Single Subject Credential Student Teaching Handbook 2016-2017

San Francisco State University
Department of Secondary Education Field Placement Office
1600 Holloway Avenue Burk Hall 41
San Francisco, California 94132
Compiled by Guilaine Salomon (Edition 14)
Dear Credential Candidate:

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

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

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

Your professors, advisors, master teachers, field placement coordinator, and university supervisors are here to support your goal of becoming an excellent teacher. It is crucial that you seek their support and use the many resources available to you as a credential candidate. Field Supervisors and Master Teachers are essential members of the student teacher training collaborative. Building a solid relationship with your Field Supervisor and Master Teacher(s) is crucial to your success. Please, do not hesitate to come by the Office of Student Field Services in Burk Hall 57 whether you encounter obstacles along your journey or just want to chat.

Have a wonderful year,

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INTRODUCTION

This credential candidate and master teacher handbook presents comprehensive information on each component of the Single Subject student teaching practicum, from placement to candidate assessment. We hope that you will take the time to become familiar with the information in this booklet. This handbook has evolved over the years and will continue to change as we incorporate your input. There are many deadlines, requirements, and procedures, which credential candidates must plan for, master, and complete. You will work under tight deadlines, time, and financial constraints, to meet the many demands of your studies and training. We strongly advise that you purchase a student or teacher daily planner with ample space for monthly, weekly, daily, and hourly plans, projects, deadlines, and notes. Take the time to review the table of contents and pertinent sections to plan your first semester and enter your deadlines, student teaching schedule, and course schedule in your planner. Should you have questions after reviewing the handbook, stop by the Student Support and Field Placement Coordinator’s Office in Burk Hall 41.
Single Subject Credential Program Overview

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

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

The Handbook has two sections, which delineate the components Teacher Performance Expectations (TPEs) listed in Appendix A. The first section breaks down the requirements for each TPE and discusses classroom applications. We have organized the second TPE section to facilitate evaluation and assessment of student teacher performance and practice in reference to each TPE. We have outlined charts of expectations for each TPE, so that student teachers know what to expect, do, and improve and understand how to analyze, interpret, and learn from their evaluations.
Required, Concurrent and Sequential Courses

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<th>First Semester</th>
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<tr>
<td>Curriculum &amp; Instruction 1—discipline-based; course numbers will vary, 3 units</td>
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<th>Second Semester</th>
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<td>Curriculum &amp; Instruction 2—discipline-based; course numbers will vary, 3 units</td>
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<td>SED 660: Student Teaching- Single Subject, 9</td>
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<td>SED 752: Professional Perspectives &amp; Practices (cohort class must be taken concurrently with SED 660), 3</td>
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<td>SED 790: Second Language Development, 3</td>
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Curriculum and Instruction Courses

Curriculum and Instruction I Courses – Fall Semester

- Art 650
- English 713
- Home Economics CFS 699
- Mathematics SED 759.01
- Music 760
- P.E. 750
- Science SED 759.02
- Social Science SED 759.03
- World Languages FL 750

Curriculum and Instruction II Courses – Spring Semester

- Art 655
- English 714
- Home Economics Not required
- Mathematics SED 769.01
- Music 761
• P.E. 751
• Science SED 769.02
• Social Science SED 769.03
• World Languages FL 751
FIELD PLACEMENT: ROLES AND RESPONSIBILITIES

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

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

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

The Placement Coordinator places in-coming student teachers in school sites before summer vacation so that they can observe and participate from the beginning of the school year.

Student Teacher Placement: Content, Rationale and Process

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

- Partner school agreements with SFSU;
- A supportive school administration;
- Experienced and qualified master teachers, who are interested in mentoring student teachers on a continuing basis;
- The availability of subject and grade level appropriate placements;
- Geographic location; and
- An expressed preference for a particular area, master teacher, or school by credential candidate.
Student teachers observe throughout the fall semester and student teach in the spring semester until summer dismissal.

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

1. Carefully read and review your Student Handbook;

2. Clarify all questions with the Field Placement Coordinator;

3. Establish and maintain an SFSU email account, check it daily, and respond promptly to any SED email;

4. Register for specified course sections in all required classes;

5. Attend all required classes;

6. Respect school site policies and regulations and comply with your school site schedule and calendar;

7. Keep a personal log of your school visits and observations;

8. Keep an observation schedule with your master teacher.

9. Discuss course schedule conflicts with your master teacher and the Field Placement Coordinator;

10. Maintain a professional demeanor at SFSU, at partner schools, and your school site;

11. Be prompt and adhere to your observation and daily teaching schedule;

12. In the event of a crisis or serious illness, call your master teacher and field coordinator as soon as possible;

13. Dress in appropriate professional attire for all teaching and school functions;

14. Adhere to school, district, and University ethical standards;

15. Remain professional with students;

16. Maintain the highest ethical and moral standards in your relationships with students; and,

17. Establish and maintain good relations with teachers, administrators, and staff at your school site and school district.
Forewarning

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

SED 640 and 660 Concurrent Course Requirements

• First semester Credential Candidates must take courses SED 640 and SED 751 concurrently. SED 640 and SED 751 are directly related to the field placement.

• Second semester students must take courses SED 660 and SED 752 concurrently. To earn credit for these courses, students must pass both courses. SED 660 and SED 752 are also both directly related to the field placement.

Field Emergencies

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

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

FIELD PLACEMENT COORDINATOR

• Serves as a liaison between SED and partner schools by meeting regularly with district and school site administrators;

• Initiates contact with principals, vice principals, and department chairs;
• Recruits potential master teachers and presents the program requirements to department chairs;

• Assigns a university supervisor to each candidate;

• Plans, initiates, and monitors student teacher placements in middle and high schools throughout the Bay Area;

• Places students depending upon the availability of content area master teachers, school sites and written pre-placement candidate preferences;

• Communicates information on criteria, regulations, credential requirements, and program changes;

• Informs candidates of employment opportunities and teacher hiring fairs;

• Mediates and resolves problems concerning student teachers, including placement, master teachers, and personal issues;

• Prepares and distributes an overview of Student Teaching 1 and 2, SED 640 and SED 660;

• Arranges for students to meet their master teacher(s) and school official(s) before the beginning of the semester;

• Prepares, explains, and distributes assessment tools to candidates, school administrators, and master teachers; and

• Reviews student teacher evaluations (EROD) and advises SED Department Chair

Admitted during or after Spring 2016

SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES

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

Program Requirements:
The SF State Single Subject Credential program has four components which student teacher candidates must successfully navigate in order to complete the program and apply to the California Commission on Teacher Credentialing (CCTC) for a Single Subject Credential. They must: 1. Meet all program prerequisites; 2. Complete all academic courses with grade point average of 3.0 or better and no grade lower than a C; 3. Successfully complete student teaching; and; 4. Pass the State-mandated teacher assessment process (edTPA).

Substituting During Student Teaching Assignment:
Due to the demands of courses and fieldwork in the credential program, the Department of Secondary Education does not recommend that candidates substitute teach. Student teachers may substitute for their Master Teacher in case of his/her absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the
University Supervisor and the Master Teacher. Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as student teaching only under the following conditions:

- Student teachers may substitute during the first semester of the credential program; however, these hours cannot be counted towards the 90 hours of observation required for SED 640.
- Substituting during second semester is ONLY permitted with authorization from the Student Placement Coordinator and then only for a limited number of hours per week.
- Student teachers must continue student teaching their regular classes while substituting during the second semester. The master teacher, who will be absent, must make arrangements for another school employee to cover the class if the student teacher teaches in a second master teacher’s classroom.
- If for any reason, the University Supervisor or Placement Coordinator believes that substituting might negatively impact the student’s successful completion of the program, the request will be denied.
- Student teachers must follow guidelines of the district where they are substituting.

**Grading in SED 640 / 660**
If there are differences in opinion between a candidate’s Master Teacher and University Supervisor over questions of student progress and/or student grades, a second University Supervisor will be asked by the Department Chair to observe the student teacher candidate to resolve the differences.

Any time a student receives a NC in SED 640/660, they will also receive zeros or incompletes on any class assignment related to the field placement.

**Field Placement / Practicum**
Our Field Placement Coordinator identifies potential field sites/master teachers, and candidates interview for student teaching placements. At the beginning of the field placement process, all candidates will be given opportunities to interview at two school sites for a potential student teaching field site/placement. The selection decision is often based on how well the candidate presents him or herself professionally. School-site administrators and master 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, he or she would earn a “no credit” for SED 640: Supervised Observation / Participation in Public Schools and would have to return the next fall and repeat SED 640. During the following fall, the candidate, who is repeating SED 640, would again be given opportunities to interview at two school sites for a potential Student Teaching field site/placement. If they succeed in obtaining a placement and pass SED 640, they can then move forward to SED 660 in the spring. If, however, they are not successful in obtaining a placement after two interviews by October 15th, they would again earn a “no credit” for SED 640. The student may withdraw or is subject to be disenrolled through the multi-level declassification process from the Single Subject Credential program.

