

Single Subject Credential Intern Teacher Guide

2024-2025



**San Francisco State University
Department of Secondary Education Field Placement Office
1600 Holloway Avenue, Burk Hall 41
San Francisco, California 94132**

Welcome to the Intern Teacher Credential Program!

This guide provides information on each component of the Single Subject credential program, from admission to candidate assessment and submission of your application for a Preliminary Teaching Credential. For further information on Single Subject Credential Program policies, please refer to the Single Subject Credential Student Teaching Handbook.

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WHAT DO I NEED TO KNOW TO BECOME AN INTERN?

The intern program is a two year commitment where the intern teacher takes two to three university courses per semester while teaching. Learning to teach is not for everybody. Compensation might be attractive, but you will need to be extremely well organized and focused to devote two years of your life working at a middle or high school while taking classes to become a credentialed teacher.

Prior experience organizing and working with large groups of adolescents is often very helpful. As an intern in the Single Subject Credential program, you must teach a minimum of two periods and/or a maximum of five periods. In teaching art, music, physical education, or world languages, two of these periods must be taught at the middle or high school level.

To be considered for the Intern Teacher Program, you MUST:

Attend an informational session for intern teachers to determine eligibility and requirements, etc. Check for dates on the Secondary Education Department website. These sessions are held once a month for an hour to an hour and half. The process for becoming an intern teacher is best understood by attending an information session. When you participate in one of these informational sessions, we can determine if you are qualified to be in the program and if you understand the obligations that you will have during the two years.

Becoming an Intern:

To become an Intern you must come to us with a job offer from the school and district. SFSU does not handle employment arrangements.

Getting Started in the Program:

Definitions of the Intern Teaching Credential and the Intern Teaching Program

The *intern teaching credential* is granted (for a limited time) by the California Commission on Teacher Credentialing (CTC) to you and the District where you are hired as an intern. The school district and the California Teacher Credentialing Commission (CTC) decides who will receive an intern teaching credential.

The *intern teaching program* is the set of courses taken at San Francisco State University. When completed, you may apply for a preliminary teaching credential from the CTC. San Francisco State University Department of Secondary Education decides who is admitted to the intern teaching program. There are separate sets of applications and paperwork in both cases.

School District Responsibilities

District administrators are responsible for providing the Commission with the following information:

- A list of intern teachers in their district program.
- The credential program each intern is enrolled in.

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- The courses the intern teacher has taken and completed to support teaching.
- The district coach and supervisor.

The CCTC has determined the hiring requirements: 120 hours of graduate academic coursework (about three 3-unit courses) are required to begin teaching. Preparatory coursework includes pedagogical content knowledge, equity issues in building classroom community, restorative justice, working with English Learners, equitable assessment, grading, and discipline practices. The school and district are required to appoint a guide or coach in their content area and a coach prepared to teach English learners. The intern teacher is also guided and supervised in the field by a SFSU faculty member.

THE SINGLE SUBJECT INTERN PROGRAM

To Begin the Process

The intern teacher applicant must go through the same application process as the regular credential program. Often candidates receive an offer to work from a school district during the summer. If you receive an offer of employment to teach, you need the following apply for the intern teacher credential program:

- Proof that you have met the U.S. Constitution requirement. This requirement has been met if you graduated from a California State University or the University of California. If not, you may need to take a summer course or locate a testing site.
- Proof that you have met the Subject Matter requirements. This can be accomplished by majoring in an approved subject preparation program, majoring in a subject named on the single subject credential, passing the CSET for that subject, or providing a combination of evidence that you have passed one or more of the required CSETs and taken coursework that meets Subject Matter Requirements of any remaining CSET(s).
- Proof that you have passed the CBEST – California Basic Educational Skills Test; possible evidence includes scores on College Entrance Exams, coursework that satisfies the CSU B-4 requirement with a grade of B- or better, or higher level coursework in writing, literacy, or mathematics.
- Proof that you have completed the 120 hours of graduate level education courses that have been approved by faculty and the Commission on Teacher Credentialing.
- A letter or offer of employment from either the principal or from the school district stating you have been offered a teaching position from a public middle or high school or public charter school. SFSU does not handle employment arrangements.

- The school of employment must be within a 20-mile radius of San Francisco State University. You may not work in schools in the vicinity of another California State University, (i.e. Hayward or San Jose). The schools close to them work with their credential programs.

Less than 120 Hours of Graduate Courses

If you begin the credential program in the Fall Semester and you have not yet completed the 120 hours of graduate courses, you will start as a pre-intern teacher. You will arrange with your district to hire you under an emergency credential, or any other title the district can assign you. This will remain your title at least for the first semester, during which you complete the 120 hours of graduate work. You can activate the intern credential (or not) once you have completed the required 120 hours. You would follow the Fall Semester Two-Year Intern Teacher Program course sequence.

