





**SAN FRANCISCO  
STATE UNIVERSITY**

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 Office of Student Field Placement 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 your 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 coursework, 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, coursework, 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. University supervisors and cooperating teachers are essential members of the student teacher training collaborative. Building a solid relationship with your university 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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This handbook provides information on each component of the Single Subject credential program, from admission and student teaching placement to candidate assessment and submission of your application for a Preliminary Credential.

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## **SINGLE SUBJECT CREDENTIAL PROGRAM OVERVIEW**

The faculty has designed the Single Subject Credential Program to meet state and federal teacher education requirements and to prepare candidates for teaching in our urban public schools. The State of California Commission on Teacher Credentialing (CTC) requires that candidates for Preliminary Single Subject Credentials demonstrate mastery of six Teacher Performance Expectations (TPEs):

1. Making subject matter comprehensible to students.
2. Creating and maintaining effective environments for student learning.
3. Understanding and organizing subject matter for student learning.
4. Planning instruction and designing learning experiences to engage all students.
5. Assessing student learning.
6. Developing as a professional educator.

The Commission also requires that future teachers experience a full school year observing and student teaching in a public school.

### **Description of Program:**

**Starting in the Fall Semester:** The program requires 33 units of coursework. Students who start in the Fall Semester and plan to complete the program in one academic year take five classes (see Table 1), four are regular academic classes and one SED 640 Supervised Observation. The credential student will be placed at a middle or high school where they will observe and participate in classes and school activities for a minimum of 160 hours.

<b><i>First Semester</i></b>	
Curriculum & Instruction 1 - discipline-based; course numbers will vary (3 units)	
SED 640: Supervised Observation & Participation (3)	<i>These courses must be taken concurrently.</i>
SED 751: Classroom Environment & Management (3)	
SED 701: Teaching for Equity in Secondary Schools (3)	
SED 720: Critical and Digital Literacy Across Content Areas (3)	

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

In the Spring Semester, continuing students start student teaching (SED 660) in two of the classes they have been observing and take three regular academic courses (Table 2). In addition to the classes they teach, student teachers are required to spend another five hours per week at their school site. This provides time to work on planning, attend meetings, and collaborate with others.



Second Semester	
Curriculum & Instruction 2—discipline-based; course numbers will vary (3 units)	
SED 660: Student Teaching- Single Subject (9)	These courses must be taken concurrently.
SED 752: Professional Perspectives & Practices (3)	
SED 790: Teaching Multilingual Learners in Secondary Schools (3)	

*Table 2: Spring Semester Schedule of classes and student teaching*

Table 3 (below) provides further information about the Curriculum and Instruction courses, which are organized by Subject Area.

<u>Curriculum &amp; Instruction I Courses–Fall Semester (only)</u>	<u>Curriculum &amp; 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 3: Curriculum and Instruction courses by subject area*

### **Starting in the Spring and Completing the Program in Three Semesters**

Students who start in the spring semester take two required courses, SED 701 and SED 790 and complete 80 of the required observation hours in a public school. They may also choose to take SED 720 during a Summer Session. Starting in the Spring Semester allows more flexibility in scheduling during the following year, especially important for students who need to work part-time and/or have family obligations.

### **DETERMINING YOUR FIELD PLACEMENT**

The Field Placement Coordinator is responsible for arranging and overseeing the school placements for all credential candidates in the program. Shortly after admission to the program the Field Placement Coordinator will contact you to set up a school placement interview. At the school placement interview, you will have a chance to discuss the requirements for school placements and school placement options in relation to your subject preparation and other strengths, geographic considerations, and other preferences.

Candidates are expected to work with 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.

Following this initial meeting, the Field Placement Coordinator will set up dates for the candidate to meet with school administrators and prospective cooperating teacher(s) at a middle or high school. The Field Placement Coordinator will also provide guidelines on how to prepare for that experience. This meeting should be seen as a job interview where you are applying to be a student teacher in their school.

Given the current shortage of teachers and therefore of potential cooperating teachers, flexibility in your preferences is important. Do be aware that District and school personnel check candidates' information on social media and your placement may be based on what and how you communicate on these platforms.