**Possible Second Field Placement / Practicum**
In the event that a Student Teacher experiences difficulty with the first placement or if the school (Master Teacher / Principal) requests the student leave the placement, the Department Chair, Field Placement Coordinator and, if possible, the University Supervisor will meet with the candidate to evaluate the specific circumstances. If school personnel (Master Teacher / Principal) requests the student leave the placement, they do need to document their reasons for doing so.

After being requested to leave a placement, the student will earn a NC in SED 640 or 660. The Department Chair, in consultation with the Field Placement Coordinator, University Supervisor and relevant faculty members (if possible), will make a decision to recommend or not recommend a possible second field placement the following academic year. If the decision is to deny a second placement, the student may withdraw or be subject to be disenrolled through the multi-level declassification process. For a student to change a placement at his/her own initiative, without a request from the school to leave the placement, the student must contact the Field Placement Coordinator to request and justify the change. **No change of placement can take place except through the Field Placement Coordinator.** If the change of placement is approved by the Field Placement Coordinator and the Department Chair, the Field Placement Coordinator will then work with the student to arrange the second placement. A change of placement may not be approved if the request comes too late in either semester.
Repeating SED 660
If a student must take a leave, (because of a family emergency, illness, accident, pregnancy, unexpected lengthy master teacher absence, change in grade level and class assignment, or other equally serious disruption out of the control of the student), during his/her SED 660 semester, the Field Placement Coordinator, and SED Department Chair, in consultation with the university supervisor, will review the circumstances and determine whether the student needs to repeat SED 660 and SED 752 the following semester.
In the case of Art, Music, P.E., and specific foreign languages, the program can only offer these small C&I II seminars in the spring semester because enrollment is too low to justify fall and spring course offerings. Consequently, the Department Chair, in consultation with the field placement coordinator and student, will design an individual study plan to accommodate the student’s needs during the interim semester.
Students may petition the Chair to repeat SED 660, in the event that there is a serious disruption out of the control of the student.

Candidate Support Intervention Policy
Credential candidates may demonstrate a variety of difficulties or issues which require intervention while in the Single Subject Credential program. Such issues may include:

· Academic difficulties (e.g., problems with coursework);
· Practicum difficulties (e.g., unsuccessful in SED 640/660);
· Dispositional difficulties (e.g., inappropriate actions/behaviors in classrooms, the school site, or the school district).

Situations may also arise in which faculty members must take immediate action. Such situations may include candidates who:
· Demonstrate serious difficulties at the very end of the semester;
· Pose a clear danger to themselves or others;
· Make threats, commit ethical breaches, or exhibit behaviors, which reveal unsuitability for teaching.

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

Student Has Academic Difficulties
1. Identification of Difficulties: Faculty member identifies difficulties in an effort to support the candidate. The faculty member will review grades to identify candidates who are in danger of earning a C or below, a NC (No Credit) or an INC (Incomplete).
2. Consultation: Faculty member may choose to e-mail or meet with colleagues to see if there are shared concerns.
3. Action Plan: Whenever possible, the faculty member confers with the candidate and develops a plan to address the difficulties. The faculty member documents the agreed-upon plan and sends a copy to the Department Chair. If difficulties continue, and the student earns a final grade of C or below, the faculty member will consult with the Department Chair. The student may withdraw or is subject to be disenrolled through the multi-level decategorization process. Note: A GPA of 3.0 or better with no grade lower than a C is required in all courses comprising the professional education sequence.

Student Has Difficulties in the Field Placement / Practicum
1. Identification of Difficulties in the Field Placement (Beyond Obtaining the Placement): The faculty member identifying difficulties will review all Evaluation Reports for Observations and Documents (ERODs) as well as written communications from master 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 Master Teacher and the University Supervisor, they will be reconciled by assessment by an additional University Supervisor appointed by the Department Chair.
2. Consultation: The faculty member may schedule an assessment / intervention meeting with the candidate’s professor for SED 751: Classroom Environment and Management, the Field Placement Coordinator, Curriculum and Instruction Professor, University Supervisor and/or Department Chair. An evaluation will be made to assess the issues and to determine the sources of the difficulties.
3. **Action Plan:** An action plan of concrete steps for the student to follow will be developed out of the consultation meeting.

- **SED 640 (Observation Semester Alternatives):**
  If the master teacher is unwilling to work with the student teacher, the Department Chair, Field Placement Coordinator and University Supervisor, if possible, will meet with the candidate to evaluate the specific circumstances that affected the request to leave. If school personnel request that the student leave the placement, they do need to document their reasons. The Department Chair can recommend another opportunity to interview for an additional placement at a second site-if a placement can be secured by October 15th. **The candidate must agree to follow all guidelines reviewed at the assessment meeting in order to complete the program.** If a candidate does not secure a placement site after the additional interview opportunity, and there is documentation that this decision was due in part to the candidate, or if the Department Chair denies a second interview opportunity, the student will subsequently earn a NC for SED 640: Supervised Observation / Participation in Public Schools. The student may withdraw or the Chair of the Department of Secondary Education may appoint a three-member faculty panel to consider declassification from the program.

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

  1. If a candidate fails to successfully complete SED 660: Student Teaching due to dispositional reasons, failure to communicate well, failure to complete lesson planning, student assessment or any other reason leading to the view of the Master Teacher and University Supervisor that their teaching was not at a passing level, the student will earn a NC in SED 660: Student Teaching. If there is a difference in opinion between the Master Teacher and University Supervisor, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC). If a candidate is asked to leave a placement due to the candidate’s behavior, they will automatically earn a NC 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. If there is a difference in opinion between the Master Teacher and University Supervisor(s) including the university supervisor from art, music or physical education, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC).

  2. If, however, the candidate is asked to leave a placement in the spring during SED 660, and it is clear and documented that there were personality differences, or political or organizational issues in the placement, outside of the control of the student, the Department Chair may design an individual study plan to accommodate the student’s needs.

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

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

1. **Difficulties in Securing a Placement:**
   SFSU will set up only two appointments for a candidate to secure a school placement during an academic year before the student chooses to withdraw or the Department Chair appoints a declassification panel. If the student cannot obtain a placement after two interviews (with documentation from each school), then the student may be considered for possible de-classification. The process is as follows:
   - Enroll in SED 640 / Interview 1 – school site says no (with documentation that the reason was due in part to the candidate’s disposition)
   - Enroll in SED 640 / Interview 2 – school site says no (with documentation).
   - If a student has not secured a placement after two interviews, with documentation from the school site, they will receive a NC in SED 640.
   - The student may withdraw
   - The Department Chair may appoints a Declassification Panel, if necessary

2. **Academic Difficulties:**
   If a candidate earns below a C in a course, or has a semester grade-point-average lower than a 3.0, the student may withdraw or be automatically de-classified.
3. Dispositional Difficulties:
At any time while in the credential program, should a candidate exhibit unprofessional behavior (for example, issues of anger management, inappropriate language, threats directed to any student/candidate or professional, violation of confidentiality, dishonesty or other ethical breaches, an unwillingness to present oneself professionally in dress and grooming that shows respect to students, University or school site staff), he/she is subject to receiving a NC in whatever class they are taking (SED 640/660). The student may withdraw or is subject to be disenrolled through the multi-level declassification process.

If a candidate threatens a student, faculty member, or administrator at SFSU or at his/her school site, the student will receive a NC in the class (SED 640/660), be immediately removed from classes at SFSU and the school site, and a declassification panel will be appointed. The Department would immediately notify the Office of Student Conduct at SF State and the candidate would be subject to SF State disciplinary procedures.

4. Teaching Difficulties / Difficulties in Field Placement / Practicum:
If a candidate receives a NC in SED 640 or SED 660, the student may withdraw or is subject to be disenrolled through the multi-level declassification process.

If a candidate is disenrolled through the multi-level declassification process, or withdraws from the program due to academic, practicum or dispositional difficulties in one program (intern or regular program), the candidate can not transfer to another SED program (intern or regular program).

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

Supporting documents that further detail professional behavior:
These policies and procedures are set within the context of SF State University and California Commission on Teacher Credentialing policies and procedures pertaining to the discipline of professional certificated personnel (applicable sections):

Section 44421
The Commission for Teacher Preparation and Licensing shall privately admonish, publicly reprove, revoke or suspend for immoral or unprofessional conduct, or for persistent defiance of, and refusal to obey, the laws regulating the duties of persons serving in the public school system, or for any cause which would have warranted the denial of an application for a credential or the renewal thereof, or for evident unfitness for service.

Section 44434
Each city or city and county board of examination may for immoral and unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, recommend to the city or city and county board of education, the revocation of any certificate previously granted by the board of education in the city or city and county.

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

The credential program enforces a dress code. Student Teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at their school of assignment especially during the student teaching semester. Dress code is part of grading.

