar of articulated instruction – takes place before 3-day solo. (e.g., warm-up or small group instruction)
5 - University Supervisor observes one class period of the 3-day solo*
6 – University Supervisor reviews final 640 EROD in exit meeting.

    *may need to be videotaped if there is a conflict with university supervisor's teaching/supervising schedule.

    ** Video clip should be different from video clip used in SED 751.

Grading in SED 640 / 660
If there are differences in opinion between a candidate's site administrator 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 pre-intern/intern 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.

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 Intern 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, the Department Chair, in consultation with the intern 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.

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EVALUATION AND SCORING
(E-ROD – Evaluation Recording and Observation Document:
See Appendix)

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

During first semester the supervisor and site administrator may give scores of 1's and 2's on E-RODs (the lower scores). There should be a progression in scores from first to second semester. By the end of the second semester, all TPE boxes must have scores of 3 in order for the student teacher to pass student teaching.

Number of visits/observations

As with SED 640, there are six field placement "visits" per semester where you will receive feedback on your teaching. In SED 660, the university supervisor handles the bulk of the visits; however, other faculty, including your Curriculum and Instruction faculty member, also visit your classroom via video to provide feedback.

1) University Supervisor reviews 640 final EROD and TPE-based expectations for 660 with Student Teacher
2) University Supervisor Observation
3) Video Clip and Lesson Plan Review in Curriculum and Instruction seminars
4) University Supervisor Observation (one observation may be video-taped)
5) University Supervisor Observation
6) University Supervisor reviews 660 final EROD in exit meeting

Note: University supervisor may request videos of student teaching.
Note: Subject area supervisors for Music and PE also provide additional observations.
Note: Some Curriculum and Instruction faculty members choose to do two video "visits" in 660 as opposed to one visit in 640 and one in 660.

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When should the visits take place?

- Initial visit(s) by mid-February
- Final visit to be completed by mid-May.
- Conference among candidate, cooperating teacher, and university supervisor may be requested for any candidate who does not meet the standards on any evaluation.

To whom is the documentation submitted?

All required documentation must be submitted to the Field Placement Coordinator (Mrs. Salomon)

Required forms and documentation:

- Three written evaluations (two ERODs required) from the university supervisor
- Additional TPE-based feedback from the Curriculum and Instruction faculty member

Additional class needed before graduation:

There are changes in the number of classes you will need to complete to graduate from this program:

If you enter the program in the Spring 2021, you will have to take the ITEC 601, technology one unit class .

If you entered the program this fall 2021, you won't need to take that extra class (ITEC 601); the SED 720 class fulfills this technological requirement needed for graduation.

(Insert taken from SFUSD 's Student and Family Handbook)

Adult and Student Boundaries (Board Policy 4019.1)
All Adults (including teachers, staff, volunteers and community members) are expected to maintain professional, moral, and ethical relationships with students that are conducive to an effective, safe learning environment. The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting. We encourage parents and guardians to review these expectations with their student(s) and to immediately report any behavior by Adults that violates this policy.

Electronic Communications:
 Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not maintain personal contact with a student outside of school by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or school principal; and when available, District email and communication devices shall be used. Adults shall not communicate with students, for any reason, through use of a medium that is designed to eliminate all traces or records of the communication (e.g. "Snapchat"). All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications

concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the school principal.

Boundary Violations :
A boundary violation is an act or omission by an Adult that does not have a legitimate educational purpose and has the potential to abuse the adult/student relationship. Examples include but are not limited to the following: •Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship.

•For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships.

•Addressing students or permitting students to address staff members with personalized terms of endearment, pet names or otherwise in an overly familiar manner.

•Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites, such as Facebook, or letters beyond homework or other legitimate school business without including the parent/guardian. This specifically includes "friending" or "following" students on social media unless the social media page is dedicated to legitimate school business; and posting of student images or other personally identifiable information of students on an adult's personal website.

•Exchanging personal gifts, cards or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.

•Touching students or initiating inappropriate physical contact without a legitimate educational purpose, i.e., initiating hugs. Legitimate purposes could include the following:
(a) assisting an injured student;
(b) assisting a student with special needs who requires assistance with toileting or other physical assistance;
(c) appropriate coaching instruction;
(d) appropriate music instruction; or
(e) to protect the safety of students or staff.

•Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities and visiting the student's home) outside of school-sponsored events, except as participants in organized community activities. •Transporting student(s) in a personal vehicle in a non-emergency situation and without proper written authorization forms in advance.

•Being alone with a student without a legitimate educational purpose. Romantic or Sexual Relationships Between Students and Adults are prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student, regardless of the student's age. Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1.Sexual physical contact;
2.Romantic flirtation, propositions, or sexual remarks;
3.Sexual slurs, leering, epithets, sexual or derogatory comments;
4.Personal comments about a student's body;
5.Sexual jokes, banter, innuendo, notes, stories, drawings, gestures or pictures; 6.Spreading sexual or romantic rumors;
7.Touching a student's body or clothes in a sexual or intimate way or in a manner that is not age appropriate;

Duty to Report:
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An Adult who observes or has knowledge of another Adult's violation of this policy shall immediately report the information to the site supervisor. If the supervisor is the subject of the report, the adult will report instead directly to the Executive Director of Talent Management in Human Resources. When an Adult observes conduct by another Adult that creates a reasonable suspicion of child abuse (including sexual abuse), the Adult shall report the conduct to San Francisco's Family and Children's Services in accordance with state law and District policy and Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

Confidentiality and Retaliation :The District prohibits retaliation against anyone who files a complaint under this policy. Confidentiality protects both the student(s) and the Adult who is the subject of the report.

Tips for the Beginning Teacher from Northern Michigan University

(As a student teacher and a one to three-year professional)

I. Be Professional

- Be professional in dress, manner, and attitude from the first minute that you are present in the classroom.
- Act professionally in public.
- Use language appropriately. Don't resort to using slang too often.
- Speak clearly and loudly enough to be heard.
- Don't be late to class.
- Don't come late to staff meetings.
- When dealing with confrontation, maintain your composure.
- Know when to compromise.
- State your opinion -- let others know where you stand.
- Have a positive attitude.
- Establish a good rapport with parents and administration.
- Keep good, strong lines of communication open between you and the parents.
- Don't be afraid to call parents if one of your students is having problems in class. Many parents have no idea how well their children are doing in school until report card time rolls around, so they will appreciate your efforts to keep them informed.
- Don't be afraid to call or meet with parents. They are probably just as curious about you as you are about them. In fact, knowing them might help you to better understand their child.
- Call or write parents when their son or daughter does something good or improves in class. Don't limit communication to bad news.
- Encourage parents to be proud of their children.
- Show students that you care about their lives, and show the parents that you care about their children's progress.
- When conducting parent-teacher conferences, have handouts ready for the parents that include your philosophy, your grading policy, your attendance policies and their child's grades.
- Get to know the principal of your school. Invite the principal to sit in on your class when he or she has a chance and ask for any suggestions that might improve your teaching. Good rapport with the administration is invaluable.
- Ask other teachers, even the principal, for advice.
- Use discretion in deciding which teachers to approach for information. Don't be suspicious -- be observant and selective.

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- Show respect to the cooperating teacher and the other faculty.
- Cooperate with your colleagues, be willing to ask them for help and be open to offering your advice.
- Get to know the custodian and the secretary.
- Ask for a student handbook and a teacher's handbook. Be familiar with administrative expectations and procedures.
- Familiarize yourself with departmental policies.
- Read the latest research manuals in your field.
- Attend workshops regularly.
- Know your rights as a teacher (union contracts/district rules).
- Know the resources or how to make proper referrals for special education, discipline, etc.
- When conferencing with students in a private office, always leave the door open.
- Never touch your students.
- Never share really personal information with your students. It is important to maintain a teacher-student relationship with them.
- Devise a detailed rationale. Know and explain why your students should meet your objectives.