If the first interview does not lead to a placement for student teaching, the Placement Coordinator will arrange for an interview with another school. The program will provide two opportunities for placement as a student teacher but does not arrange placement interviews beyond that.

**Note: The public school year often begins before and ends after SF State's academic year.** The Placement Coordinator places incoming student teachers in school sites before the Summer Break so they can observe and participate from the beginning of a school year through the entire school year.

#### **FIELD PLACEMENT FALL SEMESTER**

Observation/Participation (SED 640)

Instructor: Your SF State Supervisor

#### ***Weeks One to Four (mid-August to mid-September)***

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 both in and outside their discipline with particular attention to classroom management, teaching strategies, teacher demeanor and teaching styles, and faculty and staff relationships and collaboration.
- Meet all departmental teaching staff and discuss advice, strategies, and teaching experiences with as many as teachers as possible.
- Meet and confer with administrators, school counselor(s), librarian, secretarial and clerical staff, janitorial staff, security personnel, and other support personnel.
- Meet with university supervisor and cooperating teacher(s) to outline expectations for formal evaluation, aligned with the Teacher Performance Expectations.

#### ***Weeks Five to Eight (Mid-September to mid-October)***

Student teachers focus their observations on classes in their discipline and actively participate in the classes they will probably teach during the Spring Semester (SED 660). Decisions about cooperating teachers are confirmed during this time. By the end of September, you should be in front of the class teaching as often as your cooperating teacher(s) allow. You may start with 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 Semester and serves as preparation before the three-day solo teaching exercise.

- Cooperating Teacher(s) guide the student teacher's participation by ensuring that the student teacher contributes to and learns from classroom experiences (i.e. tutoring, small group instruction, co-teaching, collaborative lesson planning, after school experiences, administrative tasks, etc.)
- The student teacher builds a working relationship with the Department Chair and the assistant principal in charge of curriculum to assure collaboration with and approval of a cooperating teacher in the student teacher's content area.
- Student teacher provides a video clip of articulated instruction for review in SED 751.
- Student teacher provides a video clip\* of articulated instruction for review in their Curriculum and Instruction seminar.
- University supervisor observes the student teacher providing articulated instruction (e.g., warm-up, small group instruction, co-teaching, or teaching part or an entire lesson) before the three-day solo.

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

### ***Weeks Nine to Fifteen (Mid-October to early December)***

Student teachers gradually assume more demanding classroom support responsibilities, including co-teaching or teaching lessons and co-directing or directing activities. Work with the cooperating teacher to plan and schedule the three-day solo teaching between mid-October and by the first week in December. The university supervisor will submit grades before end of the SFSU semester. It is best to complete the three-day solo before the Fall Recess in November.

- The student teacher plans the lesson which will be delivered over three consecutive class days (or equivalent for block schedules), with the guidance and approval of their cooperating teacher.
- Schedule and plan the lesson with your cooperating teacher well ahead of the deadline and discuss the date with your university supervisor.
- At least one week before the three-day solo teaching experience, the student teacher will present copies of their detailed three-day lesson plan to their cooperating teacher and university supervisor.
- Should problems arise, immediately contact the university supervisor.
- The cooperating teacher and university supervisor will observe and prepare a full evaluation (FORM E) of your lesson. The university supervisor observes one class period of the three-day solo.
- Continue to observe and participate and prepare your lessons for the coming semester.
- University supervisor reviews final evaluation during an exit meeting.

***Weeks Sixteen to Twenty-Two (Between SF State semesters December and January)***

Congratulations! You are at the half-way point in the credential program. For schools that begin the second semester in early January, devote yourself to planning, discussing, and revising lessons during the Winter Break for the classes you will start teaching. If the new semester starts in late January, continue observation and participation while planning for the new school semester with your cooperating teacher.

January is often the best time to complete the *Observing (Shadowing) Your Cooperating Teacher for Two Weeks* (FORM C) for one of your cooperating teachers. During the two weeks the student teacher:

- Observes their cooperating teacher throughout each teaching day for two full weeks.
- Assists their cooperating teacher (but does not assume primary responsibility for instruction) in classes that the candidate is not teaching.
- Continues with their own assigned classes through their two-week observation.

