

# Single Subject Credential Student Teaching Handbook 2023-2024

## Three Semester Program



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Department of Secondary Education Field Placement Office  
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Graduate College of Education  
San Francisco State University  
Department of Secondary Education  
Office of Student Field Placement

Dear Credential Candidate:

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

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

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

Your professors, advisors, cooperating teachers, field placement coordinator, and university supervisors are here to support your goal of becoming an excellent teacher. It is crucial that you seek their support and use the many resources available to you as a credential candidate. Field Supervisors and cooperating Teachers are essential members of the student teacher training collaborative. Building a solid relationship with your Field Supervisor and Cooperating Teacher(s) is crucial to your success. Please, do not hesitate to come by the Office of Student Field Services in Burk Hall 41 whether you encounter obstacles along your journey or just want to chat.

Have a wonderful year,

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TABLE OF CONTENTS

INTRODUCTION..... 3

REQUIRED, CONCURENT and SEQUENTIAL COURSES.....6

SECOND OPTION: COMPLETING THE PROGRAM IN FOUR SEMESTERS.....7

FIELD PLACEMENT: ROLES AND RESPONSIBILITIES ..... 8

SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES.....12

SCHOOL PARTNERSHIPS ..... 18

PREPARATION FOR SED 640: OBSERVATION AND PARTICIPATION .....19

Observation Schedule by Month....., 22

BRIDGING SED 640 AND SED 660: REQUIREMENTS AND PREPARATION ..... 27

REQUIREMENTS FOR CANDIDATES TRANSFERRING .....27

SED 660 STUDENT TEACHING: ..... 29

COURSE DESCRIPTION AND OVERVIEW.....29

SED 660 COURSE CALENDAR ..... 33

TEACHER PERFORMANCE ASSESSMENT: Ed-TPA .....34

APPENDIX ONE: STUDENT SELF EVALUATION CHECKLIST..... 35

APPENDIX TWO: Association of American Educators, Code of Ethics for Educators.....36

FORM: Student Teacher Observation Log..... 38

FORM: CANDIDATE AND COOPERATING TEACHER EXPECTATIONS WORKSHEET.....39

FORM: SED 660 Progress Report .....41

FORM: SED 660 MID-SEMESTER\* ..... 42

FORM: THREE SEMESTER STUDENT TEACHER AGREEMENT .....43

FORM: E-ROD (Assessment form) .....44

## INTRODUCTION

Welcome to the Teacher Credential Program at SFSU. The Three Semester Program offers you the opportunity to observe cooperating teachers for two consecutive semesters with the option of observing cooperating teachers at the middle or the high school level. However, a decision as to which level you are interested in completing must be done by June 1<sup>st</sup>.

Your group is in an exceptional position since you don't have the stress sometimes associated with the Two Semester program. However, pay attention to the following points:

- 1- Some of you will be allowed to remain in the schools in which you are observing or subbing during semester one of the three semester program. However, a definite and new placement may have to be secured in June.
- 2- The cooperating teachers with whom you have paired this semester might not be available in the Fall.
- 3- Teachers' schedules are done in the summer, and teachers often do not know their assignments or classes they will teach until August.
- 4- There is no need for cooperating teachers to complete any forms for semester one. You do not need to develop lesson plans, or present any solos in the classes you are observing. No evaluation is needed for teaching done in the semester one.
- 5- Observation means not only observing the cooperating teachers with whom you have been paired, but also observing other teachers in your department and also teachers outside your field.

Things to do:

- 1- Take time to get to know the school grounds and neighborhood;
- 2- Find out where the students are coming from.
- 3- Meet school counselors, librarians, your department chair and the principal if you have not met her/him yet.
- 4- Meet the secretary (if you have not done so at the initial interview with the principal, vice principal or cooperating teacher) who will outline school office procedures, such as sign in, parking, emergency phone calls, bathroom keys, etc.
- 5- Meet security guards and get their extension number on your cell phone in case of an emergency or any class disruption.
- 6- Find out who the janitor is.
- 7- Keep clear and concise descriptions of your observations. It will help you complete your class signature assignments.