The Role of the University Field Supervisor

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

• The University Supervisors meet with the Field Placement Coordinator on a regular basis to obtain candidate information and discuss program changes, evaluation forms, and specific student issues.

• Observe, evaluate, and support student teachers throughout both semesters of student teaching;

• Provide student teachers with general and specific assistance on planning lessons, units, and curriculum;

• Prepare student teachers for employment by coaching, assisting with procurement of letters of recommendation, and offering specific suggestions;

• Formally evaluate and complete one EROD at the end of the first semester and two E-RODs for each student teacher (midterm & final).

University Supervisors

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

1. Contact and meet with the principal or assistant principal at the beginning of each semester to finalize a list of student teachers on site and confirm master teacher assignments;

2. Provide a list of assigned master teachers to the Field Placement Coordinator;

3. Meet with each master teacher to discuss SED credential requirements, master teacher responsibilities, forms, deadlines, etc. (Master teacher experience determines the length of the initial meeting);

4. Provide master teachers with assessment forms (ERODS);
5. Maintain communication with master teachers by e-mail, phone, and/or school visits as appropriate to the situation.

**With interns, the supervisor will make contact as soon as possible and follow-up with an initial in-person contact with the administrator, who will evaluate the intern. The University Supervisor will communicate policies and procedures outlined above as needed.**
FORM: Two Semester Student Teaching Agreement  
(Suggested) Master Teacher / Student Teacher Expectations

We have discussed our respective expectations for our Coordinating Teacher / Master Teacher-Student Teacher working relationship. The Master Teachers’ or Principal’s/Vice Principals’ signature(s) indicate that these expectations are acceptable:

MASTER TEACHER’S SIGNATURE  DATE

STUDENT TEACHER’S SIGNATURE  DATE

If your master teacher does NOT wish to complete a written statement of mutual expectations, please, have them sign the following statement.

I agree to supervise ____________________________________________

Please, print the credential candidate’s full name

student teaching. We have discussed our respective expectations for our Master Teacher-Student Teacher working relationship. I do not wish to have a written contract that specifies those expectations.
SCHOOL PARTNERSHIPS

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

1. Student teacher training school sites adopt state core curriculum standards;

2. School sites be low-performing, hard-to-staff, OR serve English learners; and

3. Partner schools provide tangible support to master and student teachers.

4. To enhance student teacher training, partner schools may:
   • Introduce student teachers (including background and training) at the earliest possible faculty meeting;
   • Publish a write-up, with picture, of each student teacher in the school paper and/or the school bulletin;
   • Set aside space for student teachers to prepare lessons, seek support, and take refuge, as well as a locked and secure place for student teachers’ personal items;
   • Collaborate with university supervisors to identify and recruit talented teachers interested in serving as master teachers;
   • Facilitate weekly meetings between master teachers and student teachers; and, and
   • Invite student teachers to school functions and in-service activities.
PREPARATION FOR SED 640: OBSERVATION AND PARTICIPATION

Course Description

SED 640: Observation and Participation is taken during the first semester of student teaching of the credential program and is the beginning of student teaching. In the course, the master teacher offers guidance and support to the student teacher based on direct observation of the candidate as he/she becomes involved in classroom activities and responsibilities. These activities include opportunities to grade papers, work with individual students or small groups, and teach all or part of a lesson (while the master teacher is in the classroom). Regular meetings between the master teacher and the candidate are important during the first semester (SED 640), because candidates need constant feedback as they assume more responsibilities and develop strategies and a teaching style.

The credential candidate also participates in a weekly on-campus seminar (SED 751). The Field Placement Coordinator assigns candidates to local public middle/high schools. Candidates spend eight to ten hours per week at their assigned school for a total for a minimum of 90 hours during the public school semester. The primary goal of SED 640 is to enable credential candidates to make the transition from a student observer to an active classroom participant. Beginning student teachers observe in the classroom and gradually assume a more responsible role during the SED 640 segment of their practicum.

Toward the end of the first semester, student teachers complete a required three-day solo teaching unit (on consecutive days), under their master teacher’s direct supervision, in one of the two classes they are observing. The program does not require, student teachers to complete a three day solo teaching unit in their second class. The three-day unit allows the master teacher, the university supervisor, administrators, and students to observe and assess the student teacher’s teaching, classroom management, subject matter competence and key skills delineated in the Evaluation Report for Observations and Documents (EROD—Appendix 3) assessment form. The three-day solo also enables the master teacher to complete this detailed evaluation of the student teacher’s competencies before the student teacher begins teaching two classes for his/her second semester (SED 660).

Timeline – First Semester SED 640

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

Observations

During the first four weeks (August through mid-September), student teachers become familiar with their school, master teacher, subject matter, students, school / classroom processes, counselors, and the school culture and geography.

- Student Teachers observe classes, teachers, and activities outside their discipline with particular attention to classroom management, teaching strategies, teacher demeanor and teaching styles, and faculty and staff relationships and collaboration.
• Student teachers meet all departmental teaching staff and discuss advice, strategies, and teaching experiences with as many as teachers as possible.
• Student Teachers meet and confer with administrators, school counselor(s), librarian, secretarial and clerical staff, janitorial staff, security personnel, and other support personnel.

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

*O & P Observation and Participation*

Student Teachers focus their observations in classes in their discipline and actively participate in the classes they will probably teach their second semester.

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

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

*Planning, Collaboration and Teaching Solo*

Student Teachers gradually assume more demanding classroom support responsibilities, including co-teaching lessons and co-directing activities. All students must schedule their three-day solo teaching between mid October and December 2, because your University Field Supervisor must submit grades before the SFSU deadline and the end of the public school semester. In fact, it is best to have completed the three day solo prior to Thanksgiving. Remember that you have agreed to continue student teaching until the public school semester ends.

• Schedule and plan the lesson with your Master Teacher well ahead of the deadline and discuss the date with your field supervisor.
• Both your Master Teacher and University Field Supervisor must attend and evaluate your mini lesson.
• The Student Teacher plans the lesson, which he/she will deliver on three consecutive school days, with the guidance and approval of their Master Teacher.
• At least one week before the three-day solo teaching experience, Student Teachers will present their Master Teachers and University Field Supervisors with copies of their detailed lesson plan for the three-day solo.
• The Master Teacher must approve the lesson plan.
• Should problems arise, immediately contact the university supervisor.
• The three-day solo is an opportunity to assess strengths and weaknesses before teaching two classes daily (at different grade or ability levels) during the second semester.
• It is crucial that you continue to observe and participate, as you prepare your lessons for the coming semester. Your master teacher will continue to assist, mentor, and monitor your teaching to ensure a successful three-day solo and adequate preparation for your solo teaching second semester (SED 660).
Weeks Sixteen to Twenty-Two (End of first semester to beginning of second semester)
Planning and Teaching Solo

Congratulations! You have completed half of your credential program. To continue your successful practicum, we encourage you to devote yourself to planning your classes during the holiday break and discussing and revising your lesson plans with your master teacher before beginning solo teaching in January.
Observation Schedule by Month

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

First Month Planning and Strategizing

August

_______ Review and memorize your school’s floor plan, safety, and emergency procedures;

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

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

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

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

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

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

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

_______ Offer to assist your master teacher(s) in all areas of instruction; and

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

Second Month

September
Review your school’s safety procedures, particularly the emergency drill protocol at least once a week;

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

Craft a weekly schedule of 10-15 hours of observation and participation with your master teacher;

Get acquainted with students and their academic needs;

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

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

At the end of two months, you should have completed at least 32 hours of Observation and Participation.

Third Month
Meticulous Observation, Thoughtful Reflection and Guided Participation
October

Focus this segment of your observation and participation hours on the classes you will teach second semester.

Review and discuss the school’s attendance policies with your master teacher. Record your master teacher’s policy guidelines.

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

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

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

Prepare mini lessons with your master teacher and co-teach classes or teach lesson segments in preparation for teaching solo second semester;
Discuss your school’s, department’s, and teacher’s evaluation and grading procedures with your master teacher and departmental colleagues; [Prepare a synopsis of your master teacher’s grading policy and review it with him/her.]

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

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

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

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

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

**Fourth and Last Month**

**Teaching Solo**

**November - December**

The College of Education (COE), and Secondary Education Department (SED) and Bay Area school districts require that credential candidates complete their school site’s semester. Teaching until the end of the semester, will solidify the student teaching experience, build teaching skills, enhance the continuity and cohesion of course instruction, assist students, the school site, and colleagues, and strengthen a student teacher’s portfolio and employability. Teaching until the end of term, also affords student teachers with an opportunity to complete planning for their solo teaching with the guidance and support of their master teacher.
REQUIREMENTS TO COMPLETE SED 640
AND BEGIN
SOLO STUDENT TEACHING SED 660

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

_____ Take responsibility for specific classroom duties;

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

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

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

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

_____ Develop and write a detailed classroom management plan.

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

_____ Schedule regular weekly meetings with your Master Teacher(s);

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

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

_____ Know your Master Teacher’s routine and procedures, (especially attendance and record keeping), establish your own style, but work closely with your master teacher(s).

