

SINGLE SUBJECT CREDENTIAL INTERN TEACHER PROGRAM GUIDE 2026



**SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF SECONDARY EDUCATION
1600 HOLLOWAY AVENUE, BH 43
SAN FRANCISCO, CALIFORNIA 94132**



This guide provides information on each component of the Single Subject credential program, from admission to candidate assessment and submission of the 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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INTRODUCTION – SCOPE OF THE INTERN TEACHER PROGRAM

The Intern Teacher Program is a two-year commitment designed for individuals who teach while completing credential coursework. Intern teachers typically take two to three university courses per semester while working in a middle or high school. Learning to teach is demanding and not for everyone.

Although the compensation may be appealing, the program requires exceptional organization, focus, and dedication. Intern teachers must balance full-time teaching responsibilities with academic coursework over the course of two years.

Prior experience working with and organizing large groups of adolescents is highly beneficial. Intern teachers in the Single Subject Credential Program are required to teach a minimum of two periods and a maximum of five periods. For candidates teaching art, music, physical education, or world languages, at least two of these periods must be at the middle or high school level.

To be considered for the Intern Teacher Program, applicants must attend a mandatory informational session. These sessions are held once a month and last approximately one to one and a half hours. Dates are posted on the Secondary Education Department website. Attending an informational session is the best way to understand the program requirements, determine eligibility, and fully grasp the responsibilities associated with the two-year commitment.

The Intern Teaching Program consists of a specific sequence of courses completed at SFSU. Upon successful completion of the program, candidates may apply for a Preliminary Teaching Credential through the California Commission on Teacher Credentialing (CCTC).

Admission to the Intern Teaching Program is determined by the SFSU Department of Secondary Education. Please note that separate applications and documentation are required for admission to the university program and for the credentialing process.

INTERN PROGRAM APPLICATION REQUIREMENTS

The intern teacher applicant goes 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:

U.S. Constitution Requirement - All candidates must fulfill the U.S. Constitution requirement mandated by the Commission on Teacher Credentialing either by coursework or examination. The Credential & Graduate Services Center: credinfo@sfsu.edu (BH 244) can provide a list of testing or coursework options that meet this requirement and can check your file to see if you have met this requirement through prior coursework.

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

1. If you graduated from a CSU campus, you have already met this requirement.
2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 2 or more units' credit. Check with the Credential & Graduate Services Center: credinfo@sfsu.edu (BH 244) to find out whether a course you have taken will count.
3. Complete a course (two semester or three quarter units) in the provisions and principles of the United States Constitution.
4. Pass an examination in the subject given by a regionally accredited community college, college, or university. Listed below are some test administration sites. The ORIGINAL test results, not a copy is required for your credential application. There is a cost for this exam, and results may take 3-5 days to arrive in the mail.
 - a. Notre Dame de Namur, University Assessment Systems (online) www.usconstitutionexam.com
 - b. CSU Dominguez Hills (in person) <https://www.csudh.edu/political-science/constitution-exam/>

Subject Matter Requirement: Must meet 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).

Academic Requirement: Evidence of your academic records that 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.

CPR Certification - Training in cardiopulmonary resuscitation (CPR) that covers INFANT, CHILD, and ADULT CPR skills is required for credentialing purposes. CPR cards must be valid at the time your credential is to be awarded. Please note agencies issue CPR cards with various validity periods (i.e., 1 year, 2 years) so plan accordingly. In-person courses preferred, however, online CPR courses accepted only through [American Red Cross](#) Blended online and in person accepted only through American Heart Association Training Centers. For further information, contact Credential & Graduate Services Center: credinfo@sfsu.edu (BH 244).

Letter of Employment: A hard copy of 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.

School Distance Limitation Requirement: 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.

ENROLLING IN THE SFSU INTERN TEACHER PROGRAM

Complete the enrollment application through [CalState Apply](#). The admission deadline for the Fall semester is February 15, and for the Spring semester is November 15.

If the application deadline has passed, interested candidates may still contact the department at seced@sfsu.edu to request consideration for a late application on a space-available basis. Due to the current demand for teachers, the department is open to reviewing late applications; however, the completeness of application materials will be a key factor in admission decisions.

Fees - In addition to standard University registration fees, candidates pay a \$25 Credentialing Fee to SFSU and a \$55 Credential Fee to CCTC (California Commission on Teacher Credentialing) at the completion of the program. In addition, there is additional fee (currently \$300) for the scoring of the edTPA by Pearson Publishing in the spring of the final semester. These fees are subject to change.

Additional services will incur additional fees. For further information, contact Credential & Graduate Services Center: credinfo@sfsu.edu (BH 244).