REMEMBER:

- You will follow your school district's calendar and NOT SFSU's calendar. Please check for holidays and end of the year dates.

- During the summer I will be communicating with you regarding new cooperating teachers, new placements, interviews, information on whether administrators have retired or changed, etc.
- Please be aware that the start of the program for the Fall semester is when teachers and staff return to attend Professional Development Day and Teacher Workday Meetings which are always a week before classes start.
- Some administrators expect student teachers to help during student registration of classes before school starts. This information will be provided to you during the summer.
- The required ITEC (Information Technology) class is offered during the summer and during the winter. Information on how to register for it will be sent out during the summer. You have the option to decide when you want to take it. I suggest that you take it during the summer. The new students generally register for the winter session.
- If the school in which you have been placed is not a good fit, you must let me know about it by April 15,<sup>th</sup> so I can try to arrange a new placement before I meet with the new group. The Fall intake is always larger than the Spring group.

Should you have questions after reviewing the handbook, stop by the Student Support and Field Placement Coordinator's Office in Burk Hall 41.

## **Single Subject Credential Program Overview**

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

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

Required, Concurrent and Sequential Courses

**FIRST OPTION:**

<i>First Semester</i>
<b>SED 701: Teaching for Equity in Secondary Schools - 3 units</b>
<b>SED 790: Second Language Development – 3 units</b>

In addition, students will be placed at a middle or high school and will observe for 80 hours during the first or spring semester; and for an additional 80 hours in the second or fall semester. A total of 160 hours of observation time is required for both semesters (Spring and Fall).

<i>Second Semester</i>
<b>Curriculum &amp; Instruction 1 —discipline-based; course numbers will vary, 3 units</b>
<b>SED 640: Supervised Observation/Participation - 3 units</b>
<b>SED 720: Literacy Across Content Areas - 3 units</b>
<b>SED 751: Classroom Environment and Management - 3 units</b>
<b><u>SED 800 Adolescent Development – 3 units</u></b>

<i>Third Semester</i>
<b>Curriculum &amp; Instruction 2—discipline-based; course numbers will vary, 3 units</b>
<b>SED 660: Student Teaching- Single Subject, 9 units</b>
<b>SED 752: Professional Perspectives &amp; Practices (cohort class must be taken concurrently with SED 660), - 3 units</b>

Students are required to student teach two classes in their third semester or SED 660. In addition to this, students are required to spend five hours per week at their school sites. For students at sites with traditional bell schedules, this translates to an additional hour per day. For those with block scheduling, this translates to a total of five hours per week on non-sequential days

Curriculum and Instruction I Courses – Fall Semester

- Art - EDUC 750
- English 713
- Mathematics SED 759 (Kysh)
- Music 760
- KIN 750
- Science SED 759 (Horvath)
- Social Science SED 759 (Fogo)

- World Languages MLL 750

Curriculum and Instruction II Courses – Spring Semester

- Art -EDUC 755
- English 714
- Mathematics SED 769(Kysh)
- Music 761
- KIN 751
- Science SED 769 (Horvath)
- Social Science SED 769 (Fogo)
- World Languages MLL 751

**Second Option**

**There is a second option for those starting Spring semester: you can complete this program in four semesters instead of five. The sequence of classes are the following:**

<b>Spring Semester</b>
SED 701
SED 790

**In addition, students will be placed at a middle or high school and will observe for 80 hours during the first or spring semester; and for an additional 80 hours in the second or fall semester. A total of 160 hours of observation time is required for both semesters (Spring and Fall).**

<b>Fall Semester</b>
SED 751
SED 650
C&I-1 in your discipline
<b>Spring Semester</b>
SED 752
SED 660
C&I-2 in your discipline
<b>Fall and last Semester</b>
SED 800
SED 720
And preparation and submission of the EDTPA



**Students are required to student teach two classes in their third semester or SED 660. In addition to this, students are required to spend five hours per week at their school sites. For students at sites with traditional bell schedules, this translates to an additional hour per day. For those with block scheduling, this translates to a total of five hours per week on non-sequential days.**

## **FIELD PLACEMENT: ROLES AND RESPONSILITIES**

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

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

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

### **Student Teacher Placement: Content, Rationale and Process**

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

- Partner school agreements with SFSU;
- A supportive school administration;
- Experienced and qualified cooperating teachers, who are interested in mentoring student teachers on a continuing basis;
- The availability of subject and grade level appropriate placements;

- Geographic location; and
- An expressed preference for a particular area, cooperating teacher, or school by credential candidate.