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

_____ Leave your address, phone number, and e-mail with the school administrator and master teacher, so they can contact you in the event of a schedule change, administrative requirements, early faculty meetings, teacher in-service, and preparation days, or an emergency.
EVALUATION AND SCORING
(E-ROD – Evaluation Recording and Observation Document: See Appendix)

Observation Semester: 2 ERODs (one from master teacher or other appropriate site professional and one from the University Supervisor) Student Teaching Semester: 4-6 ERODs (two from each master teacher or other appropriate site professional and two from the University Supervisor)

During first semester and while the student teacher is observing, the supervisor and master teacher may give scores of 1’s and 2’s on E-RODs (the lower scores). There should be a progression in scores from first to second semester. By the end of the second semester, all TPE boxes must have scores of 3 in order for the student teacher to pass student teaching.
## FORM: Student Teacher Observation Log
Observation Hours SED 640 (Example #1 FORM)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>TOTAL HOURS</th>
<th>TEACHERS AND ACTIVITIES OBSERVED</th>
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Master Teacher/ Department chair signature:

__________________________________________________________________________
BRIDGING SED 640 AND SED 660: REQUIREMENTS AND PREPARATION

Before you assume your daily teaching responsibilities:

1. WRITE a classroom management plan that your master teacher(s) has approved. The plan you prepared in SED 751 should approximate the plan you will implement.

2. COMPLETE an instructional plan and weekly topic outline for the courses you will be teaching, as well as more detailed plans for our first unit of instruction. Use the skills for long range and unit planning you learned in your Curriculum and Instruction course.

3. ORGANIZE a current teaching binder (either a physical binder or a folder organized in your laptop) with daily and unit plans that is available for review by your supervisors.

4. Include the midterm evaluations you completed and those by your supervising teacher(s) and university supervisor in your assessment portfolio.
FORM: CANDIDATE AND MASTER TEACHER
EXPECTATIONS WORKSHEET

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

Dear Coordinating/Master Teacher________________________

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

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

Master Teacher/Student Teacher Statement of Expectations

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

________________________________
STUDENT TEACHER’S SIGNATURE

PLEASE PRINT STUDENT TEACHER’S FULL NAME

________________________________
MASTER TEACHER’S SIGNATURE

DATE

The Master Teacher’s signature indicates agreement with these expectations

PLEASE PRINT MASTER TEACHER’S FULL NAME

If your Master Teacher does NOT wish to complete a written statement of mutual expectations, please, have them sign the statement below.
I agree to serve as a master teacher and supervise ________________________________
______________________, a student teacher from SFSU. We have discussed our respective expectations
for our Master and Student Teacher working relationship. I do not wish to have a written contract that
specifies those expectations.

**Master and Student Teacher please sign to confirm your agreement with these expectations.**

______________________________
MASTER TEACHER’S SIGNATURE    DATE

PLEASE PRINT THE MASTER TEACHER’S FULL NAME

________________________________
CREREDENTIAL CANDIDATE’S SIGNATURE    DATE
FORM: SED 660 Progress Report

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

Student Teacher e-mail ________________________________

School ________________________________ Subject __________________________

Master Teacher e-mail ________________________________

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

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MEETING TIMES
What day and time are the master teacher and student teacher available for conferences and planning? What day and time will the student teacher and master teacher meet each week?
SED 660 STUDENT TEACHING:
COURSE DESCRIPTION AND OVERVIEW

SED 660, teaching experience in a public school under the guidance of a supervising master teacher and a university supervisor, is the final semester field experience and culminating practicum for all single subject credential candidates.

Only candidates who have successfully passed all sections of the CSET, completed all of their prerequisites and required first semester classes (SED 701, 800, 720), first semester student teaching, SED 640 and concurrent course SED 751, are eligible to enroll in SED 660. The Department does not allow Candidates to start coursework or fieldwork without rectifying low grades or incompletes two weeks before the start of the semester following the low grades or incompletes. The Department Chair may deselect candidates (from the program), who do not rectify low grades or incompletes within this timeframe.

Credential candidates must also enroll in the concurrent course SED 752: Professional Perspectives and Practices, which will support their teaching practice with specific strategies, curriculum, and instruction.

Second semester Credential Candidates have instructional responsibilities for two classes in their content area.

Lesson Plan

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

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

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

Block vs. Regular Session Classes

In the spring semester, all student teachers must teach two classes at different levels regardless of whether they have been assigned to teach block classes or regular classes.
Course Objectives: SED 660

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

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

Number of visits/observations

- As needed depending on needs of the individual determined by University Supervisor (four to six visits)
- Minimum of three are required.
- Note: Two observation visits by subject area supervisor for Art, Music, and PE
- Note: University supervisor may request videos of student teaching.

When should the visits take place?

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

Required forms and documentation:

- Three written evaluations (two ERODs required)
- Conference among candidate, master teacher, and university supervisor may be requested for any candidate who does not meet the standards on any evaluation.

To whom is the documentation submitted?

- All required documentation must be submitted to the Field Placement Coordinator (Ms. Salomon)
Full-Time Commitment during SED 660

In addition to four graduate level education courses, SED 660 credential candidates teach two middle school or high school courses under the guidance of a master teacher at the school site and a SFSU university supervisor. In order to handle the workload, students will need to provide a full-time commitment to the Single Subject Credential program while student teaching.

School Site Daily and Semester Teaching Schedules

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

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

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

**TWO WEEKS FULL DAY REQUIRED OBSERVATION**

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

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

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

Student teachers are responsible for:

1. Assuming instructional responsibility for two distinct classes at different grade levels in the content area in which you have passed the CSET exam, subject area competency, and course requirements;

2. Undertaking your teaching assignment from the first teacher workday of the school site semester until the last teacher workday of the school site semester;

3. Deepening your understanding of teacher responsibilities throughout the semester;

4. Shadowing and assisting your master teacher throughout the day, for 10 days during a two-week period;

5. Demonstrating competence (to your supervisors) in all classroom-based Teaching Performance Expectations (TPEs)

Instructional Planning

1. To develop and implement semester long instructional plans for two classes in your subject area, which require different content and/or grade level preparation;

2. To maintain and organize a Teacher Binder for each class that includes:
   3. A Syllabus;
   4. Semester Plan;
   5. Unit Plans; and
   6. Daily Lesson Plan

Professional obligations

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

2. Credential Candidates confer regularly with their master teacher(s);

3. Credential Candidates attend professional development days and other meetings related to their teaching assignment;

4. Credential Candidates must adhere to all school policies and procedures, including grading, incident reports, and teacher absence and late arrival rules
EVALUATION REPORT FOR OBSERVATIONS and DOCUMENTS

Directions: We designed this assessment form for use by university supervisors, master teachers, university instructors/advisors, and candidates. Use the 12 Teaching Performance Expectations spaces for brief, specific descriptions of the candidate’s performance. Rate each teaching performance expectation observed or reviewed. Ratings: 4 exceeds expectations; 3 meets expectations; 2 expectations partially met; 1 no evidence. Please, give the original to the candidate for inclusion in their portfolio and make a copy for your records. The candidate will make copies for the: (1) Placement Office, (2) University Field Supervisor, and (3) Faculty. SEE FOLLOWING PAGE FOR DESCRIPTORS. PLEASE, PRINT LEGIBLY

<table>
<thead>
<tr>
<th>Date:</th>
<th>Candidate:</th>
<th>1. Subject-Specific Pedagogical Skills</th>
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<td>Circle one:</td>
<td>3-Day Solo Other 640 660 First 660 2nd 660 3rd 660 4th</td>
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<td>Candidate signature: ______________________________</td>
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<td>Evaluator's signature: __________</td>
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<td>Circle one: Master Teacher /University Supervisor/Other</td>
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### DESCRIPTORS OF TEACHING PERFORMANCE EXPECTATIONS