Two-Year Intern Teacher Program

The intern teacher program starts in the Fall Semester. The two year program course sequence for beginning students and pre-intern teachers starting in the Fall Semester:

First Semester – Year 1	
Curriculum & Instruction 1 - discipline-based; course numbers will vary (3 units)	
SED 640: Supervised Observation & Participation (3) SED 751: Classroom Environment & Management (3)	<i>These courses must be taken concurrently.</i>

Table 1: Fall Semester schedule of classes and observation/participation.

Second Semester – Year 1
SED 701: Teaching for Equity in Secondary Schools (3)
SED 790: Teaching Multilingual Learners in Secondary Schools (3)

Table 2: Spring Semester schedule of classes

Third Semester – Year 2
SED 720: Critical and Digital Literacy Across Content Areas (3)

Table 3: Fall Semester schedule of classes

Fourth Semester – Year 2	
Curriculum & Instruction 2 - discipline-based; course numbers will vary (3 units)	
SED 660: Supervised Observation & Participation (9) SED 752: Classroom Environment & Management (3)	<i>These courses must be taken concurrently.</i>

Table 4: Spring Semester schedule of classes and observation/participation

Three Semester Intern Program

An alternative is to start the program in the Spring. You can apply to enter the program in the Spring Semester as a regular student in the Three Semester Program and then switch to the Intern Teacher Program in the Fall Semester. By taking two courses in the Spring Semester and one in Summer Session, the 120-hour graduate course requirement will be completed.

Providing you have met the coursework and other requirements (CBEST - California Basic Educational Skills Test; U.S. Constitution Test; subject matter competency), you will be eligible to be hired with the Intern Teaching Credential in the Fall Semester and you can then switch into the SFSU intern teaching program. Remember, you apply through your school and district for the intern credential. SFSU does not handle the employment arrangements.

The 1½ year program course sequence starting in the Spring Semester:

<i>First Semester- Early Start Spring Semester</i>
SED 701: Teaching for Equity in Secondary Schools (3)
SED 790: Teaching Multilingual Learners in Secondary Schools (3)

Table 5: Spring Semester schedule of classes.

<i>Summer Session</i>
SED 720: Critical and Digital Literacy Across Content Areas (3)* *This course is taken during the summer fulfills the 120 hour graduate course requirement. It is possible to take the course in the Fall Semester along with courses in <i>Table 7</i> , but that will not allow you to apply for the Intern Teaching Credential until the 120 hour graduate course requirement is met.

Table 6: Summer Session

After the SED 701, SED 790 and SED 720 courses are completed, obtain a letter or offer of employment from a principal or your district human resources department stating you have been offered a teaching position in a public middle or high school, or public charter school. A new letter of hire should have the dates when the intern teaching credential was activated.

You will then apply and enroll in the Intern Teacher Program and continue taking these courses:

<i>Fall Semester</i>	
Curriculum & Instruction 1 - discipline-based; course numbers will vary (3 units)	
SED 640: Supervised Observation & Participation (3) SED 751: Classroom Environment & Management, Intern Section (3)	<i>These courses must be taken concurrently.</i>

Table 7: Fall Semester schedule of classes and observation/participation.

Spring Semester	
Curriculum & Instruction 2 - discipline-based; course numbers will vary (3 units)	
SED 660: Supervised Observation & Participation (3)	<i>These courses must be taken concurrently.</i>
SED 752: Classroom Environment & Management (9)	

Table 8: Spring Semester schedule of classes and observation/participation

The table provides further information about the Curriculum and Instruction courses, which are organized by Subject Area.

<u>Curriculum & Instruction I Courses–Fall Semester (only)</u>	<u>Curriculum & Instruction II Courses–Spring Semester (only)</u>
Art EDUC 750	Art EDUC 751
English 713	English 714
Mathematics: SED 759 (Baldinger)	Mathematics SED 769 (Baldinger)
Music 760	Music 761
Physical Education: KIN 750	Physical Education: KIN 751
Science: SED 759	Science: SED 769
Social Science: SED 759 (Fogo)	Social Science: SED 769 (Fogo)
World Languages: MLL 750	World Languages: MLL 751

Table 9: Curriculum and Instruction courses by subject area

Early Completion Option (ECO)

This option is intended to provide individuals who have the requisite skills and knowledge an opportunity to challenge the course work portion of a Single Subject Intern Program.