Student teachers observe throughout the spring and fall semesters and student teach the following spring semester until summer dismissal.

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

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

## **Forewarning**

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

## **SED 640 and 660 Concurrent Course Requirements**

- SED 640 and SED 751 are directly related to the field placement.
- During the third semester students must take courses SED 660 and SED 752 concurrently. To earn credit for these courses, students must pass both courses. SED 660 and SED 752 are also both directly related to the field placement.

## **Field Emergencies**

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

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

## **FIELD PLACEMENT COORDINATOR**

- Serves as a liaison between SED and partner schools by meeting regularly with district and school site administrators;
- Initiates contact with principals, vice principals, and department chairs;
- Recruits potential cooperating teachers and presents the program requirements to department chairs;
- Assigns a university supervisor to each candidate;

- Plans, initiates, and monitors student teacher placements in middle and high schools throughout the Bay Area;
- Places students depending upon the availability of content area cooperating teachers, school sites and written pre-placement candidate preferences;
- Communicates information on criteria, regulations, credential requirements, and program changes;
- Informs candidates of employment opportunities and teacher hiring fairs;
- Mediates and resolves problems concerning student teachers, including placement, cooperating teachers, and personal issues;
- Prepares and distributes an overview of Student Teaching 1 and 2, SED 640 and SED 660;
- Arranges for students to meet their cooperating teacher(s) and school official(s) before the beginning of the semester;
- Prepares, explains, and distributes assessment tools to candidates, school administrators, and cooperating teachers; and
- Reviews student teacher evaluations (EROD) and advises SED Department Chair

## SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES

[Substitute Teaching](#) | [Grading in Field Placement Courses](#) | [Initial Field Placements](#) | [Possible Second Field Placement](#) | [Repeating SED 660](#) | [Candidate Support Intervention Policy](#) | [Declassification Policy](#) | [Teacher Assessment](#) | [Dress Code](#)

### **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:**

Substitute teaching is allowed only for the candidates in the three semester program. Substitute teaching can take place only in the spring semester that the students are admitted to the program. But substitute hours cannot be in lieu of observation and participation. Please discuss these options with the Field Placement Coordinator.

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:

- Substituting during semester two is permitted ONLY with authorization from the Student Placement Coordinator and then only for a limited number of hours per week.
- 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 and cooperating teachers, and candidates interview for these 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.

### **Possible Second Field Placement / Practicum**

In the event that a Student Teacher experiences difficulty in the Spring or Fall semester, or if the school (Cooperating Teacher / Principal) requests that 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 that 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 640 or 660. 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 (Curriculum & Instruction) 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 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 a candidate who:

- Demonstrates serious difficulties at the very end of the semester
- Poses a clear danger to themselves or others;
- Makes 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 dis-enrolled 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.

If a student teacher has difficulties in the field during the first semester, a university supervisor will be assigned to evaluate the student early at the beginning of the fall semester to determine if the student needs to move to a different placement and before the deadline of October 15<sup>th</sup>.

• 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 his/her 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, he/she will automatically earn a NC for SED 660. Since success in the credential is based upon student teaching as well as in the candidate's academic classes, if the student does not pass student teaching, the student may withdraw from academic classes or can be 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 Cooperating Teacher and University Supervisor(s) including the university supervisor from 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.

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

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

1. Difficulties in Securing a Placement:

SFSU will set up only two appointments for a candidate to secure a school placement during an academic year before 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.
- The Department Chair may appoints a Declassification Panel, if necessary

2. Academic Difficulties:

If a candidate earns below a C 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:

If 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 disenrolled 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 disenrolled through the multi-level declassification process.

If a candidate is dis-enrolled 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 can not transfer to another SED program (intern or regular program).

