

Master's Credential Cohort Program 2012-13 Supplementary Information for MCC Multiple Subject Candidates

The student teaching component of the Masters Credential Cohort (MCC) pathway consists of one semester of part-time student teaching and one semester of full time student teaching. This arrangement is different from the traditional pathway described in the USD student teaching handbook. MCC student teachers, supervisors, and master teachers are expected to comply with the same assessment requirements that are outlined in the student teaching handbook, however the timing and structure of those requirements may vary.

MCC Student Teaching Structure

First Semester -- During the first semester, MCC candidates will spend half time in an elementary classroom (a minimum of 20 hours/week). Each candidate's schedule will be determined at the school site. During that time the candidate will be expected to gradually take responsibility for teaching the class in literacy and mathematics; he/she must plan and teach a minimum of four weeks in each subject area, independently. Prior to beginning student teaching all candidates must have taken and passed both the CBEST and the CSET and been issued a certificate of clearance by the CTC.

Month	Literacy	Mathematics
September or February	Observation, individual and small group support	Observation, individual and small group support
October or March	Co-teach class Start Case Study	Co-teach class
November or April	Teach Class Continue Case Study	Teach Class Negotiate the content for PACT with Master teacher
December or May	Plan and Teach Class Complete Case Study	Plan and Teach Class Plan PACT Lessons
January or June		Film PACT

Second Semester -- During the second semester, MCC elementary candidates will be required to spend a minimum of four hours each day at the school site and are encouraged to spend full days at the site wherever possible in order to integrate themselves into the life of the school. Supervisors, cooperating teachers, and principals may require candidates to spend additional hours at the site based upon the needs of the classroom and school. Candidates will be expected to assume full-time teaching duties for full-day classroom duties at elementary for a minimum of four weeks. Prior to beginning the second semester of student teaching all candidates must have successfully completed first

semester and all credential coursework and passed the advancement to student teaching interview.

Sample Second Semester Student Teaching Outline

Month	Responsibilities
February or September	Observe and Collaboratively plan for and teach class
March or October	Collaboratively plan for and teach class. Begin planning for Action Research (AR)
April or November	Independently plan for and teach class. Continue AR
May or December	Independently plan for and teach class. Continue AR
June or January	Independently plan for and teach class. Complete AR

Requirements and Expectations

All MCC candidates are expected to comply with the following requirements. Failure to comply with these requirements could result in disciplinary action and may jeopardize the candidate's graduate status and/or his/her ability to earn a teaching credential.

- **Attendance and observation** – Candidates will be expected to attend assigned class daily and actively participate in the events of the class and professional activities of the school (second semester). Candidates will be expected to closely observe the practices of the master teacher and maintain a reflection journal. Throughout the field placement, professionalism, dependability, and clear communication are essential.
- **Classroom instruction** – Candidates will be expected to participate in classroom instruction as directed by the master teacher. Instruction may include individual conferring, small group support, and whole class instruction.
- **Curriculum and assessment planning** – Candidates will be expected to teach assigned curriculum in textbooks and, where appropriate, in unit format. Candidates will be expected to assess students' learning using assessments designed and implemented in collaboration with master teachers and/or university supervisors.
- **Formative and summative evaluations by master teacher and university supervisor** – Candidates will regularly be observed by both their master teacher and by their university supervisor. A minimum of 2 formal evaluation conferences will take place each semester during which candidates receive feedback on their progress and set goals for continued growth. In addition, the candidate will receive formative feedback after each of the 6 supervisor visits and 6 master teacher observations each semester, and on-going formative feedback from both. Candidates are expected to respond to this feedback and show evidence of learning and continued professional growth.

- **MCC Course related assignments** – Candidates will be concurrently enrolled in a student teaching seminar during both semesters of student teaching. Assignments in classes will support and complement students’ fieldwork experiences. Specific assignments that respond to candidates’ student teaching experiences, including lesson and unit planning, the PACT teaching event, and action research design and data collection, will be assigned and monitored by instructors in the relevant courses. See specific course sequence for both the 1-Year and 2-Year programs below.