II. Be Prepared

- Do not wait until the last minute to devise unit or lesson plans. Take time to research your ideas before you try them out.
- Have daily lesson plans well prepared.
- Always plan more for each class period than you think you can accomplish.
- Have lesson plans ready for substitute teachers.
- Have extra activities for students to do in that "left over" time at the end of the hour.
- Don't expect every class to react the same to various activities and discussions.
- Always have examples ready that are relevant to the students' lives.
- Always have an alternate explanation.
- Be flexible.
- Don't ever throw anything away.
- Know how to use equipment such as the VCR, data projector and television. Nothing is more embarrassing than ruining such a machine in front of thirty-five pairs of eyes.
- Be self-confident. Be able to explain the importance of your curriculum or why the student received the grade he or she did.
- Know where the fire exits are located. Be familiar with disaster procedures. Be prepared!

III. Be Organized

- It is important to feel prepared as well as look prepared.
- Thoroughly prepare lecture notes, mini-lessons, questions for discussion, and class activities each day.
- If you expect your students to have all of their materials, then you should have yours, too.
- Clearly state objectives and exactly what you expect on assignments -- students need a picture sometimes.
- The students always want to know what is due and when. Write assignments on the board daily and verbally remind them of due dates.
- Give students plenty of advanced warning regarding assignment due dates, and give students a copy of the syllabus early in the semester. It is also a good idea to mail a copy of the syllabus home to students' parents.

- Set grading criteria for letter grades on all tests and essays before giving them to the students.
- When grading students' writing assignments, give them a cover sheet with a checklist. Check any mechanical or organizational mistakes the students make on the checklist. This way, the students know exactly why they received the grade they did.
- To save time and prevent confusion, before handing back student papers, tests, and homework, categorize them by seating arrangement or alphabetize them.
- In order to avoid the "who-needs-what-paper" dilemma because he or she was absent, keep a file. If a student is absent, put the student's name on the top of the handout, and keep it for when the student returns.
- Have students take responsibility for their absent peers. They can collect handouts and assignments and put them in a folder designed for that purpose.
- Acquire a school calendar so that you'll know when students have days off and when other important activities are scheduled.
- Keep a schedule of each class in a plastic cover. If you give a student permission to leave for the library, restroom, or somewhere else, use a dry erase marker to indicate on the plastic cover where the student has gone.
- Keep manuals in one place.
- Keep your desk and files organized.
- Keep two folders for student work for each period you teach, one for papers you have graded and one for papers you haven't graded yet. This is especially helpful if your students are turning in a lot of papers each week.
- Be sure to have a record of lesson plans.
- A good way to organize the material you collect is to keep binders for each teaching unit.
- Try to keep track of the books you loan out. Using note cards for each book, write the names of the students who check out your books, and keep a book file.

IV. Be Patient

- Give students enough thinking time.
- Don't tell your students the answer simply because a few seconds have passed in silence. Wait longer, minutes even, before restating the question, but don't answer it yourself.
- If students don't respond to a question right away, or if they express confusion, ask lead-in questions.
- Remember that students will be absent, so don't get too frustrated when having to reschedule assignments and activities.
- Realize and accept that not all students will remain at the same level academically.
- Listen attentively to students' problems.

V. Be a Real Person, and Honor Each Student as a Real Person

- Treat your students with respect at all times. Never embarrass a student or make a student feel bad about himself or herself.
- Never use sarcasm toward your students.
- Be firm, but be flexible, when it's needed.
- Don't dislike any student -- dislike behaviors or attitudes.
- Make an effort to include all students.
- Keep prejudice out of the classroom.
- Encourage leadership and confidence in all students.
- Encourage students to dream.

- Recognize students who do outstanding work as well as those who need to improve.
- Always let students know when they have done a good job.
- Don't be an enforcer or know-it-all. Let the students see the real you.
- Do not pretend to be all-knowing -- we all learn together.
- Admit when you are wrong.
- If you make a mistake, don't give up. Keep trying until you get it right. It is OK for a student to see a teacher mess up -- this makes teachers seem more like real people.
- Do not be unapproachable.
- Do not follow the "Never Smile before Thanksgiving" rule.
- Smile. Enthusiasm is an important ingredient for a good learning environment.
- Maintain a sense of humor with students.
- Know students as well as you can. Know their strengths and weaknesses.
- Know the students' names. This will help establish a good rapport with them.
- Be a good listener.
- Let students know that if they have a problem, they can share it in confidence with you.
- Let your students know that you enjoy your job and that you want to be with them.