**Teacher Assessment**

Before a student teacher candidate may apply for a Single Subject Credential, he/she 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 cause which would have warranted the denial of an application for a credential or the renewal thereof, or for evident unfitness for service.*

Section 44434

*Each city or city and county board of examination may, for immoral and unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, recommend to the city or city and county board of education, the revocation of any certificate previously granted by the board of education in the city or city and county.*

SF State Bulletin: "Administrative/Academic disqualification"

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

**Dress Code**

The credential program enforces a dress code. Student Teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at their

school of assignment especially during the student teaching semester. Dress code is part of TPE 6.

## **The Role of the University Field Supervisor**

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

- The University Supervisors meet with the Field Placement Coordinator on a regular basis to obtain candidate information and discuss program changes, evaluation forms, and specific student issues.
- Observe, evaluate, and support student teachers during the semester two of student teaching;
- Provide student teachers with general and specific assistance on planning lessons, units, and curriculum;
- Prepare student teachers for employment by coaching, assisting with procurement of letters of recommendation, and offering specific suggestions;
- Formally evaluate and complete one EROD at the end of 640 and two E-RODs for 660 midterm & final.

## **University Supervisors**

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

1. Contact and meet with the principal or assistant principal at the beginning of each semester to finalize a list of student teachers on site and confirm cooperating teacher assignments;
2. Provide a list of assigned cooperating teachers to the Field Placement Coordinator;
3. Meet with each cooperating teacher to discuss SED credential requirements, cooperating teacher responsibilities, forms, deadlines, etc. (Cooperating teacher experience determines the length of the initial meeting);
4. Provide cooperating teachers with assessment forms (ERODS);
5. Maintain communication with cooperating teachers by e-mail, phone, and/or school visits as appropriate to the situation.

## SCHOOL PARTNERSHIPS

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

1. Student teacher training school sites adopt state core curriculum standards;
2. **School sites be low-performing, hard-to-staff, OR serve English learners; and**
3. Partner schools provide tangible support to cooperating and student teachers.
4. To enhance student teacher training, partner schools may:
  - Introduce student teachers (including background and training) at the earliest possible faculty meeting;
  - Publish a write-up, with picture, of each student teacher in the school paper and/or the school bulletin;
  - Set aside space for student teachers to prepare lessons, seek support, and take refuge, as well as a locked and secure place for student teachers' personal items;
  - Collaborate with university supervisors to identify and recruit talented teachers interested in serving as cooperating teachers;
  - Facilitate weekly meetings between cooperating teachers and student teachers;
  - Invite student teachers to school functions and in-service activities.

# PREPARATION FOR SED 640: OBSERVATION AND PARTICIPATION

## First and Second Semester

### Course Description

You will enroll in SED 640 during semester two of the three semester program, but you will observe in both semesters, one and two.

While observing, 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 the spring and fall semesters (SED 640), because candidates need constant feedback as they assume more responsibilities and develop strategies and a teaching style.

The Field Placement Coordinator assigns candidates to local public middle/high schools. Candidates spend eight hours per week at their assigned school for 80 hours of observation time in the spring they are admitted and 80 hours in the fall of the public school semester. The primary goal of SED 640 is to enable credential candidates to make the transition from a student observer to an active classroom participant. Beginning student teachers observe in the classroom and gradually assume a more responsible role during the SED 640 segment of their practicum.

Toward the end of the second semester (Fall), student teachers complete a required three-day solo teaching unit (on consecutive days), under their cooperating teacher's direct supervision, in one of the two classes they are observing. The program does not require student teachers to complete a three day solo teaching unit in their second class. 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, subject matter competence and key skills delineated in the Evaluation Report for Observations and Documents (EROD) assessment form (page 44).

The three-day solo also enables the cooperating teacher to complete this detailed evaluation of the student teacher's competencies before the student teacher begins teaching two classes for his/her third semester (SED 660).

### Number of Visits

Students are supervised in their field experiences through

- in-person visits from university supervisors in SED 640/660
- video visits from Curriculum and Instruction faculty
- video visits from SED 751/752 faculty

640:

- 1 – University Supervisor meets with student teacher and Cooperating Teacher (s) 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.