**FIELD PLACEMENT SPRING SEMESTER**

Student Teaching (SED 660)

Instructor: Your SF State University Supervisor

The Student Teaching (SED 660) 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 prerequisites, required classes (SED 701, 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 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 pause their teacher preparation.

Credential candidates must also enroll in SED 752 Professional Perspectives and Practices, concurrently with SED 660. During SED 660, credential candidates have instructional responsibilities for two classes in their content area for the entire school semester.

**Lesson Planning**

The Curriculum and Instruction professors will be working with you on developing lessons plans for student teaching. Schools and districts may have their own template or format for lessons plans. You should use the plan or format that your cooperating teacher recommends.

**Block vs. Regular Session Classes**

In the Spring Semester, all student teachers must teach two different classes regardless of whether they have been assigned to teach block classes or regular classes.

### **Course Objectives: SED 660 Student Teaching**

- To develop and reflect on their pedagogical knowledge, skills, and abilities considering the Teacher Performance Expectations (TPE)
- To recognize and use state adopted student academic standards and the curriculum framework for the content area.
- To assist all students, particularly ELL students, with literacy skills.
- To develop an understanding of the school wide environment and teacher responsibilities beginning with faculty orientation and continuing with 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 (with the support of other SFSU coursework) the edTPA.

### **Observations and Evaluations**

During SED 660 the credential program provides at least six opportunities where you will receive feedback on your teaching. Your university supervisor handles most of these. In addition, other faculty including your Curriculum and Instruction and SED 752 seminar faculty, will observe and evaluate your classroom teaching via video.

#### ***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***

- Cooperating teacher mid-semester Evaluation [Form E]
- University supervisor mid-semester Observation/Evaluation [Form E]

#### ***April to mid- May***

- University supervisor final Observation [Form E]
- Cooperating teacher(s) [Form E]
- University supervisor reviews SED 660 final Evaluations in exit meeting and signs off on the student teacher's Individual Development Plan as a beginning teacher.

Note: University supervisors may request videos of student teaching in lieu of in-person observations. Subject area supervisors for Music and PE provides additional observations.

### **Submission of Documentation**

All required documentation must be submitted to the Field Placement Coordinator.

### **Plan for the heavy workload during SED 660 Student Teaching.**

During the Spring Semester, student teachers in the two-semester program are enrolled 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. Student teachers are also required to spend the equivalent of an additional hour per day at their school sites.

Additionally, during March and April student teachers prepare for the State of California required performance assessment (edTPA). Depending on your responsibilities, additional planning in advance is necessary to meet the time demands.

### **As a student teacher your responsibilities include:**

#### Instruction:

1. Assuming instructional responsibility for two distinct classes (preferably 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. Demonstrating competence to your university supervisor in all classroom-based Teaching Performance Expectations (TPEs).

#### Planning:

1. Developing and implementing semester long instructional plans for two classes in your subject area, which require different content and/or grade level preparation.
2. Maintaining and organize a Teacher Folder for each class that includes:
  - a. A syllabus
  - b. A semester plan
  - c. Unit plans
  - d. Daily lesson plans

#### Professional obligations:

1. Attending department, planning, and grade level meetings.
2. Establishing phone contact with your cooperating teacher(s) and university supervisor.
3. Conferring regularly with your cooperating teacher(s).
4. Attending professional development days and other meetings related to your teaching assignment.
5. Respecting and adhering to all school policies and procedures, including grading, incident reports, teacher absence and late arrival rules.

6. Dressing in appropriate professional attire for all teaching and school functions.
7. Remaining professional with students, maintaining the highest ethical and moral standards in your relationships with students.
8. Establishing and maintaining good relations with teachers, administrators, and staff at your school site and school district.

**As a student in the SF State credential program your responsibilities include:**

1. Clarifying all questions with your university supervisor and the Field Placement Coordinator.
2. Establishing and maintaining an SFSU email account, and possibly a school account, checking them daily, and responding promptly.
3. Keeping a personal log of your school visits and observations.
4. Keeping an observation schedule with your cooperating teacher and university supervisor.
5. Discussing course schedule conflicts with your cooperating teacher and the Field Placement Coordinator.
6. In the event of a crisis or serious illness, contact your cooperating teacher and the Field Placement Coordinator as soon as possible.
7. Keeping up with all coursework, coordinating scheduling with cooperating teacher(s), university supervisor and instructors.