VI. Be Sensible with Discipline

- Establish firm ground rules regarding class conduct on the first day of class and stick to those rules. Having a firm discipline policy laid out at the beginning of the school year is essential for new teachers.
- Always make clear to students what you expect and follow through.
- Know the school's discipline policy and adhere to it.
- Always document discipline problems, especially recurring ones. You may need this documentation when talking to parents or administrators.
- Don't be afraid to talk to fellow teachers about problems you are having or to the school counselors -- that's what they are there for.
- Be sure to let parents know early if there is a problem.
- Don't let problems occur more than three times without doing something about them. If necessary, take students out into the hall and discuss problems there or ask the student to stay after school to work out problems.
- Avoid confrontations in the classroom at all costs!
- Do not argue with a student during class. Discuss the problem one-on-one after class.
- Have solid rules and procedures for discipline. Do not send every discipline problem to the principal because it will show that you cannot handle your class. Keep the discipline and the students inside of the classroom.
- Do not be too strict in class. Do not yell or reprimand students each time they talk out of turn or break the silence. Give students some freedom.
- In disciplining, don't approach students from an adversarial standpoint. Let them know that the rules are designed to provide guidance so that everyone has the opportunity to achieve without any interference from others.
- Let students know that you have confidence in them, and that you have set high expectations for their achievement. Affirm positive behavior and achievement.
- Be consistent in the way you deal with students; don't offer special treatment or excessive punishment to anyone, ever.
- Respond fairly and wisely.
- Give the students the benefit of the doubt.

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- If a student is acting up, try standing near the student and make clear eye contact with him or her. Giving the student a stern look works well too.
- Walk around the class. Move about through their desks and make your presence known. This increases attention.
- Do not judge your students by your own personal standards.
- Make the rules and punishments reasonable.
- Be authoritative, not authoritarian.
- Set the tone for the day if you go on a field trip. Discreetly let students know that you are still the authority, even though you are in a different environment from that of the school.
- "Never let them see you sweat." If they know they can walk all over you, they will. (crying isn't a good idea either…)

VII. Be Aware of Your Own Needs

- Give yourself relaxation or "self" time every day, even if it is only thirty minutes.
- Take time out to deal with stress when it does happen.
- Don't take on more activities than you can handle. Learn to say, "No!"
- Try to get enough sleep and exercise.
- Inform your significant others that you will be busy.
- Read and write for yourself
- Strive for excellence, not perfection.
- Reflect, reflect, reflect… and modify following reflection
-

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Department of Secondary Education

Office of Student Services and Student Teacher Placements

Guilaine Salomon M.A., Field Placement and Intern Program Coordinator

INTERN SUPPORT AND SUPERVISION RECORD

The CTC requires that interns receive a minimum of **144 hours** of support and supervision per school year, including

"coaching, mentoring and demonstrating withing the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective instruction days.

In addition interns who do not have an English Language Authorization are required to receive **an additional 45 hours** of support by a supervisor or mentor with a valid English Learner Authorization listed on a previously issued credential"

 (CCTC program Support Alert 13-06 and 14-04)

Dear Intern Coach/Mentor:

Thank you for mentoring/coaching ____ _____.

My name is Guilaine Salomon, and I am the Intern Coordinator for the single subject teaching credential program at SFSU.
I am gathering information on the coaches and mentors that have been appointed by the district /school to supervise the student interns mentioned above.
The Commission on Teacher Credentialing (CTC)m wants to confirm that the coaches appointed to student interns are credentialed in the same content area as the student they are coaching, and, to verify that the coaches have attended a 10 hour training on how to mentor.

In their last semester in the program, Student interns are also assigned a college supervisor if they are getting their credential in PE, Music, Art or World Languages.

This student intern has been assigned the following university supervisor this semester:_____ _____

Please complete the following:

What is your subject area? _____

Have you completed the 10-hour training on how to mentor a student intern?

