

# SINGLE SUBJECT CREDENTIAL STUDENT TEACHER HANDBOOK 2026



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



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.

## SECONDARY EDUCATION DEPARTMENT DIRECTORY

- **Department of Secondary Education, BH 43**  
Dr. Brad Fogo, Department Chair; [bfogo@sfsu.edu](mailto:bfogo@sfsu.edu)  
Phone: (415) 338-1201; [seced@sfsu.edu](mailto:seced@sfsu.edu)
- **Field Placement Office, BH 41**  
Brian Lee, Interim SED Placement & Intern Director, [blee@sfsu.edu](mailto:blee@sfsu.edu)  
Phone: (415) 338-2800; [sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)
- **Credential & Graduate Services Center BH 244**  
Phone: (415) 405-3594; Fax: 415-338-1940; [credinfo@sfsu.edu](mailto:credinfo@sfsu.edu)

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## ENROLLMENT IN THE CREDENTIAL PROGRAM

**Registration** – Fees must be paid prior to registration. Students register for classes online at [www.sfsu.edu/student](http://www.sfsu.edu/student). If you do not register for a class, you are not enrolled. Note: Many classes in the credential program are restricted to credential candidates only; if you are not classified as a credential candidate, you will not be able to enroll in these classes. See “Student Status” below.

**Student Status** – All students in the Single Subject Program must be classified as Credential only or Credential + MA Candidates. If you are currently an Unclassified Graduate Student or a student in another major area, you must fill out the "Advancement to Classified or Credential Standing" form ([available at the One Stop Center in the Student Services Building](#)), have it verified by the Registrar's Office, and submit it to Department Chair for approval prior to registering for classes.

**Health Clearance/Immunization** – All entering SFSU students are required to present proof of measles, mumps, and rubella (MMR) immunization. Students who do not will have their enrollment cancelled by the University. All credential candidates must have a TB clearance on file to work with children in public schools.

## CREDENTIAL PROGRAM REQUIREMENTS

**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 such as internship credentials or emergency credential renewals will incur additional fees. For further information, contact Credential & Graduate Services Center: [credinfo@sfsu.edu](mailto:credinfo@sfsu.edu) (BH 244).

**GPA Requirement** - Candidates must maintain a 3.0 GPA each semester in all professional education coursework with no individual course grade lower than a "C." Up to 12 units from the credential program can be applied to the MA in Secondary Education at SFSU if the grades are at or above a B. Please see our website for a list of classes that qualify for the MA program.

**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](mailto:credinfo@sfsu.edu) (BH 244).

**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](mailto: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](mailto: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](http://www.usconstitutionexam.com)
  - b. CSU Dominguez Hills (in person) <https://www.csudh.edu/political-science/constitution-exam/>

### **Professional Clear Credential**

Candidates who have successfully completed all program requirements and have applied to the California Commission on Teacher Credentialing (CCTC) <https://www.ctc.ca.gov> will be awarded a Preliminary Credential, which is valid for five years. To earn a Professional Clear Credential, teachers must complete an induction program and/or additional coursework within that five-year period. Many school districts have induction programs for their employees. The CCTC is currently reviewing, but has not yet approved, coursework leading to a Clear Credential to be offered through universities.

## **COURSE SEQUENCE**

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 California Commission on Teacher Credentialing (CCTC) 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.

**Two Semester 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>Two Semester Program: First Semester – Fall Session</b>	
Curriculum & Instruction 1 - discipline-based; course numbers will vary (3 units)	
SED 640: Supervised Observation & Participation (3) SED 751: Classroom Environment & Management (3)	These courses must be taken concurrently.
SED 701: Teaching for Equity in Secondary Schools (3)	
SED 790: Teaching Multilingual Learners in Secondary Schools (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.

<b>Two Semester Program: Second Semester – Spring Session</b>	
Curriculum & Instruction 2—discipline-based; course numbers will vary (3 units)	
SED 660: Student Teaching- Single Subject (9) SED 752: Professional Perspectives & Practices (3)	These courses must be taken concurrently.
SED 720: Critical and Digital Literacy Across Content Areas (3)	

Table 2: Spring Semester Schedule of classes and student teaching. Sign up for late afternoon sessions.