### **Timeline – First Semester**

*(mid-January to May)*

#### ***Observations***

During the first semester student teachers become familiar with their school, cooperating teacher, subject matter, students, school / classroom processes, counselors, and the school culture and geography.

- Student Teachers observe classes, teachers, and activities outside their discipline with particular attention to classroom management, teaching strategies, teacher demeanor and teaching styles, and faculty and staff relationships and collaboration.

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

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

***(Mid-August to mid-September)***

***SED 640 O & P Observation and Participation***

Student Teachers continue their observations focusing on the new group of students starting their academic year, and actively participate in the classes they will probably teach for 660.

- The Cooperating Teacher guides the student teacher's participation by ensuring that the student teacher contributes to and learns from classroom experiences (i.e. tutoring, small group instruction, after school experiences, administrative tasks, team teaching experiences, collaborative planning, etc.).
- The Student Teacher builds a working relationship with the Department Chair and Instructional Vice Principal to assure collaboration with and approval of a cooperating teacher in the student teacher's content area.

***(Mid-September to early December)***

***Planning, Collaboration and Teaching***

***Solo***

Student Teachers gradually assume more demanding classroom support responsibilities, including co-teaching lessons and co-directing activities.

All students must schedule their three-day solo teaching between mid October and December 2, because your University Field Supervisor must submit grades before the SFSU deadline and the end of the public school semester. In fact, it is best to have completed the three day solo prior to Thanksgiving. [Remember that you have agreed to continue student teaching until the public school semester ends.

University Supervisor meets with student teacher and Cooperating Teacher (s) to outline expectations for formal evaluation.

Students are supervised in their field experiences through

- in-person visits from university supervisors in SED 640/660
- video visits from Curriculum and Instruction faculty
- video visits from SED 751/752 faculty

University supervisor observes articulated instruction (e.g., warm-up or small group instruction) before 3-day solo

Video clip rubric review of articulated instruction in SED 751

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)



\*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.

\*\*\*\*By end of September, you must be in front of the class teaching. It is a warm up exercise that should be done as often as the Cooperating Teacher allows you to; we recommend that you lead a warm up or short lesson. You do not need to teach for a whole class period. This exercise permits you to get to know the students who will become your students in the Spring, and, serves as preparation before the Three Day Solo exercise. The Three Day Solo, a culminating assessment for 640, should be delivered before Thanksgiving. Your Cooperating Teacher together with your university supervisor will evaluate your delivery of the lessons and will determine if you are ready to student teach two periods for the Spring semester.

- Schedule and plan the lesson with your Cooperating Teacher well ahead of the deadline and discuss the date with your field supervisor.
- Both your Cooperating Teacher and University Field Supervisor must attend and evaluate your mini lesson.
- The Student Teacher plans the lesson, which he/she will deliver on three consecutive school days, with the guidance and approval of their Cooperating Teacher.
- At least one week before the three-day solo teaching experience, Student Teachers will present their Cooperating Teachers and University Field Supervisors with copies of their detailed lesson plan for the three-day solo.
- The Cooperating Teacher must approve the lesson plan.
- Should problems arise, immediately contact the university supervisor.
- The three-day solo is an opportunity to assess strengths and weaknesses before teaching two classes daily (at different grade or ability levels) during the third semester.
- University Supervisor observes one class period of the 3-day solo\*
- University Supervisor reviews final 640 EROD in exit meeting.
- It is crucial that you continue to observe and participate, as you prepare your lessons for the coming semester. Your cooperating teacher will continue to assist, mentor, and monitor your teaching to ensure a successful three-day solo and adequate preparation for your solo teaching (SED 660).