COURSE SEQUENCE

Two-Year, Four Semester 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:

Year 1: First Semester – Fall Session	
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.

Year 1: Second Semester- Spring Session	
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

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

Table 3: Fall Semester schedule of classes

Year 2: Fourth Semester – Spring Session	
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 Teacher Program: An alternative option is to begin the program in the Spring semester. Applicants may enter as regular students in the Three-Semester Program and then transition into the Intern Teacher Program in the following Fall semester. By completing two courses in the Spring semester and one course during the Summer session, the 120-hour graduate course requirement will be fulfilled.

Provided that all coursework and additional requirements are met—including the U.S. Constitution requirement and subject matter competency—candidates will be eligible to be hired with an Intern Teaching Credential in the Fall semester. At that point, students may switch into the SFSU Intern Teacher Program. Please note that the intern credential is obtained through your school district. SFSU does not arrange or manage employment placements.

The three semester program course sequence starts in the Spring Semester:

Three Semester Program: First Semester – Spring Session
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. Enroll in morning or early afternoon classes.

Three Semester Program: Summer Session
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

Enrolling in the Intern Teacher Program - 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 school, public high school, or 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:

Three Semester Program: Second Semester – Fall Session	
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.

Three Semester Program: Third Semester – Spring Session	
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 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

SED 640 and SED 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 supervised field experience including observation, consultation, support, and assessment of your teaching by faculty and supervisors.

SFSU STUDENT AND INTERN TEACHER RESPONSIBILITIES

As an intern, you are expected to maintain satisfactory grades, attend classes on time, and complete all course requirements. Interns make a formal commitment to both their employment and participation in the credential program. Maintaining strong academic performance is essential; failure to pass a course will require retaking it, which may delay program completion and could create complications with re-hiring.

Interns are required to follow all school district policies and regulations, in addition to the rules and requirements of the Intern Credential Program. At the same time, the school district and school have an obligation to support your participation in the program. They may not assign duties that interfere with required university classes or prevent you from completing coursework, except in cases such as back-to-school events or emergencies.

After-school activities, coaching assignments, and additional events should be avoided if they conflict with university classes or required program responsibilities.

FIELD SUPERVISION TIMELINE

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)

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 during the SED 660 semester due to a serious disruption beyond the student's control—such as a family emergency, illness, accident, pregnancy, or a change in grade level or class assignment—the Field Placement Director and SED Department Chair, in consultation with the university supervisor, will review the circumstances. Based on this review, they will determine whether the student is required to repeat SED 660 or SED 752 in the following year.

Students may formally petition the Department Chair to repeat SED 660 when a serious disruption beyond their control has occurred.

For art, music, and certain world language credentials, C&I seminars are typically offered only in the Spring semester due to low enrollment, which does not justify offering the courses in both Fall and Spring. In these cases, the Department Chair, in consultation with the Field Placement Director and the student, will develop an individual study plan to support the student's progress 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 Director .

COMPLETION OF THE PROGRAM – APPLYING FOR THE CREDENTIAL

The edTPA <https://www.edtpa.com>

California law requires all credential candidates to complete the Education Teacher Performance Assessment (edTPA) to demonstrate proficiency in the six Teacher Performance Expectations (TPEs) and readiness to teach in diverse classrooms. During the single subject credential program, candidates complete a subject-specific Teaching Event, which is submitted to Pearson Publishing for scoring.

All student teacher candidates are required to successfully complete and pass all sections of the edTPA. Candidates who do not pass all sections of the edTPA are not eligible to apply to the California Department of Education for a Preliminary Single Subject Credential.

Although faculty provide guidance, the work must be completed independently, and candidates must verify that the work is their own. There is a fee for this assessment. Additional details are provided during the program, and a passing score is required before the credential application can be submitted to the California Commission on Teacher Credentialing (CCTC).

Fulfilling the requirements for the Single Subject Credential

The following requirements must be met before the teacher candidate can apply:

1. Meet all program prerequisites.
2. Successfully complete all required academic coursework.
3. Successfully complete student teaching.
4. Pass the state-mandated teacher assessment process.

By completing these requirements, you are eligible for a Preliminary Single Subject Credential in your subject area. This credential includes:

- English Learner (EL) Authorization
- Cross-cultural, Language, and Academic Development (CLAD) Certificate
- California English Language Development Standards (CA ELD Standards)
- Specially Designed Academic Instruction in English (SDAIE)

The Preliminary Credential is valid for five (5) years. Your employing school district will provide guidance on the next steps to earn a Clear Credential. **Credential & Graduate Services Center** credinfo@sfsu.edu handles the credential application process.