1-Year Multiple Subject MCC Sequence of Courses
--

Summer I (9 units)

- EDUC 581 Multicultural and Philosophical Foundations of Education (3)
- EDUC 582 Psychological Foundations of Education in a Diverse Society (3)
- EDUC 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

Fall I (16 units)

- EDUC 583 Methods of Teaching Literacy and Language Arts (3)
- EDUC 584 Methods of Teaching English Language and Academic Development (3)
- EDUC 585 Elementary Curriculum & Methods for Global Classrooms (6)
- EDUC 551 Student Teaching (2 units)
- EDUC 567 MCC Student Teaching Seminar I (2)

Intersession I (3 units)

- EDSP 589 Healthy Environments and Inclusive Education (3)

Spring I (13 units)

- EDUC 535 Curriculum Design and Evaluation (3 units)
- EDUC 557 Action Research for Elementary Teachers I (2)
- EDUC 552 Student Teaching (6)
- EDUC 577 MCC Student Teaching Seminar II (2)

Summer II (7 units)

- EDUC 510 Cognition and Learning (3)
- EDUC 558 Action Research for Elementary Teachers II (1)
- EDUC 5XX MEd Elective (3)

2-Year Multiple Subject MCC Sequence of Courses

Fall I (15 units)

- EDU 558XB First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)
- EDUC 581 Multicultural and Philosophical Foundations of Education (3)
- EDUC 582 Psychological Foundations of Education in a Diverse Society (3)
- EDUC 585 Elementary Curriculum & Methods for Global Classrooms (6)

Spring I (13 units)

- EDUC 583 Methods of Teaching Literacy and Language Arts (3)
- EDUC 584 Methods of Teaching English Language and Academic Development (3)
- EDUC 551 Student Teaching (2)
- EDUC 567 MCC Student Teaching Seminar I (2)
- EDSP 589 Healthy Environments and Inclusive Education (3)

Fall II (10 units)

- EDUC 552 Student Teaching (6 units)
- EDUC 557 Action Research for Elementary Teachers I (2)
- EDUC 577 MCC Student Teaching Seminar II (2)

Spring II (10 units)

- EDUC 510 Cognition and Learning (3)
- EDUC 535 Curriculum Design and Evaluation (3)
- EDUC 558 Action Research for Elementary Teachers II (1)
- EDUC 5XX MEd Elective (3)*

Placement Locations

Within the MCC program, student teaching will take place at carefully selected sites chosen for teaching excellence, faculty and administrative support for candidate learning, and diversity among the student body. Each MCC candidate will spend one semester in a primary grade assignment (grades K-2), and another in an upper grade classroom assignment (grades 3-6).

Per CTC regulations, the teaching experiences at these two sites must include at least one teaching assignment where beginning reading is taught. In addition, in response to CTC regulations, at least one semester will be spent in an urban and/or underperforming school; and at least one semester will be spent in a classroom that includes English Learners.

Placement decisions will be made at the discretion of the Field Experiences Office. Although candidates are invited to share their preferences, decisions will be made in accordance with the goals of the program, the requirements of the state, and the

professional judgment of the USD faculty and staff as to the placement site that best fits the experience and needs of the MCC candidate.

Supervision Structure

Throughout the student teaching experience, the teacher candidate, the university supervisor, and the master teacher are expected to work together to support the professional growth of the teacher candidate. Specific responsibilities are as follows:

- **University supervisor** – The university supervisor is responsible for supporting and monitoring MCC candidates throughout the tenure of their student teaching experience. The supervisor provides an important link between the university and the placement sites. The multiple subject supervisor will serve as a “generalist” knowledgeable in all subject areas, which will support the candidate’s development of subject-specific pedagogical content knowledge. The university supervisor is responsible for the following:
 - Meeting with the candidate and master teacher at the beginning of each semester to establish and appropriate structure to support the candidate’s integration into the classroom.
 - Formally observing and providing feedback to each MCC candidate six times during each semester.
 - Facilitating 2 formal evaluation meetings each semester with each candidate and master teacher.
 - Maintaining regular contact with the appropriate field experiences coordinator and master teacher and alerting them to any concerns regarding the MCC candidate.
 - Participating in field experience support meetings with USD faculty, the field experiences coordinator, and the MCC program coordinator as needed.