- The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- Fulfillment will be determined and evaluated by Department Chair and/or Credential Analysts. All program requirements must be met and aligned to CTC standards.

University and Intern Teacher Responsibilities

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

You are required to follow school district rules and regulations in addition to the rules and regulations of the intern credential program. The school district and the school also have an obligation to support your work in the program and cannot ask you to fulfill duties that will interfere with your attending classes (exceptions are Back to School events or emergencies) or impose restrictions that will prevent you from completing required assignments. After school activities, coaching, and events must be avoided if these interfere with university course classes.

Does the program offer online courses?

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Some, but not all courses are offered online and enrollment is on a first come, first served basis. Other courses are hybrid with class sessions online and others in person, and some courses are only available in-person on campus. If an online course is offered and you prefer to sign up for one, apply for admission early to enroll in the desired courses. The course catalogue will indicate how each course section will be taught.

What is the edTPA?

The Education Teacher Performance Assessment (edTPA) is an assessment that every candidate in the program must pass to qualify for a preliminary teaching credential. You should plan to submit the edTPA during your last semester before completion of the program.

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative evaluation designed to assess a candidate's proficiency in all six of California's Teacher Performance Expectations and thus, their readiness to teach in California's diverse classrooms. The courses in our Single Subject Credential program are designed to prepare you with the pedagogical content knowledge, community building and teaching skills you will need to demonstrate for this performance assessment. During your classes, you will become familiar with the tasks you will need to complete and submit for evaluation of your selected teaching event.

You will submit a video of a recorded lesson and all supporting lesson and assessment plans to Pearson Publishing (vendor for the edTPA) 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 must be your own. You will be required to sign a document indicating that the work on the edTPA is strictly your own. There is a cost associated with this assessment. Further information about the Teacher Performance Assessment will be provided during the program.

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

All courses include readings and assignments designed to prepare students to complete the state required performance assessment (edTPA) during their final Spring Semester.

Do I need to complete the EFE (Early Field Experience) as part of the application as an Intern?

Verification of 20 hours of early field experience is part of the application to ensure applicants want to teach their content area in the current context of public schools. Often future interns fill this requirement with substitute hours.

When is the application for Cal State Apply due?

Complete the enrollment application on [CalState Apply](#). The admission deadlines for the Fall Semester is February 15th, and for the Spring Semester, November 15th. If the application deadline has passed, interested candidates can still contact the department (seced@sfsu.edu) for consideration of a late application on a space available basis. Given the current demand for teachers the department is open to consideration for late admissions but will take into consideration how complete the application materials are. A particularly important piece of the application that must be complete before admission is the California State Certificate of Clearance.

FIELD SUPERVISION

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

SED 640 and 660 Concurrent Course Requirements

During the first Fall Semester, interns or pre-interns take SED 640 and SED 751 concurrently, and during the final Spring semester they take SED 660 and SED 752. In either case, to earn credit, interns must pass both courses.

SED 640 and SED 660 are not classes. They are supervised field experience including observation, consultation, support, and assessment of your teaching by faculty and supervisors.

Field Observations Fall Semester (SED 640)

Program faculty will provide students six observations during SED 640 (to be taken during the first Fall Semester). Two of these assessments are through videos of a lesson or portion of a lesson to be observed, one by their SED 751 instructor, the other by their Curriculum & Instruction instructor. University supervisors will do four visits, and these can be done via recording, zoom or in person.

Mid-August to mid-September:

- University supervisor meets with pre-interns and interns to introduce Teacher Performance Expectations (TPEs) for formal evaluation and logistics of supervision.

Mid-September to mid-October

- University supervisor observes classroom instruction. [FORM D or E]
- Video clip rubric review of classroom instruction in SED 751
- Video clip rubric review in Curriculum and Instruction seminar of classroom instruction takes place. This video clip should be different from video clip used in SED 751.

Mid-October to early December

- University supervisor observes one class period. [FORM E]
- University supervisor reviews final SED 640 Evaluation Report in an exit meeting.

Field Observations Spring Semester (SED 660)

During SED 660 (taken in the second Spring Semester), faculty will provide six observation/visits. Two of these will be via video recording for assignments in the Curriculum and Instruction and SED 752 courses. University supervisors will do at least four observation/evaluations.

Late January or Early February

- University supervisor reviews SED 640 final evaluation and TPE-based expectations for SED 660 with the Student Teacher.

February and early March

- University supervisor initial Observation(s)/Evaluations [FORM D OR E]
- Video clip and lesson plan review in Curriculum and Instruction seminars. [TPE based evaluation]
- Video clip and review in SED 752 Seminar.