THE INTERN TEACHING CREDENTIAL

Intern Teaching Credential from the CCTC

The Intern Teaching Credential is issued for a limited time by the California Commission on Teacher Credentialing (CCTC) in partnership with the school district that hires you as an intern. Eligibility for the Intern Teaching Credential is determined jointly by the school district and the CCTC.

CCTC Hiring Requirements

To begin teaching as an intern, candidates must complete 120 hours of graduate-level academic coursework (approximately three 3-unit courses). This preparatory coursework includes instruction in:

- Pedagogical content knowledge
- Equity and building inclusive classroom communities
- Restorative justice practices
- Working effectively with English Learners
- Equitable assessment, grading, and discipline practices

The school and district are required to appoint a guide or coach in the intern's content area, as well as a coach prepared to support instruction for English Learners. In addition, the intern teacher is guided and supervised in the field by an SFSU faculty member.

SCHOOL AND 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.
- Courses the intern teacher has taken and completed to support teaching come from the district coach and administrative supervisor.

GLOSSARY OF ACRONYMS AND COMMONLY USED TERMS

BCLAD - Bilingual, Cross-cultural, Language and Academic Development. Offered through the Department of Elementary Education's Multiple Subject Credential Program, this emphasis is designed for candidates who have second language ability in Spanish or Cantonese and wish to teach in bilingual classrooms. Candidates must pass language tests in Spanish or Cantonese.

CCTC – California Commission on Teacher Credentialing. The credentialing and licensure agency for the State of California: <http://www.ctc.ca.gov/>

edTPA – Education Teacher Performance Assessment <https://www.edtpa.com>

EROD - Evaluation Report for Observations and Documents. The form is used to record evaluations with respect to Teaching Performance Expectations (TPEs).

ETIP - Employed Teacher Internship Program. ETIP is a cooperative effort between a school district and an institution of higher education that allows credential candidates employed as the teacher of record to complete a Secondary Education Credential.

Internship Credential (University Internship Credential) - CCTC document granted to teachers of record who have been admitted to the ETIP program and are employed by a school district with which SFSU has a University Internship agreement. This document is valid for 2 years only.

LOC - Letter of Completion. Letter issued by the credential analyst stating that all SFSU credential program requirements have been fulfilled. The Letter of Completion will serve as a temporary credential until such time as the official credential is mailed by the CCTC.

Preliminary Credential – This is the credential candidates earn by completing the Single Subject Program. This credential is valid for five years. Additional coursework requirements must be completed to qualify for the Professional Clear credential. A Preliminary Credential has the same authorization for employment as the Clear or Professional Clear Credential.

Professional Clear Credential – This credential is issued to individuals who have earned a Preliminary SB 2042 Single Subject basic teaching credential AND verified completion of either an approved Induction Program or a Fifth Year of Study and advanced course work in health education, special populations, and computer technology. The holder must verify completion of the professional growth requirements every five years to renew the Professional Clear credential.

Rubric – A set of criteria used to standardize the evaluation of performance or written work.

Seminar – The class that supports student teacher's field work: SED 751 and SED 752

Teacher of Record – A teacher employed by a school or school district and assigned to teach in their own classroom. Substitute teachers and paraprofessionals are not teachers of record.

TPE – Teaching Performance Expectation. The six competencies used to assess candidate teaching performance.

SECONDARY EDUCATION DEPARTMENT STAFF DIRECTORY

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This Guide is subject to change and modification without notice.



APPENDIX –FORMS

*Student, Intern, Co-op Teacher
Handbooks and Forms*

Intern Support and Supervision Log

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This is required from the CCTC. See the instructions to complete the form. Complete and submit a separate form at the end of the first, second and third semester of the program.

Authorization for Course Substitution

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This is to request a course substitution. Contact the Department Chair and Credential Services, Teacher Center credinfo@sfsu.edu for more information.

Evaluation Forms for University Supervisors

The evaluation is to be discussed with the intern 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 school districts reference when providing support for beginning teachers

Mid-Semester Evaluation Forms

There are two versions of the Mid-Semester Evaluation Forms for University Supervisors that are used for mid-semester evaluations and not for the final observation. The evaluator may use either form.

- **Form D1** – Short Evaluation Form (narrative) **16**
- **Form D2** – Mid-Semester Evaluation short form (abbreviated EROD) **19**

Form E – Evaluation Report for Observations and Documents (EROD)

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This form is required 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 intern teacher before it is submitted to the university supervisor for review, who will in turn forward the report to the Field Placement Office.

Note: 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.