    Yes _____   Not yet _____ (check) If not, when?: _____

How many Professional Developments have you attended that provided instruction on how to mentor a student?
    Number of sessions _____   Total hours _____

Which trainings have you completed on how to coach an intern?

_____

How long were these trainings? _____

_____ _____ _____

Print Name   Signature   Date
Thank you for your answers. You may send this form to me by email

Thank you for your help

Guilaine
Guilaine Salomon, M.A.
Coordinating Supervisor
Field Placements and
Co-coordinator for Intern Program
Department of Secondary Education
San Francisco State University
(415) 338-2800
guilaine@sfsu.edu
http://gcoe.sfsu.edu/current-students/single-subject-intern-programs

Date:

Dear Principal (name):

My name is Guilaine Salomon, and I am the field placement and intern coordinator for the single subject teaching credential program at SFSU.   (student's name) has been hired by SFUSD to teach physics at your school for the academic year.

As you know the District has hired this intern (Name) while he is simultaneously enrolled in a teaching credential program. The program in which he is enrolled is a two-year program requiring that the intern takes two classes per week starting in the late afternoon (4:30PM).

We appreciate your support in allowing this intern to leave school for his classes so that he can get to SF state on time. We understand that his responsibilities include the students at your school, and that there will be times when unexpected urgent meetings must be scheduled.   In this case, we have asked the intern to always inform his professors of any absence or delay in their arrival.

We hope for your support to   (Name) so he can complete the program without delay. Please contact us should you have additional questions.

 Thank you for your support,

All the best,

 Guilaine

Guilaine Salomon, M.A.
Coordinating Supervisor
Field Placements and
Coordinator for Intern Program
Department of Secondary Education
San Francisco State University
(415) 338-2800
guilaine@sfsu.edu
http://gcoe.sfsu.edu/current-students/single-subject-intern-programs

STUDENT SELF-EVALUATION CHECKLIST

EXITING REQUIREMENTS

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

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

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

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

- **Successful completion of Program**

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

SAN FRANCISCO STATE UNIVERSITY

Dr. Natalio (Nathan) Avani
Intern Program Coordinator
natalio@sfsu.edu

Prospective Single Subject Interns – Application for an Intern Credential

An Intern Credentials is a temporary license issued by CA Commission on Teacher Credentialing (CTC; http://www.ctc.ca.gov/) that is valid for 2 years (may be extended for ONE-TIME for one additional year, if needed), To qualify you need to be enrolled in a university Preliminary Education Specialist Credential Program, have a valid job offer letter from an employing school or district, and meet a number of prerequisites listed below. Interns work for their employing school district during the day, and take classes in the evening and summers at SFSU. Most interns enroll part-time in 2 classes per term.

To apply for the Intern Credential the candidate must submit the following: (items below, already on file, that were submitted as part of SFSU admission requirements do NOT need to be re-submitted)

1. Proof of passing California Basic Skills (CBEST).
2. Proof of passing subject matter competency (i.e., CSET or Subject Matter Waiver).
3. Completion of U.S. Constitution Requirement. Contact one of our credential analysts with any questions concerning applicable coursework, mlm@sfsu.edu or marxel@sfsu.edu.
4. Fingerprint clearance (COC) or photocopy of a prior California Credential permit.
5. Verification of a current TB test showing negative results; must be within the past 4 years.
6. Proof that you have earned a Bachelor's degree from an accredited institution.
7. Submit proof of enrollment in classes or provide proof that you paid tuition (go to SF State Gateway / MySFSU).
8. Complete GCOE Credential Office application for award of credential.
9. Employment Verification. A copy of a signed contract or a letter issued from Human Resources (must be written on school or district letterhead) may be submitted and must include the following details: Name of the school; Effective hire date; disability emphasis area (e.g., Single Subject: English); and indicate that the applicant is the teacher of record.
10. Pre-service hours. Effective July 1, 2008.
11. Pay $25 Credential Processing Fee, make payable to SFSU
    - A credential analyst will electronically submit your information to the California Commission on Teacher Credentialing (CTC). Within 2-3 weeks, the CTC will contact you by email to have you confirm that you applied for an Intern Credential as well as instruct you on how to pay the associated fee online, plus handling fee. It is recommended that you provide your school district with a copy of the email from the CTC to provide proof of applying for an intern credential.
    - Submit packet to: Credential and Graduate Services Center / Burk Hall 244, (415) 405-3594 / Email: credinfo@sfsu.edu (see top of sheet for full address).