**Three Semester Program:** Students enroll and begin in the Spring semester take SED 701 and SED 790, and complete 80 of the required observation hours in a public school. They may also choose to enroll in SED 790 during a summer session. Starting in the spring semester offers greater flexibility in scheduling during the following year, which is especially important for students who work part-time and/or have family obligations.

Note: Three semester credential candidates must follow the three semester program outline. Under no circumstances will any candidate be able to exceed 18 units in any semester.

<b>Three Semester Program: First Semester – Spring Session</b>	
SED 701: Teaching for Equity in Secondary Schools (3)*	
SED 790: Teaching Multilingual Learners in Secondary Schools (3)*	

Table 3: Spring Semester schedule of classes. \*Sign up for morning or early afternoon classes.

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

Table 4: 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 two regular academic courses (Table 5). 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.

<b>Three Semester Program: Third Semester – Spring Session</b>	
Curriculum & Instruction 2—discipline-based; course numbers will vary (3 units)	
SED 660: Student Teaching- Single Subject (9) SED 752: Professional Perspectives & Practices (3)	These courses must be taken concurrently.
SED 720: Critical and Digital Literacy Across Content Areas (3)	

Table 5: Spring Semester Schedule of classes and student teaching. Sign up for late afternoon sessions.

**Curriculum and Instruction Courses:** The table 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 6: Curriculum and Instruction courses by subject area

## COOPERATING TEACHERS

The ***Cooperating Teacher Handbook*** is available on the website. Read this over and provide a copy to your cooperating teacher. This will provide information on mentoring and supervising student teachers.

Cooperating teachers and university supervisors prepare and support credential candidates to prepare the student teach during the second semester. Our cooperating teachers receive no financial compensation for the work they do with student teachers. They are committed to public education, students, and their subject area. They are true professionals dedicated to teaching. Please keep this in mind in your interactions with them.

## FIELD PLACEMENT ASSIGNMENT

The Placement Director coordinates and oversees school placements for credential candidates. Shortly after admission, candidates meet with the Placement Director to discuss placement requirements, subject preparation, strengths, location preferences, and flexibility. Candidates typically work with two cooperating teachers at the high school level or teach two distinct classes at the middle school level.

After the initial meeting, the Placement Director arranges interviews with school administrators and potential cooperating teachers. These meetings should be treated like job interviews. Because of the shortage of teachers, candidates are to be flexible in their placement preferences, and schools may review candidates' social media presence.

If a placement is not secured after the first interview, the program will arrange one additional placement interview but no more than two total. Placements are arranged before summer break so candidates can participate from the beginning through the end of the public school year, which may not align exactly with SFSU's academic calendar.

**Field Placement Fall Semester  
SED 640 Observation/Participation  
Instructor: Assigned University 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 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.
- **Adhere to a professional dress code**. Student teachers are to dress in a manner consistent with the standards of regularly employed teachers at their school, particularly during the student teaching semester. Compliance with the dress code is considered part of Teaching Performance Expectation 6 (TPE 6).

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

Student teachers focus their observations on classes within their discipline and actively participate in the classes they are likely to teach during the Spring semester (SED 660). Decisions regarding cooperating teachers are confirmed during this time. By the end of September, student teachers should be teaching in front of the class as often as their cooperating teacher(s) allow, beginning with a warm-up activity or a short lesson. Teaching a full class period is not required. This experience allows student teachers to become familiar with the students they will teach in the Spring semester and serves as preparation for the three-day solo teaching experience.

- **Cooperating teacher(s) guide** the student teacher's participation by ensuring opportunities to contribute to and learn from classroom experiences, such as tutoring, small-group instruction, co-teaching, collaborative lesson planning, after-school activities, and administrative tasks.
- **The student teacher builds** a professional working relationship with the department chair and the assistant principal in charge of curriculum to ensure collaboration and approval of a cooperating teacher in the student teacher's content area.
- **The student teacher submits** a video clip demonstrating articulated instruction for review in SED 751.
- **The student teacher submits** a different video clip demonstrating articulated instruction for review in the Curriculum and Instruction seminar.