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

### ***End of the second semester and beginning of third semester)***

#### ***Planning and Teaching Solo***

Congratulations! You have completed two thirds (2/3) of your credential program. To continue your successful practicum, we encourage you to devote yourself to planning your classes during the holiday break and discussing and revising your lesson plans with your cooperating teacher before beginning solo teaching in January

## Observation Schedule by Month

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

### Planning and Strategizing

#### January - February

\_\_\_\_\_ Review and memorize your school's floor plan, safety, and emergency procedures;

\_\_\_\_\_ Introduce yourself to your department chair, administrators, faculty, office, and other support staff;

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

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

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

\_\_\_\_\_ Become familiar with your school district and school site administrative and staff structure;

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

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

\_\_\_\_\_ Offer to assist your cooperating teacher(s) in all areas of instruction; and

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

### **March to May**

\_\_\_\_\_ Review your school's safety procedures, particularly the emergency drill protocol at least once a week;

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

\_\_\_\_\_ Craft a weekly schedule to meet minimum of 80 hours during semester one of observation and participation with your cooperating teacher;

\_\_\_\_\_ Get acquainted with students and their academic needs;

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

\_\_\_\_\_ Attend parent-teacher meetings, including Back to School Night; and

\_\_\_\_\_ Review and discuss the school's attendance policies with your cooperating teacher. Record your cooperating teacher's policy guidelines.

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

### **August to September Meticulous Observation**

\_\_\_\_\_ Focus this segment of your observation and participation hours on the classes you will teach for 660.

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

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

\_\_\_\_\_ Prepare mini lessons with your cooperating teacher and co-teach classes or teach lesson segments in preparation for teaching solo third semester;

\_\_\_\_\_ Discuss your school's, department's, and teacher's evaluation and grading procedures with your cooperating teacher and departmental colleagues; [Prepare a synopsis of your cooperating teacher's grading policy and review it with him/her.]

## **September to November**

### **Thoughtful Reflection and Guided Participation**

\_\_\_\_\_ Prepare a written three-day 150-minute lesson plan for a class you are observing and plan to teach third semester;

\_\_\_\_\_ Ask your cooperating teacher to review your three-day solo lesson plan well before you plan to present it;

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

\_\_\_\_\_ Your cooperating teacher will observe and evaluate your three-day lesson and complete an EROD form.

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

## **Teaching Solo**

### **November - December**

The College of Education (COE), and Secondary Education Department (SED) and Bay Area school districts require that credential candidates complete their school site's semester. Teaching until the end of the semester, will solidify the student teaching experience, build teaching skills, enhance the continuity and cohesion of course instruction, assist students, the school site, and colleagues, and strengthen a student teacher's portfolio and employability. Teaching until the end of term, also affords student teachers with an opportunity to complete planning for their solo teaching with the guidance and support of their cooperating teacher.

**REQUIREMENTS TO COMPLETE SED 640  
AND BEGIN  
SOLO STUDENT TEACHING SED 660**

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

\_\_\_\_\_ Take responsibility for specific classroom duties;

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

\_\_\_\_\_ Prepare instructional materials for your cooperating teacher(s) (i.e., bulletin boards, displays, slide or power point presentations, special reading assignments, lab equipment, and supplies);

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

\_\_\_\_\_ Secure teacher copies of the textbooks, workbooks, and supplemental materials you will be using.

\_\_\_\_\_ Develop and write a detailed classroom management plan.

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

\_\_\_\_\_ Schedule regular weekly meetings with your Cooperating Teacher(s);

\_\_\_\_\_ Know the availability of instructional resources (i.e., textbooks, media, technology);

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

\_\_\_\_\_ Know your Cooperating Teacher's routine and procedures, (especially attendance and record keeping), establish your own style, but work closely with your cooperating teacher(s).

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

\_\_\_\_\_ Leave your address, phone number, and e-mail with the school administrator and cooperating teacher, so they can contact you in the event of a schedule change, administrative requirements, early faculty meetings, teacher in-service, and preparation days, or an emergency.