**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 the principal or assistant principal and to follow school emergency procedures. Student teachers must immediately report any incident to their SFSU university supervisor and the Field Placement Coordinator.

**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



## ***Single Subject Credential Program @ SF State Student Teacher Handbook 2024-2025***

Commission on Teacher Credentialing (CCTC) for a Single Subject Preliminary Credential. Candidates 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.
4. Pass the State-mandated teacher performance assessment (edTPA).

### **One further requirement:**

**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.

Notice: Online CPR courses are not accepted. 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.

**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.

## **SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES**

### **Substituting During Student Teaching Assignment**

Because of the demands of courses and fieldwork in the credential program, the Department of Secondary Education generally recommends that candidates do not substitute teach while completing the program. However, there are some exceptions to this general recommendation.

While taking SED 640 or SED 660, student teachers may substitute for their cooperating teacher in case of their absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND has the prior approval of their university supervisor and their cooperating teacher.

Candidates who hold a 30-day substitute permit may be allowed to substitute in their subject area in the school where they are student teaching under the following conditions:

- Student teachers may substitute during the first semester of the credential program; however, these hours cannot be counted towards the 160 hours of observation required for SED 640. Always consult with the Field Placement Coordinator.

## ***Single Subject Credential Program @ SF State Student Teacher Handbook 2024-2025***

- Substituting during the student teaching semester (SED 660) is ONLY permitted with authorization from the Field Placement Coordinator and then only for a limited number of hours per week.
  - Student teachers must continue student teaching their regular classes while substituting.
  - If one of the cooperating teachers is absent, they must plan for another school employee to cover the class time the student teacher teaches in a second cooperating teacher's classroom.
- If for any reason, the university supervisor or the Field 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 & SED 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.

### **Field Placement Issues**

The Field Placement Coordinator identifies potential field sites and cooperating teachers. Candidates interview with administrators and teachers in the schools for student teaching placements. At the beginning of the field placement process, all candidates will have opportunities to interview at two school sites for a potential student teaching field placement. The selection decision is often based on how well the candidate presents themselves professionally. School site administrators and cooperating teachers make the final decision to accept or decline the placement.

If after two student teaching field site interviews, the candidate does not secure a placement or if the candidate does not secure a placement by October 15<sup>th</sup>, they will withdraw or receive NC (no credit) for SED 640. To complete the course the candidate would have to return the following Fall Semester. During the following Fall Semester, the candidate who is repeating SED 640 would again be given opportunities to interview at two school sites for a potential student teaching field placement. If they succeed in obtaining a placement and pass SED 640, they can proceed to SED 660 in the Spring Semester. However, if they are not successful in obtaining a placement after two interviews by October 15<sup>th</sup>, they would again earn NC (no credit) for SED 640. At that point, the student may withdraw from the program or be disenrolled through the multi-level declassification process from the Single Subject Credential program.

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

If a student teacher has problems with the first placement or if the school (cooperating teacher or principal) requests the student leave the placement, the Department Chair, Field Placement Coordinator and, if possible, the university supervisor will meet with the candidate to evaluate

the specific circumstances. If school personnel (cooperating teacher or principal) request the student leave the placement, they need to document their reasons for doing so.

After being requested to leave a placement, the student will earn a NC (no credit) in SED 640 or SED 660. The Department Chair, in consultation with the Field Placement Coordinator, university supervisor and relevant faculty members (if possible), will decide 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 their 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.

### **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, SED 660)
- Dispositional difficulties (e.g., inappropriate actions and/or behaviors in classrooms, the school site, or the school district)

Situations may also arise in which faculty members must take immediate action. Such situations may include candidates who:

- Demonstrate serious difficulties at the very end of the semester.
- Pose a clear danger to themselves or others.
- Make threats, commit ethical breaches, or exhibit behaviors, which reveal unsuitability for teaching.