- **The university supervisor observes** the student teacher delivering articulated instruction (e.g., a warm-up, small-group instruction, co-teaching, or teaching part or all of a lesson) prior to the three-day solo teaching experience.

### **Weeks Sixteen to Twenty-Two (Between SFSU Semesters: December–January)**

You have reached the halfway point in the credential program. For schools that begin the second semester in early January, devote this time to planning, discussing, and revising lessons during the Winter Break for the classes you will begin teaching. If the new semester starts in late January, continue observing and participating in the classroom while planning for the upcoming semester in collaboration with your cooperating teacher.

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

This is a requirement for one of your cooperating teachers and it is usually completed in January. See Form C in the Handbook.

During this two-week period, the student teacher:

- **Observes the cooperating teacher** throughout each teaching day for two full weeks.
- **Assists the cooperating teacher**—without assuming primary responsibility for instruction—in classes the candidate is not teaching.
- **Continues teaching** their own assigned classes while completing the two-week observation.

### **Failure to Meet Subject Matter Competency**

Subject matter competency must be obtained prior to full time student teaching. Should candidates fail to meet this requirement by December 1<sup>st</sup>, they will not be allowed to enroll in any further credential course or be allowed to continue with student teaching in the Spring Semester. The “Failure To Meet Subject Matter Competency” form (available in the Forms section) for the Cooperating Teacher is to be completed and returned to the SED Placement Office

## **Field Placement Spring Semester SED 660 Student Teaching Instructor: Assigned University Supervisor**

The Student Teaching experience (SED 660) takes place in a public school under the guidance of a cooperating teacher and a university supervisor. This course serves as the final field experience and culminating practicum for all Single Subject Credential candidates.

Only candidates who have successfully demonstrated subject matter competency and completed all program prerequisites are eligible to enroll in SED 660. Required completed coursework includes SED 701, SED 720, Curriculum & Instruction, first-semester student teaching (SED 640), and the concurrent course SED 751. The department does not permit candidates to begin coursework or fieldwork if they have unresolved low grades or incompletes. Candidates who do not resolve these issues prior to the start of the following semester may be required to voluntarily withdraw or pause their teacher preparation program.

Credential candidates must also enroll concurrently in SED 752 Professional Perspectives and Practices during the SED 660 semester. While enrolled in SED 660, candidates assume



instructional responsibility for two classes in their content area for the duration of the school semester.

### **Lesson Planning**

Curriculum and Instruction professors will work with you to develop lesson plans for student teaching. Schools and districts may require the use of specific lesson plan templates or formats. Student teachers should use the lesson plan format recommended by their cooperating teacher.

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

During the Spring semester, all student teachers are required to teach two different classes, regardless of whether they are assigned to block schedules or regular class schedules.

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

- **Develop and reflect** on pedagogical knowledge, skills, and abilities in alignment with the Teacher Performance Expectations (TPEs).
- **Recognize and apply** state-adopted student academic standards and curriculum frameworks within the candidate's content area.
- **Support the development** of literacy skills for all students, with particular attention to English Language Learners (ELLs).
- **Develop an understanding** of the schoolwide environment and professional responsibilities of teachers, beginning with faculty orientation and continuing through participation in faculty meetings throughout the semester.
- **Complete a full semester** of teaching in two classes during the Spring semester under the supervision of a university supervisor and a site cooperating teacher.
- **Reflect on and complete** the edTPA, with support from concurrent SFSU coursework.

### **Observations and Evaluations**

During SED 660, the credential program provides at least six opportunities for feedback on your teaching. Most of these observations and evaluations are conducted by your university supervisor. In addition, faculty from Curriculum and Instruction courses and the SED 752 seminar may observe and evaluate your classroom teaching through video recordings.

### **Plan Ahead for a Busy and Heavy Workload Semester**

During the Spring semester, student teachers in the two-semester program are enrolled in four graduate-level education courses while student teaching two middle or high school courses under the guidance of cooperating teacher(s) at their school sites. In addition, student teachers are to spend the equivalent of an extra hour per day at their school sites.