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

Observation Semester: E-rods are only required in the second or fall semester: 2 ERODs are required in the fall semester (one from cooperating teacher or other appropriate site professional and one from the University Supervisor)

Student Teaching Semester: 4-6 ERODs in the following spring semester (two from each cooperating teacher or other appropriate site professional and two from the University Supervisor)

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

## BRIDGING SED 640 AND SED 660: REQUIREMENTS AND PREPARATION

Before you assume your daily teaching responsibilities:

1. WRITE a classroom management plan that your cooperating teacher(s) has approved. The plan you prepared in SED 751 should approximate the plan you will implement.
2. COMPLETE an instructional plan and weekly topic outline for the courses you will be teaching, as well as more detailed plans for our first unit of instruction. Use the skills for long range and unit planning you learned in your Curriculum and Instruction course.
3. ORGANIZE a current teaching binder (either a three ring binder or a folder organized in your laptop) with daily and unit plans that is available for review by your supervisors.
4. ORGANIZE your university supervisor's and cooperating teacher's observations of your classroom teaching. Review, sign, and file your copy of your Evaluation (EROD) forms in a separate assessment binder.
5. INCLUDE the midterm evaluations you completed and those by your supervising teacher(s) and university supervisor in your binder or folder.

(Please see agreement form page 44)

## REQUIREMENTS FOR CANDIDATES TRANSFERRING

**To a new Cooperating Teacher**

**To a new school**

**To the Intern Program**

Please be mindful of the responsibilities delineated in Teaching Performance Expectation 6, when transferring from one credential program track to another or moving from a school site. Although you may feel uncomfortable about discussing changes in your program with the teachers or administrators you are leaving, it is imperative that you communicate your intentions and plans in a clear and direct manner to the Intern Program Coordinator, if you plan to transfer in or out of the Intern Program, your cooperating teacher, department chair, vice principal, principal, SFSU university field supervisor, and the SFSU SED Student Teacher Field Placement Coordinator. Should you anticipate or experience difficulty communicating with the required parties, immediately contact the Student Teacher Field Placement Coordinator. She will help you develop a communication strategy; facilitate contacting the concerned parties, assist you in other aspects of your transition.

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

### Note for Credential Candidates

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

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## SED 660 STUDENT TEACHING:

### COURSE DESCRIPTION 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 demonstrated subject matter competency, completed all of their prerequisites and 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.

Two and Three Semester Credential Candidates have instructional responsibilities for two classes in their content area.

640:

- 1 – University Supervisor meets with student teacher and Cooperating Teacher (s) 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.

#### Lesson Plan

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

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

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

### **Block vs. Regular Session Classes**

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

### **Course Objectives: SED 660**

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

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

### **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.

### **When should the visits take place?**

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

### **Required forms and documentation:**

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

## **Full-Time Commitment during SED 660**

During the Spring semester, student teachers register in four graduate level education courses and student teach two middle school or high school courses under the guidance of a cooperating teacher(s) at the school site.

In addition to student teaching, student teachers are requested to spend an additional hour per day after student teaching at their school sites. In schools with traditional bell schedules, this translates to an additional hour per day. In schools with block scheduling, this translates to a total of five hours per week on non sequential days. In order to handle the workload, students will need to provide a full-time commitment to the Single Subject Credential program while student teaching.

## **School Site Daily and Semester Teaching Schedules**

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

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

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

### **TWO WEEKS FULL DAY REQUIRED OBSERVATION**

Credential candidates must schedule a two-week period to accompany their cooperating teacher(s) throughout the entire school day. During this two-week exercise, the candidate must continue teaching his/her classes, in addition to assisting in or co-teaching the cooperating teacher's full teaching schedule. Student may complete the two weeks observation anytime during the academic year before May 1<sup>st</sup>.

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

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

### **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.**

### **Teaching Responsibilities**

Student teachers are responsible for:

1. Assuming instructional responsibility for two distinct classes at different grade levels in the content area in which you have demonstrated, subject area competency, and course requirements;
2. Undertaking your teaching assignment from the first teacher workday of the school site semester until the last teacher workday of the school site semester;
3. Deepening your understanding of teacher responsibilities throughout the semester;
4. Shadowing and assisting your cooperating teacher throughout the day, for 10 days during a two-week period;
5. Demonstrating competence (to your supervisors) in all classroom-based Teaching Performance Expectations (TPEs)

### **Instructional Planning**

1. To develop and implement semester long instructional plans for two classes in your subject area, which require different content and/or grade level preparation;
2. To maintain and organize a Teacher Binder for each class that includes:
3. A Syllabus;
4. Semester Plan;
5. Unit Plans; and
6. Daily Lesson Plan

### **Professional obligations**

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

2. Credential Candidates confer regularly with their cooperating teacher(s);
3. Credential Candidates attend professional development days and other meetings related to their teaching assignment;
4. Credential Candidates must adhere to all school policies and procedures, including grading, incident reports, and teacher absence and late arrival rules.