- **Master teacher** -- The master teacher is an exemplary classroom teacher with content expertise, strong pedagogical practices, and a demonstrated ability to support adult learning. The master teacher will host an MCC candidate in their classroom for one semester. Master teachers will be responsible for the following:
 - Establishing an appropriate structure to support candidates’ integration into the classroom.
 - Providing guidance in supporting candidates’ planning, instruction, and assessment of students.
 - Providing regular informal feedback to student teachers.
 - Formally observing and providing feedback to each MCC candidate 6 times during the semester.
 - Participating in 2 formal evaluation meetings with the candidate and university supervisor during the semester.
 - Maintaining regular contact with the university supervisor and alerting he/she to any concerns regarding the MCC candidate.

- **MCC teacher candidate** -- The teacher candidate is expected to play an active role in facilitating his or her own learning. In addition to the requirements and expectations outline above, the teacher candidate is responsible for the following:
 - Meeting regularly with the master teacher at a time that is convenient to him/her to discuss classroom observations, curriculum expectations, instructional planning, assessment and student learning.
 - Participating in de-briefing sessions with the university supervisor and/or master teacher after formal observations and taking steps to respond to the feedback provided in those sessions.
 - Participating in 2 formal evaluation meetings with the university supervisor and master teacher each semester.
 - Actively participating in all aspects of classroom teaching including individual, small group or whole class instruction, instructional planning, and assessment.
 - Maintaining a reflection journal that includes observations, questions, connections, concerns, and/or evolving views on teaching and learning.
 - Actively participating in the life of the school through attendance at faculty meetings, professional learning community sessions, extra-curricular activities, and student outreach events.
 - Actively seeking out resources within and beyond the school. This may include asking for targeted support from the master teacher, visiting other teachers' classrooms, crafting curriculum materials using internet and library resources, and attending professional conferences and workshops.
 - Asking questions and sharing observations and concerns with the master teacher, university supervisor, peers, and USD faculty.
 - Alerting appropriate support providers if personal or professional concerns arise that may interfere with student teaching responsibilities and your professional growth.

If concerns arise with regard to a candidate's performance during student teaching, the MCC field experiences coordinator should be contacted immediately at the phone number below. University supervisors and/or master teachers should document concerns using the "Notification of Need to Improve" and/or "Identification, Assistance, or Dismissal of Candidate" forms found in the USD Student Teaching Handbook.

Director of Field Experiences:

Dr. Helene T. Mandell
 School of Leadership and Education Sciences
 University of San Diego
 5998 Alcalá Park
 San Diego, CA 92110-2492
 (619) 260-7817
 hmandell@sandiego.edu

Coordinator of General Education Field Experiences:

Betsey Gibbs
School of Leadership and Education Sciences
University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492
(619) 260-8801
bgibbs@sandiego.edu

Assessment and Evaluation

The following assessment measures are in place to support candidate learning and ensure appropriate preparation to meet the California Teaching Credential requirements. Candidates must meet or exceed the expectations set for each of these requirements in order to begin, continue, and successfully complete his/her student teaching assignments. Please note that these assessments are in addition to course assignments, which also must be completed satisfactorily in order to earn a California Teacher Credential.

Evaluation Timeline:

Before first semester student teaching:

- Verification of successful completion of CSET and CBEST, fingerprint screening, and university transcripts submitted to USD's credential analyst –Andrea Estrada andrea.estrada@sandiego.edu
- Successful completion of EDUC 581, EDUC 582, and EDU 558XB with grades of B- or above in all courses and an average score of 3 or higher on each of the Embedded Signature Assessment (ESA) rubrics.
- Successful completion of practicum and satisfactory evaluation from field placement supervisor.
- Placement interview (if required by school site)

During first semester student teaching:

- Six formal observations by the university supervisor and six formal observations by the master teacher.
- Two formal evaluation conferences.
- Successful completion of all assignments in the MCC student teaching seminar.