During March and April, student teachers also prepare for the State of California-required performance assessment (edTPA). Depending on your specific teaching responsibilities, additional planning and time management are necessary to meet the demands of the semester.

## **SED 660 OBSERVATION AND EVALUATION TIMELINE**

### **Late January – Early February**

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

### **February – Early March**

- University supervisor conducts initial observation(s) and evaluations [Form D or E].

- Video clip and lesson plan review in Curriculum and Instruction seminars (TPE-based evaluation).
- A different video clip is used for review in SED 752 seminar.

#### **Mid-March – Early April**

- Cooperating teacher conducts mid-semester evaluation [Form E].
- University supervisor conducts mid-semester observation and evaluation [Form E].

#### **April – Mid-May**

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

#### **Note:**

- University supervisors may request video recordings of student teaching in lieu of in-person observations.
- Subject area supervisors for Music and PE provide additional observations as required.

## **STUDENT TEACHER RESPONSIBILITIES**

### ***Instruction***

1. Assume instructional responsibility for two distinct classes (preferably at different grade levels) in the content area where you have demonstrated subject matter competency and completed required coursework.
2. Undertake your teaching assignment from the first teacher workday of the school site semester through the last teacher workday of the semester.
3. Demonstrate competence in all classroom-based Teaching Performance Expectations (TPEs) to your university supervisor.

### ***Planning***

1. Develop and implement semester-long instructional plans for two classes in your subject area, ensuring preparation for different content and/or grade levels.
2. Maintain and organize a Teacher Folder for each class, which includes:
  - A syllabus
  - A semester plan
  - Unit plans
  - Daily lesson plans

### ***PROFESSIONAL OBLIGATIONS***

1. Attend department, planning, and grade-level meetings.
2. Establish phone contact with your cooperating teacher(s) and university supervisor.
3. Confer regularly with your cooperating teacher(s).
4. Attend professional development days and other meetings related to your teaching assignment.
5. Respect and adhere to all school policies and procedures, including grading, incident reporting, teacher absence, and late arrival rules.
6. Dress in appropriate professional attire for all teaching and school functions.

7. Maintain professionalism with students, upholding the highest ethical and moral standards.
8. Establish and maintain positive relationships with teachers, administrators, and staff at your school site and within the school district.

### ***RESPONSIBILITIES WITH THE SFSU Credential Program***

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

## **FIELD EMERGENCIES AND SUPPORT**

Throughout your teaching career, you may encounter situations that challenge your resourcefulness, judgment, stamina, courage, and compassion. As a student teacher and member of the Department of Secondary Education, you will not face these situations alone. The faculty and staff of the Secondary Education Department are here to support you, help you learn from difficult experiences, and ensure the safety of both you and your students. Achieving this goal requires collaboration and communication between all parties.

In accordance with SFSU College of Education policies, the California Education Code, and standard safety practices, student teachers, supervising faculty, and cooperating teachers are required to immediately report any incident that could put students, faculty, staff, or the Credential Program at risk of injury. Reports should be made to the school principal or assistant principal, following established school emergency procedures. Student teachers must also immediately notify their SFSU university supervisor and the Placement Director of any such incidents.

## **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).

The following requirements must be met before the teacher candidate applies for a **Single Subject Credential**:

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** handles the credential application process.

## **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 Placement Director.
- Substituting during the student teaching semester (SED 660) is only permitted with authorization from the Placement Director 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 Placement Director 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. Grading is CR (credit)/NC (no credit).

### **Field Placement Issues**

The Placement Director 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 15th, 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 15th, 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, Placement Director 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 Placement Director, 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.

## **MAKING PROGRAM OR PLACEMENT CHANGES**

If you need to make a program change—such as requesting a new cooperating teacher, transferring to a new school, taking a leave of absence, or moving to the Intern Program—you must communicate promptly with your university supervisor and the Placement Director.

When making a change, be mindful of the responsibilities outlined in Teaching Performance Expectation 6 (TPE 6). While it may feel uncomfortable to discuss your plans with teachers or administrators you are leaving, it is essential to communicate your intentions clearly and directly.