## **SED 660 COURSE CALENDAR**

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

1. Student Teachers must check their school site calendar at least a month prior to the start of the semester and plan to attend teacher meetings and workdays.
2. Student Teaching begins on the first day of the school's semester, which may include school-wide faculty orientation.
3. Student Teachers must comply with the cooperating teacher's and school's policies pertaining to grading, including the date grades are due.
4. Student Teaching ends on the last day of the school's semester, which may be a teacher workday.
5. Student teachers will be supported to submit the edTPA teaching assessment in April

## TEACHER PERFORMANCE ASSESSMENT: Ed-TPA

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative task designed to assess a candidate's proficiency in all 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.



## APPENDIX ONE

### 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.

## **APPENDIX TWO**

### **Association of American Educators, Code of Ethics for Educators (attachment)**

#### OVERVIEW

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

#### PRINCIPLE I: Ethical Conduct toward Students

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

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

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

#### PRINCIPLE II: Ethical Conduct toward Practices and Performance

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

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

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

6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

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

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

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperating effort is essential among these groups to attain that goal.

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

The Association of American Educators is the largest national nonunion professional educators association. "AAE Code of Ethics for Educators." was developed by the Advisory Board and Executive Committee of AAE. Find out more about AAE, including how to become a member, at [www.aeteachers.org](http://www.aeteachers.org).



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## FORM: CANDIDATE AND COOPERATING TEACHER EXPECTATIONS WORKSHEET

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

Dear Coordinating/Cooperating Teacher\_\_\_\_\_

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

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

### Cooperating Teacher/Student Teacher Statement of Expectations

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

---

COOPERATING TEACHER'S SIGNATURE

DATE

**The Cooperating Teacher's signature indicates agreement with these expectations**

---

PRINT COOPERATING TEACHER'S FULL NAME

---

STUDENT TEACHER'S SIGNATURE

DATE

---

PRINT STUDENT TEACHER'S FULL NAME



## FORM: SED 660 Progress Report

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

Student Teacher e-mail \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher e-mail \_\_\_\_\_

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

COURSE		
CLASS ASSIGNMENT		
PERIOD	TIME	DATE
COURSE		
CLASS ASSIGNMENT		
PERIOD	TIME	DATE

### MEETING TIMES

What day and time are the cooperating teacher and student teacher available for conferences and planning? What day and time will the student teacher and cooperating teacher meet each week?

**FORM: SED 660 MID-SEMESTER\***  
**STUDENT TEACHING REQUIREMENTS**

**Credential Candidate and Cooperating Teacher**

Senate Bill SB 2042 requires 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 \_\_\_\_\_

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CREDENTIAL CANDIDATE Print and Sign Your Name

---

COOPERATING TEACHER Please Print and Sign Your Name

---

UNIVERSITY SUPERVISOR Please Print and Sign Your Name.



**FORM: Three Semester Student Teaching Agreement**  
**(Suggested) Cooperating Teacher / Student Teacher Expectations**

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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:

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COOPERATING TEACHER'S SIGNATURE DATE

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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

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.

## 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).

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## Evaluation Report For Observations And Documents (EROD)

**University Supervisor:**

**Coordinating 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
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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
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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
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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
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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
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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
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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
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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
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## 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
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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
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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
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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
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5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom.

N/A	1	2	3	4
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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
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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
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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
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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
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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
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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
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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
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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
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**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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

N/A	1	2	3	4
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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
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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
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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
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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
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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
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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
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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
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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
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UNIVERSITY  
SUPERVISOR/  
COOPERATINGTEACHER/  
SITE SUPERVISOR

\_\_\_\_\_  
SIGNATURE (PRINT NAME) DATE

CANDIDATE TEACHER

\_\_\_\_\_  
SIGNATURE (PRINT NAME) DATE

Note: Confirmation of