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<tr>
<th>1. <strong>Subject-Specific Pedagogical Skills</strong></th>
<th>2. <strong>Monitoring Student Learning</strong></th>
<th>3. <strong>Interpret. &amp; Use of Assessments</strong></th>
<th>4. <strong>Making Content Accessible</strong></th>
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<tr>
<td>• Identifies academic content or skills standard(s) appropriate to course &amp; grade level;</td>
<td>• Asks questions to check understanding;</td>
<td>• Uses a variety of assessments;</td>
<td>• Uses logical, coherent sequences;</td>
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<td>• Writes learning outcome(s) for students consistent with identified standards.</td>
<td>• Reviews student work in progress;</td>
<td>• Uses assessment results in planning;</td>
<td>• Presents content in multiple ways.</td>
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<td>• Presents accurate content that reflects basic principles &amp; values of the discipline;</td>
<td>• Checks for common misunderstandings;</td>
<td>• Adapts assessments to student needs;</td>
<td>• Provides time for practice, application;</td>
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<td>• Uses instructional strategies &amp; materials appropriate to the content &amp; learning outcome(s);</td>
<td>• Pacing reflects students’ needs.</td>
<td>• Provides feedback to students;</td>
<td>• Teaches reading strategies;</td>
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<td>• Uses a diversity of strategies &amp; provides multiple examples, consistent with the standard(s), content, &amp; outcomes.</td>
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<td>• Maintains accurate assessment records;</td>
<td>• Motivates &amp; encourages students.</td>
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<th>5. <strong>Student Engagement</strong></th>
<th>6. <strong>Developmentally Appropriate Practices</strong></th>
<th>7. <strong>Teaching English Learners</strong></th>
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<td>• Communicates objectives clearly;</td>
<td>• Promotes higher-order thinking;</td>
<td>• Applies ELD principles to instruction;</td>
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<td>• Ensures active &amp; equitable participation;</td>
<td>• Promotes goals, requirements, and criteria;</td>
<td>• Promotes opportunities for reading, writing, listening, &amp; speaking English;</td>
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<td>• Re-engages off-task students;</td>
<td>• Connects curriculum to community;</td>
<td>• Plans differentiated instruction for ELL;</td>
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<td>• Encourages student dialogue;</td>
<td>• Promotes student responsibility;</td>
<td>• Contextualizes key concepts;</td>
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<td>• Makes instruction relevant;</td>
<td>• Supports individuality;</td>
<td>• Allows for first language support;</td>
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<td>• Asks challenging questions;</td>
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<th>8. <strong>Learning About Students</strong></th>
<th>9. <strong>Instructional Planning</strong></th>
<th>10. <strong>Instructional Time</strong></th>
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<tbody>
<tr>
<td>• Assesses prior knowledge &amp; skills;</td>
<td>• Writes clear short- &amp; long-term plans.</td>
<td>• Allocates time to meet all standards;</td>
</tr>
<tr>
<td>• Knows students as individuals;</td>
<td>• Makes connections across lessons;</td>
<td>• Estimates times for instructional tasks;</td>
</tr>
<tr>
<td>• Interacts with parents;</td>
<td>• Plans clear explanations of content.</td>
<td>• Establishes procedures for routines;</td>
</tr>
<tr>
<td>• Identifies students with special needs;</td>
<td>• Makes abstract concepts concrete;</td>
<td>• Manages transitions efficiently;</td>
</tr>
<tr>
<td>• Understands how students’ identities influence schooling experiences.</td>
<td>• Connects content to backgrounds.</td>
<td>• Adjusts planned time when necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Social Environment</strong></th>
<th>12. <strong>Prof, Legal, Ethical Obligations</strong></th>
<th>13. <strong>Professional Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sets clear expectations for students.</td>
<td>• Takes responsibility for outcomes;</td>
<td>• Solicits &amp; incorporates feedback.</td>
</tr>
<tr>
<td>• Promotes student effort &amp; engagement;</td>
<td>• Recognizes own values &amp; biases;</td>
<td>• Reflects on own teaching practices;</td>
</tr>
<tr>
<td>• Implements a discipline plan;</td>
<td>• Maintains a non-hostile environment;</td>
<td>• Modifies teaching based on reflection.</td>
</tr>
<tr>
<td>• Treats students fairly &amp; with respect;</td>
<td>• Follows policies for responding to inappropriate behavior;</td>
<td>• Prioritizes goals for professional growth;</td>
</tr>
<tr>
<td>• Promotes group &amp; independent work;</td>
<td>• Behaves legally, ethically, &amp; professionally;</td>
<td></td>
</tr>
</tbody>
</table>
REQUIREMENTS FOR CANDIDATES TRANSFERRING

To a new Master Teacher
To a new school
To the Intern Program

Please be mindful of the responsibilities delineated in Teaching Performance Expectation 12 (TPE 12) Professional, Legal, and Ethical Obligations and Teaching Performance Expectation 13 (TPE 13) Professional Growth, when transferring from one credential program track to another or moving from a school site. Although you may feel uncomfortable about discussing changes in your program with the teachers or administrators you are leaving, it is imperative that you communicate your intentions and plans in a clear and direct manner to the Intern Program Coordinator, if you plan to transfer in or out of the Intern Program, your master teacher, department chair, vice principal, principal, SFSU university field supervisor, and the SFSU SED Student Teacher Field Placement Coordinator. Should you anticipate or experience difficulty communicating with the required parties, immediately contact the Student Teacher Field Placement Coordinator. She will help you develop a communication strategy; facilitate contacting the concerned parties, assist you in other aspects of your transition.

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

Note for Credential Candidates

Master Teachers and University Supervisors take time to train, prepare, and support credential candidates, so that they will be prepared to teach their second semester. Master Teachers receive no financial compensation for training student teachers. Master Teachers and University Supervisors train student teachers, because they are committed to public education, students, and teaching. Please, keep this in mind as you interact with them.
SED 660 COURSE CALENDAR

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

1. Student Teachers must check their school site calendar at least a month prior to the start of the semester and plan to attend teacher meetings and workdays.

2. Student Teaching begins on the first day of the school’s semester, which may include school-wide faculty orientation.

3. Student Teachers must comply with the master teacher’s and school’s policies pertaining to grading, including the date grades are due.

4. Student Teaching ends on the last day of the school’s semester, which may be a teacher workday.

5. Student teachers will be supported to submit the edTPA teaching assessment in April.
Credential Candidate and Master Teacher

Senate Bill SB 2042 requires at the master teacher’s discretion, credential candidates:

A. Observe their master teacher throughout each teaching day for two full weeks;

B. Continue to teach their assigned classes throughout their two-week master teacher observation;

C. Assist their master teacher (but not assume primary responsibility for instruction) in classes that he/she is not teaching and;

D. Teach their assigned classes until the end of the school site semester

Candidates must provide and confirm the dates they completed their two week master teacher observation below by dating, and signing and printing their names and having their master teacher date, sign and print their name.

Dates of Two Week Full Day Observation ____________________________________________

CREDENTIAL CANDIDATE Print and Sign Your Name

__________________________________________________________

MASTER TEACHER Please Print and Sign Your Name

__________________________________________________________

UNIVERSITY SUPERVISOR Please Print and Sign Your Name.
TEACHER PERFORMANCE ASSESSMENT: Ed-TPA

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative task designed to assess a candidate’s proficiency in all thirteen of California’s Teacher Performance Expectations and thus, his or her readiness to teach in California’s diverse classrooms.

During your participation in the Single Subject Credential program, you will be guided through the tasks necessary for you to complete and submit for evaluation a TE – TEACHING EVENT.

Each teaching event is designed around your specific academic or special subject area.

You will be submitting this event to Pearson for scoring via a digital portal. Although you will be guided through this process by faculty in the credential program, the work itself on the teaching event will be your own. You will be required to sign a document indicating that the work on the TPA is strictly your own. There is a cost associated with this assessment. Further information about the Teacher Performance Assessment will be provided to you during your duration in the program.

A passing score on this evaluation is necessary before your application for your credential can be sent to the CCTC.
## APPENDIX ONE:
RUBRICS for TEACHING PERFORMANCE EXPECTATIONS

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
<th>Teaching Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and organizing subject matter</td>
<td>1. Subject specific pedagogical skills</td>
</tr>
<tr>
<td>Assessing student learning</td>
<td>2. Monitoring student learning</td>
</tr>
<tr>
<td></td>
<td>3. Interpretation and use of assessments</td>
</tr>
<tr>
<td>Engaging and supporting all students in learning</td>
<td>4. Making content accessible</td>
</tr>
<tr>
<td></td>
<td>5. Student engagement</td>
</tr>
<tr>
<td></td>
<td>6. Developmentally appropriate practices</td>
</tr>
<tr>
<td></td>
<td>7. Teaching English learners</td>
</tr>
<tr>
<td>Planning instruction and designing learning</td>
<td>8. Learning about students</td>
</tr>
<tr>
<td>experiences for all students</td>
<td>9. Instructional planning</td>
</tr>
<tr>
<td>Creating and maintaining effective environments</td>
<td>10. Instructional time</td>
</tr>
<tr>
<td>for student learning</td>
<td>11. Social environment</td>
</tr>
<tr>
<td>Developing as a professional educator</td>
<td>12. Professional, legal, and ethical obligations</td>
</tr>
<tr>
<td></td>
<td>13. Professional growth</td>
</tr>
</tbody>
</table>