If you plan to transfer into or out of the Intern Program, you should consult with your cooperating teacher or coach, department chair, assistant principal, principal, SFSU university supervisor, and the Placement Director. If you anticipate difficulty communicating with any of these parties, contact the Placement Director immediately. They can help you develop a communication strategy, facilitate contact with the necessary individuals, and assist with other aspects of your transition.

Student teaching evaluations will reflect the timeliness and effectiveness of your planning and communication when making program changes. Successfully managing a transition will be noted positively in your evaluations. Conversely, failing to communicate appropriately or discuss your transition may negatively impact your midterm and final evaluations and could delay completion of your credential program.

### **Student-Initiated Placement Change**

If a student wishes to change their placement on their own initiative (not at the request of the school), they must contact the Placement Director to request and justify the change. No placement changes can occur without the approval of the Placement Director.

If the change is approved by both the Placement Director and the Department Chair, the Placement Director will work with the student to arrange a new placement.

Please note: A placement change may not be approved if the request is submitted after September 15<sup>th</sup>.

## **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, 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 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 a tenured track faculty member, preferably the student's Curriculum and Instruction professor 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 Placement Director, 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 Alternatives**

If the cooperating teacher is unwilling to work with the student teacher, the Department Chair, Placement Director, 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 Department Chair may appoint a three-member faculty panel to consider declassification from the program.

### **SED 660 Student Teaching 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 are differences in opinion over student performance between the cooperating teacher and the university supervisor, they will be reconciled through assessment by a tenured track faculty member appointed by the Department Chair to provide an additional assessment to make the determination of a CR (credit) or NC (no credit).

2. 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.
3. 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, REMOVAL 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 SFSU, and the candidate would be subject to SFSU 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).

## **PROFESSIONAL EXPECTATIONS FOR CREDENTIAL CANDIDATES**

The Single Subject Credential Program is a professional program designed to prepare you to become a teaching professional.

1. **Take care of business.** Be prompt. Confirm your enrollment. Attend classes regularly. Make yourself aware of deadlines and meet them.
2. **Good manners are essential.** Show courtesy and respect to university faculty and staff, school site personnel, students, and fellow candidates. Model the behavior you want to see in the classroom.
3. **Learn and employ good communication etiquette.** Whether using email, text, or the phone identify yourself by name and position. Use voicemail systems to your advantage by leaving complete and understandable messages that include your name and contact information. For your voicemail greeting, the greeting should be informative and professional. Check your email address or use a separate email for professional use.
4. **Establish and maintain appropriate boundaries** between yourself, your students, University faculty, and school personnel. Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not follow or accept requests from current students or non-adult former students to be friends or connections on personal networking sites and shall not create or participate in any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the school principal. Student teachers should not socialize or spend time with students outside of school-sponsored events.
5. **Establish and maintain good relationships** with your faculty advisor, university supervisor, and cooperating teachers. They are your advocates. If you have personal problems that may affect your academic progress, contact your faculty advisor immediately. Learn how to disagree in a respectful manner.
6. **Dress Code.** The credential program enforces a dress code. Student teachers are to dress in professional attire and conform to the standards of dress of regularly employed

teachers at their school of assignment especially during the student teaching semester. The dress code is part of TPE 6.

7. **Follow proper protocol.** Work issues and problems out at the lowest possible level of authority. Start with your professor or university supervisor.
8. **Promptness and preparedness are keys to success.** Attend all university classes and placement sites on time and prepared. Stay until the end of class unless pre-arranged and approved.
9. **Know policies, rules and procedures up front.** This will minimize personal and professional challenges/problems in the future. It is your responsibility to remain informed of the official University regulations.
10. **Do your best** and be open to growth and improvement.