If academic, field placement, practicum or dispositional difficulties arise, faculty members will attempt to support the candidate with the protocol outlined in the following:

### **Student Has Academic Difficulties**

1. Identification: Faculty member identifies difficulties 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 may be disenrolled through the multi-level declassification process.

#### **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 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 through 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 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 (no credit) for SED 640. The student may withdraw, or the Chair of the Department of Secondary Education may appoint a three-member faculty panel to consider declassification from the program.

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

1. If a candidate fails to successfully complete SED 660 Student Teaching due to dispositional reasons, failure to communicate well, failure to complete lesson planning, student assessment or any other reason leading to the view of the cooperating teacher and university supervisor that their teaching was not at a passing level, the student will earn a NC (no credit) 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 a CR (credit) or NC (no credit).

If a candidate is asked to leave a placement due to the candidate's behavior, they will automatically earn a NC (no credit) for SED 660. Since success in the credential is based upon student teaching as well as in their academic classes, if the student does not pass student teaching, the student may withdraw from academic classes or is subject to be disenrolled through the multi-level declassification process. Students may request to stay and complete SED 790, which may be granted by the Department Chair.

2. If, however, the candidate is asked to leave a placement in the Spring Semester 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:
  - a. Enroll in SED 640, Interview 1 – school site says no (with documentation that the reason was due in part to the candidate's disposition)
  - b. Enroll in SED 640, Interview 2 – school site says no (with documentation).
  - c. If a student has not secured a placement after two interviews, with documentation from the school site, they will receive a NC (no credit) in SED 640, and the student may withdraw from the program, or if necessary, the Department Chair will appoint a Declassification Panel.

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:

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), they are subject to receiving a NC (no credit) 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 their school site, the student will receive a NC (no credit) 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 (no credit) 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 cannot transfer to another SED program (intern or regular program).

### **Teacher Assessment**

Before a student teacher candidate may apply for a Single Subject Credential, they must meet all program prerequisites, successfully complete all academic courses, successfully complete student teaching, and pass the State-mandated teacher assessment process. All student teacher candidates must successfully complete and pass all sections of the edTPA or they may not apply to the CA Department of Education for their preliminary Single Subject Credential.

### **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. The dress code is part of TPE 6.

## **MAKING PROGRAM CHANGES**

**To a new Cooperating Teacher**

**To a new school**

**To take a leave of absence**

**To the Intern Program**

To make any of the above changes you need to need to communicate with your university supervisor and the Field Placement Coordinator.

When making a change, be mindful of the responsibilities delineated in Teaching Performance Expectation 6. 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.

If you plan to transfer in or out of the Intern Program, you need to consult with your cooperating teacher or coach, department chair, assistant principal, principal, SFSU university supervisor and the Field Placement Coordinator. Should you anticipate or have trouble communicating with the required parties, immediately contact the Field Placement Coordinator to develop a communication strategy, facilitate contacting the concerned parties and assist you in other aspects of your transition.

Student teaching evaluations will reflect the timely and effective steps you take to plan and communicate your decision to transfer programs or 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.

## **OUR COOPERATING TEACHERS**

Cooperating teachers and university supervisors take time prepare, and support credential candidates, so that they will be prepared to teach their second semester. Our cooperating teachers receive no financial compensation for the work they do with 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 in your interactions with them.

*This Handbook is subject to change without notice.*



## **Appendix – Required Forms**

### **A. Student Teacher Observation Log**

Chart the hours the student teacher observed cooperative teachers and other activities at the school site. A minimum of 160 hours is required before the end of the Fall Semester.

**Submit by the end of Fall Semester to:** Guilaine Salomon, Field Placement Office, SFSU, Burk Hall 41, [guilaine@sfsu.edu](mailto:guilaine@sfsu.edu).

### **B. End of First Semester Progress Report & Teacher Expectations**

Complete this report before beginning the final semester of student teaching for each class you plan to teach. Review and sign this with your cooperating teacher(s).

**Submit by the end of Fall Semester to:** Guilaine Salomon, Field Placement Office, SFSU, Burk Hall 41, [guilaine@sfsu.edu](mailto:guilaine@sfsu.edu).