Mid-March to early April

- District mentor/coach mid-semester Evaluation [FORM D OR E]
- University supervisor mid-semester Observation/Evaluation [FORM E]

April to mid-May

- University supervisor final Observation [FORM E]
- District mentor/coach observation [FORM E]
- University supervisor reviews 660 final Evaluations in exit meeting and signs off on the student teacher's Individual Development Plan as a beginning teacher.

Grading in SED 640 and SED 660

If there are differences in opinion between a candidate's site administrator or coaches and university supervisor over questions of student progress and/or student grades, a second university supervisor will be asked by the Department Chair to observe the pre-intern/intern candidate to resolve the differences.

Repeating SED 660

If a student must take a leave, (family emergency, illness, accident, pregnancy, change in grade level and class assignment, or other equally serious disruption out of the control of the student), during the 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 or SED 752 the following year.

Students may petition the Department Chair to repeat SED 660, if there is a serious disruption out of the control of the student.

In the case of Art, Music, and specific world languages, the program may only offer these small C&I seminars only 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.

Submission of required documentation of evaluations

It is the responsibility of the intern teacher to assure that the written evaluations of their teaching (including at least two long form evaluations) from the university supervisor are submitted to the Field Placement Coordinator.

**COMPLETING THE PROGRAM
APPLYING FOR A PRELIMINARY SINGLE SUBJECT CREDENTIAL**

Program Requirements:

The SF State Single Subject Credential program has four components which student teacher candidates must successfully navigate to complete the program and apply to the California Commission on Teacher Credentialing (CCTC) for a Single Subject Preliminary Credential. Candidates must:

1. Meet all program prerequisites; CBEST, CSET, and US History and Constitution requirements.
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.
4. Pass the State-mandated teacher performance assessment (edTPA).

One further requirement:

CPR 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. Notice: Online CPR courses are not accepted. You may contact the 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.

Congratulations! You have completed the requirements for a preliminary single subject credential in your subject area. This will include the English Learner (EL) Authorization; Cross-cultural, Language, and Academic Development (CLAD) Certificate; the California English Language Development Standards (CA ELD Standards); and the Specially Designed Academic Instruction in English (SDAIE). The preliminary credential is valid for five (5) years. The school district of your employment will provide instructions on completing the next step toward earning a clear credential.

More questions?

Please contact me if you have other questions or need assistance in the program:

Guilaine Salomon, Field Placement Coordinator
Burk Hall 41
(415) 338-2800
guilaine@sfsu.edu

SCHOOL EMPLOYEE CODE OF CONDUCT WITH STUDENTS

(SFUSD Student and Family Board Policy 4019, 4019.1)

The San Francisco Unified School District Board of Education expects all employees to exercise good judgment and maintain professional standards and ethical boundaries when interacting with students. This Code of Conduct with Students contains sections from applicable Board Policies that apply specifically to adult interactions with students. This is not intended to be an exhaustive list of unprofessional conduct and employees are encouraged to view the complete Board Policy documents by using the links and references below.

Inappropriate employee conduct includes, but is not be limited to:

VIOLATIONS OF PROFESSIONAL STANDARDS

1. Engaging in any conduct that endangers students, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Using profane, obscene, or abusive language against or in the presence of students
5. Retaliating against a student who voices a concern or makes a complaint about an adult's behavior

VIOLATIONS OF PROFESSIONAL ADULT/STUDENT BOUNDARIES

1. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, electronic, or physical relationship with a student
2. Being alone with a student without a legitimate educational purpose
3. Inviting a student to the employee's home or visiting the student's home without a legitimate educational purpose
4. Maintaining personal contact with a student outside of school by electronic communications, including social media, or other means without including the school principal and/or the student's parents/guardians
5. Singling out a student for personal attention, using personalized terms of endearment, disclosing the adult's personal, sexual or private concerns, and/or encouraging students to confide personal or family problems with no legitimate educational purpose
6. Touching students or initiating inappropriate physical contact without a legitimate educational purpose
7. Transporting student(s) in a personal vehicle in a non-emergency situation and without written authorization
8. Dating, flirting, or otherwise attempting to form a romantic or sexual relationship with any student, regardless of the student's age

9. Making sexual slurs, sexual jokes, engaging in sexual banter, innuendo, or writing sexual notes to students
10. Leering, or making personal comments about a student's body
11. Displaying or transmitting sexual objects, pornography, pictures or depictions to a student

DUTY TO REPORT

Any employee who observes or has knowledge of inappropriate conduct between another employee and a student shall immediately report such conduct to the site administrator or Assistant Superintendent. An employee who has knowledge of or suspect's child abuse or neglect shall file a report pursuant to SFUSD District policy and SFUSD Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting.