## **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.

**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.

## STAFF DIRECTORY

Baldinger, Evra [evrabaldinger@sfsu.edu](mailto:evrabaldinger@sfsu.edu)  
Bender, Gregg [gbender@sfsu.edu](mailto:gbender@sfsu.edu)  
Bloom, Gilda [gmbloom@sfsu.edu](mailto:gmbloom@sfsu.edu)  
Chan, Jamie [jmchan@sfsu.edu](mailto:jmchan@sfsu.edu)  
Fan, Yanan [yanan@sfsu.edu](mailto:yanan@sfsu.edu)  
Gomez, Greg [gwgomez@sfsu.edu](mailto:gwgomez@sfsu.edu)  
Kenny, Lenore [lkenny@sfsu.edu](mailto:lkenny@sfsu.edu)

Lee, Brian [blee@sfsu.edu](mailto:blee@sfsu.edu)  
Lewis, Eric [elewis3@sfsu.edu](mailto:elewis3@sfsu.edu)  
Lipson, Catherine [clipson@sfsu.edu](mailto:clipson@sfsu.edu)  
Mangmoradeth, Phonevilay Kendra  
[mangmoradeth@sfsu.edu](mailto:mangmoradeth@sfsu.edu)  
Mejia, Alex [afmejia@sfsu.edu](mailto:afmejia@sfsu.edu)  
Tintiangco, Allyson [aticu@sfsu.edu](mailto:aticu@sfsu.edu)  
Watanabe, Maika [watanabe@sfsu.edu](mailto:watanabe@sfsu.edu)

*This Guide is subject to change and modification without notice.*



Student, Intern, Co-op Teacher  
Handbooks and Forms

## APPENDIX - FORMS

### Notice Regarding Subject Matter Competency

21

If subject matter competency has not cleared by December 1<sup>st</sup>, the cooperative teacher(s) must be informed that you may not be allowed to continue in the Spring Semester. You will be notified by the Department Chair if you are not cleared.

### Authorization for Course Substitution

22

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

### Form A - Student Teacher Observation Log

23

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:** SED Field Placement Office, Burk Hall 41, [seced@sfsu.edu](mailto:seced@sfsu.edu).

### Form B - End of First Semester Progress Report & Teacher Expectations

26

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:** SED Field Placement Office, Burk Hall 41, [sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)

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

27

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 SFSU.

### Evaluation Forms for Cooperating Teachers/University Supervisors.

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 school districts reference when providing support for beginning teachers

### Mid-Semester Evaluation Forms

There are two versions of the Mid-Semester Evaluation Forms for Cooperating Teachers/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) 28
- **Form D2** – Mid-Semester Evaluation short form (abbreviated EROD) 29

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

34

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 student 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.



Graduate College of Education, Secondary Education Department

Dr. Brad Fogo, Chair  
1600 Holloway Avenue, BH 41  
San Francisco, CA 94132  
[bfogo@sfsu.edu](mailto:bfogo@sfsu.edu)

## NOTICE REGARDING SUBJECT MATTER COMPETENCY

Name of Candidate: \_\_\_\_\_ has not demonstrated subject matter competency.

Subject matter competency **MUST** be obtained prior to full time student teaching. Should candidates fail to meet this requirement by December 1<sup>st</sup>, they will not be allowed to enroll in any further credential course or be allowed to continue with student teaching in the Spring Semester.

Because this candidate has yet to fulfill this requirement and may not be working with you as cooperating teacher in the Spring, you may choose not to work with this candidate in the Fall Semester.

Signing this document indicates that you are aware of the candidate's situation regarding subject matter competency and that you are willing to still work with the student during the Fall Semester as a cooperating teacher.

Regards,

Dr. Brad Fogo, Department Chair  
Department of Secondary Education

The cooperating teacher has agreed to work with the student teacher during the Fall Semester.

_____	_____	_____
Name of Credential Candidate	Signature	Date

_____	_____	_____
Name of Cooperating Teacher	Signature	Date

Submit form to: SED Field Placement Office, BH 41: [sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)



**Credential & Graduate Services Center**  
1600 Holloway Avenue, BH 244  
San Francisco, CA 94132  
415/405-3594, FAX: 415/338-1940  
[credinfo@sfsu.edu](mailto: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:

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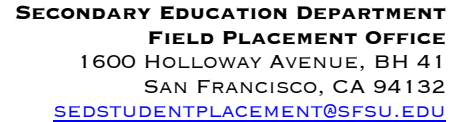
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\_\_\_\_\_  
Department Chair/Designee

\_\_\_\_\_  
Date

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





**Required:** Record the hours you observed teachers and other activities at the school site. A minimum of 160 hours is required by the end of the Fall Semester (add rows if needed).