Before second semester student teaching:

- Successful completion of credential coursework with grades of B- or above and a passing score on each of the Embedded Signature Assessment (ESA) rubrics.
- Successful completion of the Advancement to Student Teaching Interview.

During second semester student teaching:

- Six formal observations by the university supervisor and six formal observations by the master teacher.

- Two formal evaluation conferences. Student teachers are expected to score an average of 3 or higher in each of the TPE categories of the student teaching evaluation form at the conference at the end of second semester student teaching.
- Successful completion of all assignments in the MCC student teaching seminar.

End of second semester student teaching / Credential completion:

- Successful completion of PACT Teaching Event. Failure to successfully complete the PACT teaching event at the first submission may result in the candidate becoming ineligible to complete the master’s portion of the MCC program due to time constraints.

Evaluation Records:

A complete evaluation record will be maintained in the Field Experience office, supported electronically with various records in Taskstream. It is strongly recommended that candidates maintain their own records with copies of ESAs, observation records, and evaluation records from their student teaching.

The following table provides a list of assessments, evaluators, locations, and submission dates. *Candidates are expected to work with their university supervisors, master teachers, and the Field Experience staff to ensure that all assessments are submitted in a complete and timely manner.*

Assessment	Evaluator	Location
Embedded Signature Assessments	Course Instructors	Taskstream Portfolio
Formal Observations	Master teacher (6 per semester) University Supervisor (6 per semester)	Paper-Based or Electronic File
Student Teaching Evaluation Conferences-- Mid-point & End-of-Semester	University Teacher and Master teacher	On-line (Qualtrics) and official (signed) Paper-Based File
Advancement Interview	University Supervisors and Faculty	Taskstream
PACT Teaching Event	Calibrated Assessors	Taskstream

Evaluation Materials:

Candidates should familiarize themselves with the following assessment materials:

- **Teacher Performance Expectations**—TPEs are set by the state of California and guide the MCC coursework assignments and student teaching evaluations. See the USD Student Teaching Handbook.
- **Student Teaching Observations** – During formal observations, master teachers and university supervisors should take notes that include their observations, questions,

comments, and suggestions. A copy of these notes should be provided to the candidate immediately after the observation; a second copy of the notes should be maintained for inclusion in the candidate's file. Classroom observations should focus on elements of instruction that are enumerated in the TPEs as well as the PACT evaluation rubric. Sample observation forms are found in the USD Student Teaching Handbook.

- **Student Teaching Evaluation** – Building on the TPEs and using the common rubric, this form is used during the mid-point and end-of-semester student teaching evaluation conferences. A copy of the completed evaluation form should be provided to the candidate immediately after the evaluation conference; a second copy should be maintained for inclusion in the candidate's file (see Multiple Subject Evaluation in the USD Student Teaching Handbook).
- **Advancement Interview** – The advancement interview questions and assessment rubric are based on the PACT expectations (see below). Individual candidate advancement interviews will take place with a panel of teachers, supervisors, faculty and administrators at the end of the fall semester.
- **Performance Assessment for California's Teachers** – Within the MCC program, the PACT teaching event is used as a summative assessment of student teaching performance. Successful completion of the PACT teaching event is required in order to obtain a California Multiple Subjects Teaching Credential through USD. The PACT guidelines also inform the advancement interview that is required prior to beginning the second semester of student teaching in the MCC program. The PACT teaching event is content area specific. More information on the PACT assessment and the rubrics that are particular to each content area can be found at <http://www.pacttpa.org/>.
- **Taskstream** – Taskstream is an electronic portfolio platform. All credential courses within the MCC program require candidates to submit Embedded Signature Assignments (ESA) through Taskstream. Additionally, the PACT teaching event is submitted and assessed electronically through Taskstream. More information on Taskstream can be found at <https://www.taskstream.com>