### **C. Observing (Shadowing) Your Cooperating Teacher for Two Weeks**

The California Commission on Teacher Credentialing, Senate Bill 2042 requires Credential Candidates to observe and shadow their cooperating teacher for two weeks. The best time to do this is during January when classes have not yet resumed at SF State.

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

### **D. Short Evaluation Form for use mid-semester**

There are two Short Evaluation Form options for Cooperating Teachers/University Supervisors:

- **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.
- **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 for 3-day 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.

### **E. The Evaluation Form – Long Form (EROD)**

The cooperating teacher/university supervisor must use this form for the 3-day solo 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 B – End of First Semester Progress Report & Teacher Expectations

**Required:** Complete and submit this report by the end of December before beginning the Spring Semester of student teaching. List each class you plan to teach. It will clarify the planning and preparation before beginning the Spring Semester student teaching responsibilities and provide for mutual understanding among the student teacher, cooperating teacher(s), and the university supervisor.

Course	Class Assignment and Teacher	Period	Time	Dates

Weekly Meeting/Planning Times: \_\_\_\_\_

### Candidate & Cooperating Teacher Expectations

#### To the Cooperating Teacher:

Your contribution to the education of future teachers is a critical part of teacher preparation. 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 helps to clarify expectations and solidify relationships between student and mentors. Discuss this with the student teacher and sign.

☐ Please check the box if you are attaching written list(s) of expectations to this document.

**Cooperating Teacher/Student Teacher Statement of Expectations:** We discussed our respective expectations for the cooperating teacher and student teacher working relationship. I agree to supervise the above single subject credential candidate.

COOPERATING TEACHER \_\_\_\_\_  
SIGNATURE PRINT NAME DATE

CANDIDATE TEACHER \_\_\_\_\_  
SIGNATURE PRINT NAME DATE

UNIVERSITY SUPERVISOR \_\_\_\_\_  
SIGNATURE PRINT NAME DATE

**Submit by the end of Fall Semester to:** Guilaine Salomon, Field Placement Office, SFSU, Burk Hall 41, [guilaine@sfsu.edu](mailto:guilaine@sfsu.edu).

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



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## **Form C - Observing (Shadowing) Your Cooperating Teacher for Two Weeks**

**Required:** The California Commission on Teacher Credentialing, Senate Bill 2042 requires the Credential Candidate to observe (shadow) their Cooperating Teacher during the entire school day for the equivalent of two full weeks. For most candidates the best time to do this will be in January when there are no SF State classes. Candidates must provide and confirm the dates they completed their two-week shadow/observation. With the cooperating teacher's direction, the credential candidate:

- A. Observes their cooperating teacher throughout each teaching day for two full weeks.
- B. Continues to teach their own assigned classes through their two-week observation.
- C. Assists their cooperating teacher (but does not assume primary responsibility for instruction) in classes that the candidate is not teaching.

Dates of two week full day observation: \_\_\_\_\_

COOPERATING TEACHER \_\_\_\_\_  
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.

**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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### FORM D<sub>1</sub> - Short Evaluation Form

This form can 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 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\_\_\_\_.

Brief description of observation:

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

UNIVERSITY SUPERVISOR/  
COOPERATING TEACHER/  
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 D<sub>2</sub>

(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
---	---	---	---

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:



## TPE 2 - Creating and Maintaining Effective Environments for Student Learning

### Score Legend:

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

### The teacher candidate as a beginning teacher:

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:

**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
-----	---	---	---	---

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.





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## 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
---	---	---	---

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:



## TPE 2 - Creating and Maintaining Effective Environments for Student Learning

### Score Legend:

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

### The teacher candidate as a beginning teacher:

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:



### TPE 3 - Understanding and Organizing Subject Matter for Student Learning

#### Score Legend:

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

#### The teacher candidate as a beginning teacher:

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:



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

### Score Legend:

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

### The teacher candidate as a beginning teacher:

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

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

Overall Score \_\_\_\_\_

Comments:



## TPE 5 - Assessing Student Learning

### Score Legend:

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

### The teacher candidate as a beginning teacher:

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

N/A 

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

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

N/A 

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

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

N/A 

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

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

N/A 

1	2	3	4
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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 email sent/received from the sender/recipient will be accepted in lieu of original, wet ink signature.