[illegible]

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.



## 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:** SED Field Placement Office, BH 41:

[sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)

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



## 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 SFSU 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 SED Field Placement Office, BH 41: [sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)

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



## 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 SED Field Placement Office, BH 41: [sedfieldplacement@sfsu.edu](mailto:sedfieldplacement@sfsu.edu)

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



Graduate College of Education - SFSU  
Department of Secondary Education



SAN FRANCISCO  
STATE UNIVERSITY

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

N/A 

1	2	3	4
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5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom.

N/A 

1	2	3	4
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6. Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

N/A 

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

Overall Score \_\_\_\_

Comments:

**Overall Teaching Effectiveness Assessment – Individual Development Plan (IDP)****COMMENTS—Synthesis of feedback**

1. Three areas of strength:

- 
- 
- 

2. Three areas where improvement is needed:

- 
- 
- 

3. Other comments on Overall Teaching Effectiveness:

- 
- 
-

**Score Legend:**

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

**OVERALL TEACHING EFFECTIVENESS RATING**

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

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

SIGNATURE

(PRINT NAME)

DATE

CANDIDATE TEACHER

SIGNATURE

(PRINT NAME)

DATE

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





Graduate College of Education - SFSU  
Department of Secondary Education



SAN FRANCISCO  
STATE UNIVERSITY

## The Evaluation Form

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

### Use the following Rating Rubric:

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

### Important Notes:

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

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

Last Name

First Name

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

District

School

**Area of Instruction:**

Grade Level

Subject



## TPE 1 – Engaging and Supporting All Students in Learning

### Score Legend:

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

### The teacher candidate as a beginning teacher:

1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning

N/A 

1	2	3	4
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2. Maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

N/A 

1	2	3	4
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3. Connects subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.

N/A 

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

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

N/A 

1	2	3	4
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5. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

N/A 

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

N/A 

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

N/A 

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

N/A 

1	2	3	4
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Overall Score \_\_\_\_

Comments:





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

### Score Legend:

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

N/A = not available at this time

### The teacher candidate as a beginning teacher:

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

N/A 

1	2	3	4
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2. Create physical/online-learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

N/A 

1	2	3	4
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3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

N/A 

1	2	3	4
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4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

N/A 

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

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

N/A 

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

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

N/A 

1	2	3	4
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Overall Score \_\_\_\_

Comments:



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

### Score Legend:

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

N/A= not available at this time

### The teacher candidate as a beginning teacher:

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

N/A 

1	2	3	4
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2. Use knowledge about students (e.g. IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

N/A 

1	2	3	4
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3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

N/A 

1	2	3	4
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4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways.

N/A 

1	2	3	4
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5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

N/A 

1	2	3	4
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6. Adapt subject matter curriculum, organization, and planning to support the academic language acquisition and subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

N/A 

1	2	3	4
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7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security.

N/A 

1	2	3	4
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Overall Score \_\_\_\_\_

Comments:



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

### Score Legend:

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

N/A= not available at this time

### The teacher candidate as a beginning teacher:

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

N/A 

1	2	3	4
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2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.

N/A 

1	2	3	4
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3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

N/A 

1	2	3	4
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4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.

N/A 

1	2	3	4
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5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans.)

N/A 

1	2	3	4
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6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

N/A 

1	2	3	4
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7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning.

N/A 

1	2	3	4
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8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

N/A 

1	2	3	4
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Overall Score \_\_\_\_

Comments:



## TPE 5 - Assessing Student Learning

### Score Legend:

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

### The teacher candidate as a beginning teacher:

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

N/A 

1	2	3	4
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2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

N/A 

1	2	3	4
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3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

N/A 

1	2	3	4
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4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

N/A 

1	2	3	4
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5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

N/A 

1	2	3	4
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6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities.

N/A 

1	2	3	4
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7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language and use this information in planning instruction.

N/A 

1	2	3	4
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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 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
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