The rubrics for the Teaching Performance Expectations (TPEs) on these pages determine ratings on the Evaluation Report for Observations and Documents (EROD). The elements shown in the left-hand column are the same as those shown on the back of the EROD. Ratings of the student teacher’s performance should be entered on the EROD form.
<table>
<thead>
<tr>
<th>Elements of TPE 1</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies academic content or skills standard(s)</td>
<td>Infuses standards throughout lesson, students recognize relation of lesson to standard</td>
<td>Lists standards for lessons that are appropriate for course and grade level and relevant to the lesson.</td>
<td>Lists some standards that are not addressed or some standards are not identified</td>
<td>Standards not identified or lesson does not address standards</td>
</tr>
<tr>
<td>Writes learning outcomes</td>
<td>Plans to communicate outcomes to students</td>
<td>Clearly states outcomes aligned with standards</td>
<td>States outcomes that are not entirely clear and/or aligned</td>
<td>Outcomes not clear or not stated</td>
</tr>
<tr>
<td>Presents accurate content of discipline</td>
<td>Provides opportunities for engaging students in practices of the discipline</td>
<td>Includes content reflecting basic principles and values of discipline; presented clearly and accurately.</td>
<td>Plans content central to the discipline; most content clear and accurate</td>
<td>Content not accurate or appropriate</td>
</tr>
<tr>
<td>Uses instructional strategies and material to accomplish content and learning outcomes</td>
<td>Uses multiple strategies to enable all students to meet learning outcomes</td>
<td>Uses classroom strategies and materials to support content and learning outcomes</td>
<td>Plans strategies or materials related to content and learning outcomes.</td>
<td>No clear relationship between strategies and materials to learning outcomes.</td>
</tr>
<tr>
<td>Uses a diversity of strategies and provides multiple examples</td>
<td>Uses several strategies appropriate for different learners.</td>
<td>Uses alternative strategies for diverse learners.</td>
<td>Plans for the use of multiple examples and strategies</td>
<td>Few or no plans for using multiple examples and strategies</td>
</tr>
</tbody>
</table>
## Elements of TPE 2: Monitoring Student Learning

<table>
<thead>
<tr>
<th>Questions to check for understanding</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions and allows time to reflect and demonstrate understanding</td>
<td>Questions require extended responses at appropriate points in the lesson</td>
<td>Questions well planned and placed</td>
<td>Questions poorly planned and/or placed and/or call for phrases or one-word answers</td>
<td></td>
</tr>
<tr>
<td>Reviews work in progress</td>
<td>Keeps systematic records of student understanding and encourages students to explain to each other.</td>
<td>Moves among students to track understanding, respond to questions, and listen to responses</td>
<td>Plans include opportunities to check student work in progress</td>
<td>Plans reflect few or no opportunities to check student work in progress</td>
</tr>
<tr>
<td>Checks common misunderstandings</td>
<td>Uses common misunderstandings to deepen understanding</td>
<td>Identifies common misunderstandings and works with students to change them.</td>
<td>Plans include explicit references to likely misunderstandings and ways to address them.</td>
<td>Plans reflect little or no attention to common or likely misunderstandings.</td>
</tr>
<tr>
<td>Pacing reflects needs of students</td>
<td>Adjusts pacing to accommodate feedback from students</td>
<td>Pacing allows most students to meet objectives.</td>
<td>Includes reasonable estimates of times in written plans.</td>
<td>Inappropriate pacing of activities</td>
</tr>
</tbody>
</table>

45 | P a g e
### TPE 3: Interpretation and Use of Assessments

<table>
<thead>
<tr>
<th>Elements of TPE 3</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of assessments</td>
<td>Includes more than 2 types at application level or beyond</td>
<td>Includes at least 2 types at least at comprehension level</td>
<td>Includes 2 types or limited to recall levels</td>
<td>Includes only 1 type limited to recall level</td>
</tr>
<tr>
<td>Uses assessment results in planning</td>
<td>Alters plans on 2 or more occasions</td>
<td>Alters plans appropriately</td>
<td>Alters plans in a minor way</td>
<td>No or inappropriate alterations</td>
</tr>
<tr>
<td>Adapts assessments to student needs</td>
<td>Adapts on 2 or more occasions</td>
<td>Adapts once and/or for few students</td>
<td>Uses inadequate assessments for students</td>
<td>Adaptations are absent or inappropriate</td>
</tr>
<tr>
<td>Provides feedback to students</td>
<td>Includes suggestions for improvement</td>
<td>Comments on student performances</td>
<td>Includes only right or wrong markings</td>
<td>Provides only overall grade</td>
</tr>
<tr>
<td>Maintains accurate assessment records</td>
<td>Puts results in context for students and parents</td>
<td>Orders grade book with detail on how grades are determined</td>
<td>Orders grade book but it does not reflect how grades are determined</td>
<td>Grade book not orderly</td>
</tr>
</tbody>
</table>
## TPE 4: Making Content Accessible

<table>
<thead>
<tr>
<th>Elements of TPE 4</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses logical, coherent sequence of instruction</td>
<td>Adapts sequence in response to student needs</td>
<td>Presents content logically and coherently</td>
<td>Sequences most instruction logically</td>
<td>Instruction not sequenced logically</td>
</tr>
<tr>
<td>Presents content in multiple ways</td>
<td>Presents and reinforces content creatively in a variety of modalities</td>
<td>Presents and reinforces content using multiple modalities</td>
<td>Presents content clearly in more than one modality</td>
<td>Content presented in one modality (oral, textual, graphic, etc.)</td>
</tr>
<tr>
<td>Provides time for practice, application</td>
<td>Provides creative opportunities to practice and apply concepts to new contexts</td>
<td>Provides time and multiple scaffolded opportunities to practice and apply concepts</td>
<td>Provides time for practice</td>
<td>No time provided for practice of new concepts</td>
</tr>
<tr>
<td>Teachers reading strategies</td>
<td>Teaches language and literacy strategies to comprehend a variety of information sources</td>
<td>Teaches reading, writing, and talking-to-learn strategies in content area lessons</td>
<td>Teaches some reading strategies in content-area lessons.</td>
<td>Reading comprehension strategies not taught in content lessons.</td>
</tr>
<tr>
<td>Motivates and encourages students</td>
<td>Shows students relevance of discipline to “real life”</td>
<td>Motivates by evoking prior knowledge and linking it to student interests</td>
<td>Connects some background to students’ interests or background</td>
<td>No attempt to motivate by relating content to students’ backgrounds</td>
</tr>
<tr>
<td>Adjusts lesson as needed</td>
<td>Differentiates instruction for learners with different abilities</td>
<td>Implements adaptations for learners with different abilities</td>
<td>Plans for adaptations that clarify language or content for learners.</td>
<td>Does not adjust lesson for learners with different abilities.</td>
</tr>
</tbody>
</table>
## TPE 5: Student Engagement

<table>
<thead>
<tr>
<th>Elements of TPE 5</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates objectives clearly</td>
<td>Communicates clear objectives to students</td>
<td>Communicates objectives to students</td>
<td>Writes clear objectives in plans</td>
<td>No objectives or objectives unclear</td>
</tr>
<tr>
<td>Ensures active and equitable participation</td>
<td>Systematically involves most students’ participation</td>
<td>Implements rules and procedures with most students participating</td>
<td>Writes out rules and procedures for active, equitable participation</td>
<td>No plan or procedure for student participation</td>
</tr>
<tr>
<td>Re-engages off-task students</td>
<td>Is alert to off-task students and uses several strategies to re-engage them</td>
<td>Sets and implements clear re-engagement procedures</td>
<td>Inconsistently implements strategies for re-engaging students</td>
<td>No clear plan for re-engaging off-task students.</td>
</tr>
<tr>
<td>Encourages student dialogue</td>
<td>Has most students involved in dialogue</td>
<td>Encourages student dialogue in a variety of ways</td>
<td>Plans activities that encourage some student dialogue</td>
<td>Procedures or practices do not evoke student dialogue</td>
</tr>
<tr>
<td>Makes instructions relevant</td>
<td>Makes most lessons relevant to students</td>
<td>Makes some lesson material relevant</td>
<td>Plans to make instruction relevant</td>
<td>No effort to make instruction relevant</td>
</tr>
<tr>
<td>Asks challenging questions</td>
<td>Asks literal, interpretive and applied questions</td>
<td>Asks literal and interpretive questions</td>
<td>Plans for literal and interpretive questions</td>
<td>Asks literal or recall questions only</td>
</tr>
</tbody>
</table>
## TPE 6: Developmentally Appropriate Practices