-SFUSD Student and Family Handbook 2022

Note: Regardless of the school district of hire, these policies affect you and your students. Please read these and adhere to these policies.

APPENDIX – REQUIRED FORMS

Short Evaluation Form for use mid-semester

There are two Short Evaluation Form options for university supervisors:

- **FORM D₁** - The evaluator may use this form for early observations in SED 640 and for mid-semester observations in SED 660. This is not to be used for the final observation.
- **FORM D₂** - The evaluator may use this form or the standard Evaluation Form for mid-semester evaluations. This is not to be used for the final observation.

The Evaluation Form (FORM E) is required class observation in SED 640 and the final observation in SED 660. The evaluation is to be discussed with the student teacher before it is submitted to the university supervisor for review, who will in turn forward the report to the Field Placement Office.

The Evaluation Form – Long Form (EROD)

- **FORM E** - The university supervisor must use this form for the observation in SED 640 and the final evaluation in SED 660. This form may be used for mid-semester evaluations. The evaluation is to be discussed with the student teacher before it is submitted to the university supervisor for review, who will in turn forward the report to the Field Placement Office. Credential candidates should keep copies of all evaluation forms, especially the final evaluation form for SED 660 Student Teaching. This final evaluation form includes a statement of the credential candidate's Individual Development Plan (IDP) which districts reference when providing support for beginning teachers



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FORM D₁ - Short Evaluation Form

This form may be used for first early observations in SED 640 and for mid-semester observations during SED 660. The Evaluation Form (FORM E) is required for the 3-day class observation in SED 640 and the final evaluation in SED 660.

Student: _____ Observation Date: _____

Supervisor: _____ Subject: _____

Observation context:

- ☐ In person classroom session
- ☐ Video Recording
- ☐ Attended online class session

Focus TPE(s) assessed: State specific TPE(s) along with performance level for each. (Add rows to table if needed).

Specific TPE x.x	Brief Description (underlined part of TPE description)	*Perform Level

*Performance level:

- 1: Candidate is not yet making progress toward proficiency in implementing.
- 2: Candidate is developing expected proficiency in implementing TPE_.
- 3: Candidate meets expected proficiency in implementing TPE_.
- 4: Candidate exceeds expected proficiency in implementing TPE_.

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Brief description of observation:

Recommendations for Candidate referencing evidence from the observation aligned with the focus TPE(s):

UNIVERSITY SUPERVISOR/
SITE SUPERVISOR

SIGNATURE

PRINT NAME

DATE

CANDIDATE TEACHER

SIGNATURE

PRINT NAME

DATE

Submit completed report to: the university supervisor for review, who will in turn forward the report to the Field Placement Office.

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

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Mid-Semester Evaluation Form D₂

(NOTE: The evaluator may use this form or the standard Evaluation Form for mid-semester evaluations. This is not to be used for the final observation). This evaluation form is based on the California “Teaching Performance Expectations” (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:

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

Important Notes:

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

**Evaluation Report For Observations And Documents (EROD)****University Supervisor or Site Supervisor:****Candidate's Name:**

Last Name

First Name

Evaluation Date:**Academic
Year****Semester:****Fall****Spring****Placement:**

District

School

Area of Instruction:

Grade Level

Subject



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
---	---	---	---

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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Overall Score _____

Comments:



TPE 2 - Creating and Maintaining Effective Environments for Student Learning

Score Legend:

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

The teacher candidate as a beginning teacher:

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

N/A

1	2	3	4
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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
---	---	---	---

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:

**Overall Teaching Effectiveness Assessment – Individual Development Plan (IDP)****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 email sent/received from the sender/recipient will be accepted in lieu of original, wet ink signature.





Graduate College of Education - SFSU
Department of Secondary Education



SAN FRANCISCO
STATE UNIVERSITY

The Evaluation Form

(**NOTE:** This form may be used for mid-semester evaluations. It must be used for the final observation). This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:

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

Important Notes:

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

**Evaluation Report For Observations And Documents (EROD)****University Supervisor or Site Supervisor:****Candidate's Name:**

Last Name

First Name

Evaluation Date:**Academic
Year****Semester:****Fall****Spring****Placement:**

District

School

Area of Instruction:

Grade Level

Subject



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
---	---	---	---

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
---	---	---	---

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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Overall Score _____

Comments:



TPE 2 - Creating and Maintaining Effective Environments for Student Learning

Score Legend:

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

The teacher candidate as a beginning teacher:

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

N/A

1	2	3	4
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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
---	---	---	---

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
---	---	---	---

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
---	---	---	---

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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 COOPERATINGTEACHER/
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