The California State University: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus

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SINGLE SUBJECT CREDENTIAL- INTERN PROGRAM OUTLINE			
FOUR SEMESTER PROGRAM			
FALL			
Curriculum & Instruction 1 (discipline based) check course number for ART 650; World Languages FL 750; Music- MUS 760; P.E.- KIN 750; English- ENG 713; Mathematics- MATH 759.04; Social Science- S ED 759.03; Science- S ED 759.02	C & I 1	3 Units	
Student Teaching 1- Observation & Participation. -SUPERVISION FIRST SEMESTER	S ED 640	3 Units	
Classroom Environment (cohort class must be taken concurrently with S ED 640)	S ED 751	3 Units	
SPRING			
Teaching for Equity in Secondary Schools	S ED 701	3 Units	
Second Language Development	S ED 751	3 Units	
FALL			
Literacy Across Content Areas	S ED 701	3 Units	
Adolescent Development	S ED 790	3 Units	
SPRING			
Curriculum & Instruction 2 (discipline based) check course number for ART 650; World Languages FL 750; Music- MUS 760; P.E.- KIN 750; English-ENG 713; Mathematics- MATH 759.04; Social Science S ED 759.03; Science- S ED 759.02	C&I-2	3 Units	
Student Teaching 2 SUPERVISION LAST SEMESTER	S ED 660	9 Units	
Professional Perspectives & Practices (cohort class must be taken concurrently with S ED 640)	S ED 752	3 Units	**36 Units Total**
ITEC 601 to be taken during summer or during winter break			

SINGLE SUBJECT CREDENTIAL INTERN PROGRAM- SPRING START		
6 SEMESTER PROGRAM SEQUENCE		
SPRING		
TEACHING FOR EQUITY IN SECONDARY SCHOOLS	S ED 701	3 Units
SECOND LANGUAGE DEVELOPMENT	SED 790	3 Units
SUMMER (or next Fall)		
LITERACY ACROSS CONTENT AREAS	S ED 720	Units
FALL		
CURRICULUM & INSTRUCTION 1	C&I-1	3 Units
CLASSROOM ENVIRONMENT 751	S ED 751	3 Units
STUDENT TEACHING 1_Observation & Participation	S ED 640	3 Units
SPRING		
NO CLASSES TAKEN		
FALL		
ADOLESCENT DEVELOPMENT	S ED 800	3 Units
(Literacy Across Content Areas for those who have taken this class in the summer)	S ED 720	3 Units

36 Units total

San Francisco State University

Department of Secondary Education

Single Subject Intern Program Pre-Service Reporting Form

Prospective Intern: _____ ID# _____ Date: _____

Pre-Service Requirements

Type of Instruction	Description (course number if appropriate)	Hours
Classroom management and planning	SED 751 Classroom Environment (3.0 semester units): Creating a positive learning environment; developing a classroom management plan; incorporating student's cultural backgrounds and developmentally appropriate practices in instructional planning (or equivalent).	45 hours
	SED 640 Student Teaching I (3.0 semester units): Taken concurrently with SED 751. Formal observation and feedback on instruction by University and on-site supervisors. (or equivalent).	45 hours
	SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).	45 hours
Developmentally appropriate teaching practices	SED 751 Classroom Environment (3.0 semester units): Creating and maintaining positive learning environments; developing classroom management plan; incorporating student's cultural backgrounds and developmentally appropriate practices in instructional planning. (or equivalent).	45 hours
	SED 800 Adolescent Development (3.0 semester units): learning theories, current social issues, and adolescent behaviors. Five areas of adolescent development (emotional, physical, moral, social, and cognitive) are examined as each pertains to middle and high school teaching and student learning. (or equivalent).	45 hours
Pedagogy: General (multiple subject), Subject (single subject), or Specialty Specific (special education)	SED 759 Curriculum and Instruction (in each subject area) (3.0 units): Pedagogical principles and practices for teaching secondary (insert subject area) including lesson and unit planning of content and instruction student learning and state standards; reading comprehension and writing-to-learn strategies for making content accessible to English learners. (or equivalent).	45 hours
	SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).	45 hours