SECONDARY EDUCATION DEPARTMENT
FIELD PLACEMENT OFFICE
1600 HOLLOWAY AVENUE, BH 41
SAN FRANCISCO, CA 94132
SEDSTUDENTPLACEMENT@sfsu.edu

INTERN SUPPORT AND SUPERVISION LOG

Intern Teacher Name	
School, District	
University Supervisor	
District Support Provider	
School Support Provider	
Semester/Year	

CCTC Requirement: 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*)

Instructions: Complete this form totaling the number of hours in each category. Support and Supervision Activities are provided by the Intern's employer. Support activities can also be used towards the 45 hours of ELL support requirement. Sign and submit this form at the end of the first semester, second semester and third semester of the program.

Submit at or before the end of each semester to: SED Field Placement Office, BH 41:
sedfieldplacement@sfsu.edu

	<i>Hours</i>
Content specific coaching	
Department meetings related to curriculum, planning and instruction	
New teacher orientation from an administrator	
Co-planning with Special Education and EL personnel to address special needs and/or English Language Learners	
Logistical help before and during school year (seating arrangements, materials acquisition, parent conferences, etc.)	
Release time for participation in district group/regional group	

Review/discuss test results with colleagues	
Intern teaching seminars (problem solving issues with students, instruction curriculum, etc.)	
Peer faculty support (i.e. discussing/debriefing teaching day)	
Classroom observation and coaching	
Demonstration lesson and/or co-teaching activities with mentor, coach or program supervisor	
Intern observation of other teachers and classrooms	
Email, phone, video conferencing support related to observation, problem solving curriculum and instruction	
Activities/workshops addressing issues in the Intern's classroom	
Watching and discussing teaching videos with support person	
Observe ELD lessons	
Weekly planning or review of plans with EL authorized credential holder	
Observe SDAIE/ELD lessons online or in person	
Editing work related writing (i.e. letters to parents, announcements, etc.)	
Weekly planning or review of plans with EL authorized credential holder	
Professional literature research discussion groups facilitated by credential support person or program supervisor	
Other:	
Total semester hours:	

I certify that the hours listed are true and correct.

X _____ DATE: _____
Intern Teacher Signature

Submit at or before the end of each semester to: SED Field Placement Office, BH 41:
sedfieldplacement@sfsu.edu

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



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1600 Holloway Avenue, BH 244
San Francisco, CA 94132
415/405-3594, FAX: 415/338-1940
credinfo@sfsu.edu
<http://coe.sfsu.edu/cstpc>

AUTHORIZATION FOR COURSE SUBSTITUTION

Student Name: _____ Student ID: _____

Credential Name: Multiple

Subject: Single
Subject: Education
Specialists:

Preliminary
Preliminary
Preliminary Level 1

Professional Clear
Professional Clear
Professional Clear Level 2

Substitution Requested				Equivalent Program Requirement I SFSU			
Course Prefix & Number	Abbreviated Title	Units	Institution	SFSU Course No.	Units	Approved	Denied*
Provide a complete address for return-mail. All documents will be returned directly to student. Provide documents to Credential Analyst at time of Application for Credential.							

*Rationale for substitutions denied:

Department Chair/Designee

Date

Note: For substitutions related to a Master's degree, obtain the appropriate SFSU form.



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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_____.

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 by the end of Fall Semester to: SED Field Placement Office, BH 41:
sedfieldplacement@sfsu.edu

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



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

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

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

N/A	1	2	3	4
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8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4
-----	---	---	---	---

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

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/
COOPERATING TEACHER/
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.





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:

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

N/A	1	2	3	4
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6. Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

N/A	1	2	3	4
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7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

N/A	1	2	3	4
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8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4
-----	---	---	---	---

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

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

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

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

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

N/A	1	2	3	4
-----	---	---	---	---

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

N/A	1	2	3	4
-----	---	---	---	---

Overall Score _____

Comments:



TPE 6 - Developing as a Professional Educator

Score Legend:

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

The teacher candidate as a beginning teacher:

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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 CCTC guidelines. The purpose is to bridge the university's credential program and the clear/induction program in the school district to guide and support the early years of employed teaching.

COMMENTS—Synthesis of feedback

1. Three areas of strength:

-
-
-

2. Three areas where improvement is needed:

-
-
-

3. Other comments on Overall Teaching Effectiveness:

-
-
-

**Score Legend:**

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

OVERALL TEACHING EFFECTIVENESS RATING

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

N/A	1	2	3	4
-----	---	---	---	---

UNIVERSITY
SUPERVISOR/
COOPERATINGTEACHER/
SITE SUPERVISOR

SIGNATURE (PRINT NAME) DATE

CANDIDATE TEACHER

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