<table>
<thead>
<tr>
<th>Elements of TPE 6</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promotes higher-order thinking</strong></td>
<td>Engages students regularly in interpreting and applying knowledge</td>
<td>Implements activities and questions that promote thinking</td>
<td>Plans activities and questions that require some interpretation</td>
<td>Activities require only recall or literal understanding</td>
</tr>
<tr>
<td><strong>Communicates goals, requirements, criteria to students and families</strong></td>
<td>Communicates goals et al directly with parents</td>
<td>Makes goals et al clear to students and through them to families</td>
<td>Develops goals et al and plans a way to communicate</td>
<td>No stated requirements or contact with families</td>
</tr>
<tr>
<td><strong>Connects curriculum to community</strong></td>
<td>Describes, analyzes and makes appropriate recommendations in case study</td>
<td>Describes fully and analyzes adolescents’ characteristics in case study</td>
<td>Provides limited description of adolescent characteristics in case study</td>
<td>Does not complete case study assignment.</td>
</tr>
<tr>
<td><strong>Promotes student responsibility for learning and organization skills</strong></td>
<td>Encourages responsibility and requires reflection on a regular basis</td>
<td>Encourages responsibility and requires student reflection on learning</td>
<td>Plans to encourage responsibility and require student reflection on learning</td>
<td>No awareness of need to promote student responsibility</td>
</tr>
<tr>
<td><strong>Supports individuality</strong></td>
<td>Accommodates student developmental differences on a regular basis in the classroom</td>
<td>Recognizes student developmental differences and accommodates them in classroom practice</td>
<td>Explains the 5 areas of adolescent development and relates them to theory</td>
<td>No awareness of students’ individual differences or develop-mental needs.</td>
</tr>
</tbody>
</table>
## TPE 7: Teaching English Learners

<table>
<thead>
<tr>
<th>Elements of TPE 7</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies ELD principles to instruction</td>
<td>Regularly uses strategies for ELD in teaching</td>
<td>Uses strategies for ELD in some lessons taught</td>
<td>Includes strategies for ELD in written plans</td>
<td>Shows little or no awareness of ELD principles</td>
</tr>
<tr>
<td>Promotes opportunities for reading, writing, listening, and speaking English</td>
<td>Frequently provides opportunities for all types of communication in English</td>
<td>Provides opportunities for some types of communication in English in some instruction</td>
<td>Provides opportunities for all types of communication in English in written plans</td>
<td>No awareness of the importance of emphasizing communication</td>
</tr>
<tr>
<td>Plans differentiated instruction for ELL</td>
<td>Uses differentiated instruction in most key lessons</td>
<td>Uses differentiated instruction in some lessons</td>
<td>Includes differentiated instruction in written plans</td>
<td>Has no understanding of differentiated instruction</td>
</tr>
<tr>
<td>Contextualizes key concepts</td>
<td>Consistently provides context for key concepts</td>
<td>Contextualizes key concepts in instruction</td>
<td>Develops plan to contextualize key concepts</td>
<td>Does not identify key concepts</td>
</tr>
<tr>
<td>Allows for first language support</td>
<td>Allows for first language support while encouraging the use of English</td>
<td>Allows students first language support during instruction</td>
<td>Includes references to allowing first language support in plans</td>
<td>Doesn’t allow use of first language</td>
</tr>
</tbody>
</table>
## TPE 8: Learning About Students

<table>
<thead>
<tr>
<th>Elements of TPE 8</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses prior knowledge &amp; skills</td>
<td>Uses information in instruction</td>
<td>Assesses students’ prior knowledge/skills</td>
<td>Plans to assess students’ prior knowledge/skills</td>
<td>No assessment or inappropriate assessment</td>
</tr>
<tr>
<td>Knows students as individuals</td>
<td>Uses information in classroom</td>
<td>Assesses students’ interests and aspirations</td>
<td>Plans to assess students’ interests and aspirations</td>
<td>Does not know students’ names or background.</td>
</tr>
<tr>
<td>Interacts with parents</td>
<td>Communicates with parents of most students</td>
<td>Communicates to parents beyond what the school requires (e.g., phone calls)</td>
<td>Communicates to parents only as required (e.g., report cards)</td>
<td>No interaction with parents.</td>
</tr>
<tr>
<td>Identifies students with special needs</td>
<td>Modifies curricula on a regular basis</td>
<td>Modifies curricula for students with special needs</td>
<td>Identifies students with special needs</td>
<td>Cannot identify students with special needs.</td>
</tr>
<tr>
<td>Understands how students’ identities influence schooling experiences</td>
<td>Maintains strategies</td>
<td>Implements strategies in the classroom</td>
<td>Plans specific strategies to create a culturally sensitive and relevant environment</td>
<td>Not aware of students’ diverse cultural or linguistic background.</td>
</tr>
</tbody>
</table>
**TPE 9: Instructional Planning**

<table>
<thead>
<tr>
<th>Elements of TPE 9</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes clear short- and long-term plans</td>
<td>Consistently addresses standards and student achievement</td>
<td>Addresses students’ current levels of achievement in plans</td>
<td>Plans lessons, units, and semester based on standards</td>
<td>Lesson or unit plans not related to standards</td>
</tr>
<tr>
<td>Makes connections across lessons</td>
<td>Consistently plans and connects lessons as described for level 3</td>
<td>Plans lessons that build on prior learning and promote learning in subsequent lessons</td>
<td>Connects learning to prior lessons in some plans</td>
<td>Connections across lessons are weak or not present.</td>
</tr>
<tr>
<td>Plans clear explanations of content</td>
<td>Consistently plans lessons with clear content explanations</td>
<td>Plans lessons that include clear content explanations</td>
<td>Demonstrates understanding of content to be taught</td>
<td>Content explained inaccurately</td>
</tr>
<tr>
<td>Makes abstract concepts concrete</td>
<td>Plans novel lessons making abstract concepts concrete</td>
<td>Plans lessons that regularly make abstractions concrete</td>
<td>Plans some activities to make abstract concepts concrete</td>
<td>Does not present or explain abstract concepts.</td>
</tr>
<tr>
<td>Connects content to backgrounds</td>
<td>Creatively connects content to diverse students’ backgrounds</td>
<td>Connects content to diverse students’ backgrounds</td>
<td>Occasionally connects content to some students’ backgrounds</td>
<td>Rarely, if ever, relates content to students’ backgrounds</td>
</tr>
<tr>
<td>Accommodates varied student needs</td>
<td>Selects a variety of strategies and materials to meet many students’ needs</td>
<td>Plans to accommodate a variety of students’ needs</td>
<td>Plans to accommodate some students’ needs</td>
<td>Shows no awareness of differences in student needs,</td>
</tr>
</tbody>
</table>
## TPE 10: Instructional Time

<table>
<thead>
<tr>
<th>Elements of TPE 10</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocations time to meet all standards</td>
<td>Addresses all required standards in instruction</td>
<td>Addresses planned standards in instruction</td>
<td>Plans long range and identifies relevant standards</td>
<td>No long-range plan or plan does not identify standards</td>
</tr>
<tr>
<td>Estimates times for instructional tasks</td>
<td>Often estimates times accurately</td>
<td>Shows improvement in estimating time</td>
<td>Estimates time in written plans</td>
<td>Does not estimate time for tasks.</td>
</tr>
<tr>
<td>Establishes procedures for routines</td>
<td>Adjusts procedures based on results of use</td>
<td>Implements procedures</td>
<td>Plans procedures for routines</td>
<td>Routines and procedures are inconsistent</td>
</tr>
<tr>
<td>Manages transitions efficiently</td>
<td>Frequently executes transitions with clear connections</td>
<td>Executes some transitions with connections</td>
<td>Plans for transitions with connections between activities</td>
<td>No transitions between activities.</td>
</tr>
<tr>
<td>Adjusts planned time if necessary</td>
<td>Anticipates need to adjust planned time</td>
<td>Adjusts planned time when obviously needed</td>
<td>Plans for potential adjustments of time</td>
<td>Does not adjust planned time.</td>
</tr>
</tbody>
</table>
### TPE 11: Social Environment