Teaching English learners	Embedded in all courses. SED 790 Second Language Development (3.0 units): Language, culture, and literacy development for second language learners; the role of first language competencies in the development of second language; second language acquisition theories, instructional strategies, and pedagogical techniques. (or equivalent).	45 hours
	SED 701 Social, Cultural & Historical Foundations (3.0 semester units): Examines, from a critical perspective, historical, social, and cultural foundations for theoretical frameworks and pedagogical practices for the classroom. (or equivalent).	45 hours
	SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).	45 hours
Communications skills including reading	SED 759 Curriculum and Instruction (in each subject area) (3.0 units): Principles and practices for teaching secondary (insert subject area) including lesson and unit planning of content and instruction student learning and state standards; reading comprehension and writing-to-learn strategies for making content accessible to all students, including English learners. (or equivalent).	45 hours
	SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies, grounded in theory and research, which help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).	45 hours

See attached transcript

SF State	Sem./Yr.	Other Institution	Course Substitution	Sem./Yr.	Units/Hours
SED 751					
SED 640					
SED 701					
SED 720					
SED 800					
SED 759					
SED 790					
Curriculum and Instruction I:					
Curriculum and Instruction II:					
Pre-Service Program?					
Previously Earned Credential:					

I have verified that this prospective intern has engaged in the activities listed above to meet the minimum of 120 hours of pre-service instruction as defined on this document:

Guilaine Salomon, M.A., Intern Coordinator_____ _____
Name/Position   Signature   Da

US CONSTITUTION REQUIREMENT

Before a credential is granted, all teacher candidates must satisfy the California Commission Teacher Credentialing (CCTC) Constitution requirement. You can do this in one of the four ways listed below:

1. If you graduated from a CSU campus, you have already met this requirement

2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 2 or more units credit. Check with the Teacher Preparation Center (Burk Hall 244; 415.405.3594) to find out whether a course you have taken will count.

3. Complete a course (two semester units or three quarter units) in the provisions and principles of the United States Constitution.

4. Pass an examination in the subject given by a regionally accredited community college, college, or university.

Listed below are some test administration sites. The ORIGINAL test result--not a copy-is required for your credential application. The cost for this test ranges from ranges from $35-$60 and test results can take 3-5 days to arrive in the mail.

U.S. CONSTITUTION EXAM TEST SITES

Notre Dame Belmont, CA (650) 508-3701 OR Take online exam: www.US ConstitutionExam.com	Offered once a month only OR online exam
CSU Hayward Hayward,CA (510) 885-3661	
San Jose State University Testing and Evaluation Dept. SJSU One Washington Square San Jose, CA 95192-0039 (408) 924-5980	
JFK University 100 Ellinwood Way Pleasant Hill, Ca 94523 (925) 969-3575	Offered daily M-F by appt. $60 fee They mail study booklet
Dominican University of California 50 Acacia Avenue San Rafael, CA 94901-8008 (415) 458-3712 sbaker@domincan.edu	2 times per month- $35 Study material available $2
American River College Namotas Educational Center 2421 Del Paso Road Sacramento, CA 95835 (916) 485-6000	Test given most Fridays. Call for dates & appt. $40 fee"The United States Constitution" study guide by Academic Solutions, Inc. 4^l Ed.

*Recommended study guide: 25 Lessons in Citizenship D.L. Hennesey

EDUCATIONAL TECHNOLOGY LEVEL I REQUIREMENT
FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS

A teacher candidate can meet the Level I Educational Technology Requirement required for the Preliminary Multiple or Single Subject Credential in several ways:

1. Pass both subtests of the California Subject Examination for Teachers (CSET) Preliminary Educational Technology Exam:

    > Subtest I (Test Code: 133) - Basic Operations, Concepts and Issues of Computer Based Technology. Productivity Applications of Computer-Based Technology.
    >
    > AND
    >
    > Subtest II (Test Code: 134) - Teaching and Learning Applications of Computer-Based Technology.