<table>
<thead>
<tr>
<th>Elements of TPE 11</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets clear expectations for students</td>
<td>Implements and uses positive reinforcement</td>
<td>Implements planned expectations and consequences</td>
<td>Plans clear expectations with consequences</td>
<td>Student expectations not set or unclear.</td>
</tr>
<tr>
<td>Promotes student effort and engagement</td>
<td>Uses strategies frequently, e.g., small groups</td>
<td>Encourages all students to participate with student-centered approaches.</td>
<td>Plans to address student effort and engagement, e.g., small groups</td>
<td>Does not plan for or enact student-centered practice.</td>
</tr>
<tr>
<td>Implements a discipline plan</td>
<td>Anticipates and prevents negative behaviors</td>
<td>Implements discipline plan during most of the class time</td>
<td>Devises an appropriate written discipline plan</td>
<td>No discipline plan or discipline is inappropriate.</td>
</tr>
<tr>
<td>Treats students fairly and with respect</td>
<td>Promotes fairness and respect to and for all in classroom</td>
<td>Exhibits respect for students, verbally &amp; non-verbally</td>
<td>Plans for ways to show fairness and respect</td>
<td>Lack of awareness of student feelings</td>
</tr>
<tr>
<td>Promotes group and independent work</td>
<td>Regularly implements a variety of work arrangements</td>
<td>Uses a variety of work arrangements in instruction</td>
<td>Plans for small group, large group, and independent work</td>
<td>No group or independent work planned.</td>
</tr>
<tr>
<td>Elements of TPE 12</td>
<td>4 exceeds expectations</td>
<td>3 meets expectations</td>
<td>2 partially met expectations</td>
<td>1 no evidence</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Takes responsibilities for outcomes</td>
<td>Devises ways to help students achieve missed outcomes</td>
<td>Accepts appropriate responsibility when students do poorly</td>
<td>Recognizes teacher responsibility for academic outcomes</td>
<td>Consistently blames others for outcomes</td>
</tr>
<tr>
<td>Recognizes own values and biases</td>
<td>Works to modify inappropriate values or biases in classroom practice</td>
<td>Does not exhibit values or biases that have potentially negative effects</td>
<td>Identifies own values and biases</td>
<td>Cannot identify own values and biases</td>
</tr>
<tr>
<td>Maintains a non-hostile environment</td>
<td>Sets tone by modeling and heads off potential problems</td>
<td>Implements plan and defuses inappropriate behaviors</td>
<td>Plans rules and consequences for hostile behaviors</td>
<td>Not able to defuse hostile behaviors</td>
</tr>
<tr>
<td>Follows policies for responding to inappropriate behavior</td>
<td>Reinforces appropriate behaviors &amp; shows understanding of individual students</td>
<td>Carries out policies and laws regarding inappropriate behaviors</td>
<td>Plans own classroom rules consistent with established policies</td>
<td>Does not know school policies</td>
</tr>
<tr>
<td>Behaves legally, ethically, and professionally</td>
<td>Models and encourages appropriate behaviors for students</td>
<td>Meets obligations in classroom and school practice</td>
<td>Shows awareness of legal, ethical and professional obligations and laws</td>
<td>Little or no knowledge of laws and obligations</td>
</tr>
</tbody>
</table>
## TPE 13: Professional Growth

<table>
<thead>
<tr>
<th>Elements of TPE 13</th>
<th>4 exceeds expectations</th>
<th>3 meets expectations</th>
<th>2 partially met expectations</th>
<th>1 no evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solicits and incorporates feedback</td>
<td>Regularly seeks and incorporates feedback on instruction</td>
<td>Incorporates feedback on teaching in some subsequent instruction</td>
<td>Incorporates feedback in modifying written plans</td>
<td>Does not seek or incorporate feedback</td>
</tr>
<tr>
<td>Reflects on own teaching practices</td>
<td>Regularly reflects on teaching plans and practices</td>
<td>Identifies strengths and weaknesses in instruction</td>
<td>Identifies strengths and weaknesses in lesson plans</td>
<td>Does not reflect on plans or practices</td>
</tr>
<tr>
<td>Modifies teaching based on reflection</td>
<td>Modifies current teaching and plans to modify future teaching</td>
<td>Modifies teaching based on feedback and reflection</td>
<td>Plans to modify teaching based on reflection</td>
<td>Does not modify plans based on reflection</td>
</tr>
<tr>
<td>Prioritizes goals for professional growth</td>
<td>Takes more than one step to meet specific goals</td>
<td>Plans specific goals and takes at least one step towards them</td>
<td>Identifies areas for professional growth</td>
<td>Does not identify goals or chooses inappropriate ones.</td>
</tr>
</tbody>
</table>
Reflection on each TPE

In 400-500 words, address each of the following questions.

1. Describe briefly the assignment(s) or student teaching observation(s) that you refer to in this reflection. What documents do you include?

2. Cite specific evidence and explain your understanding of this TPE and how you practice it.

3. Discuss how the evidence you have selected demonstrates growth in your understanding and performance in this TPE over the course of your program.

| Reflection (for final evaluation only) | Shows understanding and practice of TPE in all evidence and the reflection | Shows understanding and practice of TPE in most evidence and the reflection | Shows partial understanding and practice of TPE in evidence and reflection | The evidence and the reflection show little understanding or practice of the TPE. |
APPENDIX TWO
STUDENT SELF-EVALUATION CHECKLIST

EXITING REQUIREMENTS

• **U.S. CONSTITUTION REQUIREMENT** [You can meet this requirement via coursework or examination. To have a course approved for this requirement, contact the Teacher Preparation Center in Burk Hall 244 (405-3594)]

• **EDUCATIONAL TECHNOLOGY (LEVEL 1) REQUIREMENT** [ITEC 601 AT SFSU OR COMMISSION-approved Level 1 technology course at another four-year college-OR-passage of CSET Exams in Preliminary Educational Technology]

• **CPR Course for Infants, Children, and Adults** [Two copies of the front & back of your CPR card must be in your file. Your CPR card must be valid at the time you apply for your credential. Please note that we do not accept online CPR courses. You may contact your local American Red Cross, American Hart Association, or the Teacher Preparation Center in Burk Hall 244 to get information on where you can take a CPR course.]

• **CREDENTIAL PROGRAM COURSEWORK/G.P.A.** [You must self-monitor to ensure that you complete ALL the necessary coursework for your Credential Program. Meet with your Credential Program Advisor to assure you enroll in all your required courses. Please note that you must earn a grade of “C” or better in all of your Credential Program Coursework and have a G.P.A. of at least 3.0 (“B” average). Grades of ‘C-“ or below do not meet Credential Program requirements and passage of edTPA.]

• **Successful completion of Program**

• **Congratulations!!** You have completed the requirements for a single subject credential in your subject area. With this credential you are accredited to teach cross-cultural, Language and academic development (clad) classes in your content area, which authorizes instruction to English learners (ELD) as well as sheltered instruction (SDAIE). You are eligible to receive a preliminary credential valid for five (5) years. Please follow instructions from your district on how to complete the next step, which is to earn a clear credential.
### APPENDIX THREE

**Acronym Glossary**


<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination. A fourth-grade through twelfth-grade school-based program, which motivates and prepares average and even struggling students for four-year college eligibility. This successful national program takes average students who demonstrate potential for academic success, enrolled in mainstream or remedial classes, and moves them, with academic and personal support, to college prep, honors, and AP courses. The vast majority of AVID students who complete three or more years of the AVID program, attend four-year colleges.</td>
</tr>
<tr>
<td>BICS</td>
<td>Basic interpersonal communication skills (BICS) refer to the language a person uses to communicate basic needs and share informal social interactions with peers.</td>
</tr>
<tr>
<td>CCTC</td>
<td>The California Commission on Teacher Credentialing is the state board which sets the credential standards and monitors teacher preparation, on-going training of teachers, and credential renewal.</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts (ELA) Standards for California are the standard expectations (K-12) for student’s skills and knowledge in reading, writing, and listening.</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development (ELD) refers to instruction designed and structured specifically for English learners to develop listening, speaking, reading, and writing skills.</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner (ELL) refers to a student, whose primary language is not English, and who is developing English proficiency.</td>
</tr>
<tr>
<td>EROD</td>
<td>Evaluation Report for Observation and Documents (EROD) Student Teacher evaluators use this form and the 13 Teaching Performance Expectations delineated on the form appraise the suitability, knowledge, organization, presentation, classroom management and other relevant skills of teaching credential candidates.</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language (ESL) is an older term, which refers to English instruction for learners, whose primary language is other than English and who live in a society, which requires a working knowledge of English to access employment, schools, government, health, and other essential services in a meaningful way.</td>
</tr>
<tr>
<td>NCLB</td>
<td>Congress initially passed the No Child Left Behind (NCLB) Federal Education Law as a reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001, however NCLB went far beyond the scope and intent of the ESEA and essentially federalized, and many educators argue, set the wheels in motion to dismantle publicly funded universal education. Among the thousands of standards delineated in NCLB and Department of</td>
</tr>
</tbody>
</table>
Education regulations, are the standards for student teacher training, credentials, teacher review, teacher recertification and training, etc.

SED  Secondary Education Department

SB 2052  (State) Senate Bill 2052 Among other things, this legislation sets the state standards for earning and renewing teacher credentials.

SDAIE  Specifically designated academic instruction in English (SDAIE) instruction, which combines second language acquisition principles with those elements of quality teaching that make a lesson understandable to students.

SED  Secondary Education Department

TPE  Teaching Performance Expectation
APPENDIX FOUR:
Association of American Educators, Code of Ethics for Educators (attachment)

OVERVIEW

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

PRINCIPLE I: Ethical Conduct toward Students

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

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

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

PRINCIPLE II: Ethical Conduct toward Practices and Performance

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

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

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

PRINCIPLE III: Ethical Conduct toward Professional Colleagues
The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

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

PRINCIPLE IV: Ethical Conduct toward Parents and Community
The professional educator pledges to protect public sovereignty over public education and private control of private education.
The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

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

The Association of American Educators is the largest national nonunion professional educators association. “AAE Code of Ethics for Educators.” was developed by the Advisory Board and Executive Committee of AAE. Find out more about AAE, including how to become a member, at www.aateachers.org.