    Exams are offered only in September, January, March, and May. Fees: $99 per subtest. Register and get more information at the CSET website, http://www.cset.nesinc.com/. Fees are subject to change.

2. Successfully complete an educational technology course that meets the Level One requirement, such as those listed below.

INSTITUTION	COURSE	TITLE	Contact or Online Info (Subject to Change)
SF State - College of Extended Learning (CEL)	ITEC 601 (online courses available)	Computer Fundamentals for Teachers	http://www.sfsu.edu/online/clssch.htm
UC Berkeley, Extension	EDUCx354	Intro to Computers in Education	http://extension.berkeley.edu/
UC Los Angeles, Extension	EDUC x333.8a	Educational Tech in the Classroom	https://www.uclaextension.edu/r/default.aspx
UC San Diego, Extension	EDUC 3V150 or EDUC 30150	Integrating Learning Tech in Education K-12	http://extension.ucsd.edu/online/index.cfm
Univ. of San Diego, Extension	EDUC 580A1	Computer for Educators	http://www.usd-online.org/

3. A course substitution must be approved for any course taken that is not ITEC 601 or listed above. A course already taken may be substituted for ITEC 601 if the content addresses technology for the purposes of teaching. To request approval, send a course substitution form along with your transcript and syllabus to the Department of ELSIT (Equity, Leadership Studies & Instructional Technologies) in BH 239. A blank course substitution form can be found on the following (or back) page.

    NOTE: For those who will begin their program starting Fall 2011, we will no longer accept the following as options: waivers for equivalent experience, SJSU Exam, and Foothiii-DeAnza course.

Graduate College of Education - SFSU
Department of Secondary Education

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.
- 003=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 Cooperative 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).

[PAGE INTENTIONALLY LEFT BLANK]

Evaluation Report For Observations And Documents (EROD)

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

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

TPE 1 – Engaging and Supporting All Students in Learning

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 full 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 outcomes 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

INTERN SUPPORT AND SUPERVISION RECORD

The CTC requires that Interns receive a minimum of 144 hours of support and supervision per school year including "coaching, mentoring, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective instruction days, In addition interns who do not have an English Language Authorization are required to receive an addition 45 hours of support by a supervisor or mentor with a valid English learner authorization listed on a previously issued credential"
(CTC Program Support Alert 13-06 and 14-04)

Intern name _____

School _____

University Supervisor _____

District Support Provider _____

School Support Provider _____

Year _____

SUBMIT FORMS TO INTERN COORDINATOR AT END OF FIRST SEMESTER (December)

HAVE DISTRICT AND SCHOOL SUPPORT PROVIDER COMPLETE FORM DURING SECOND AND THIRD SEMESTER.

Support and Supervision Activities provided by Intern's employer

(Support activities can also be used towards the 45 hours of ELL support requirement)

TOTAL TIME

1- Content Specific coaching (i.e. math coaches, reading coaches, EL coaches, etc.)

2- Department meetings related to curriculum, planning and instruction

3- New teacher Orientation from an Administrator

4- Logistical help before and during school year (seating arrangements, materials acquisition, parent conferences, etc.)

5- Release time for participation in district group/regional group

6- **Review/discuss test results with colleagues**

7- **Intern Teaching Seminars (problem solving issues with students, instruction curriculum etc.)**

8- **Peer faculty support (i.e. discussion debriefing teaching day at start of each class)**

9- **Classroom observation and coaching**

10- **Demonstration Lesson and or co-teaching activities with mentor, coach or program supervisor**

11- **Intern observation of other teachers and classrooms**

12- **E-mail, phone and or video conferencing support related to observation, problem-solving curriculum and or instruction**

13- **Activities/workshops addressing issues in the Intern's classroom**

14- Watching and discussing teaching videos with support person

15- Observe ELD lessons

16- Weekly planning or review of plans with EL credential person

17- Editing work related writing (i.e. letters to parents, announcements, etc.)

18- Profession literature research discussion groups facilitated by credential support person or program supervisor

19- Other

TOTAL TIME	