

## Master's Credential Cohort Program 2012-13 Supplementary Information for MCC Single 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, candidates will spend a minimum of three hours each day in secondary classrooms. During one of those hours, the candidate will be expected to gradually take responsibility for teaching the class; he/she must plan and teach a minimum of four weeks independently. The student teaching placement during the first semester will be with one master teacher at a middle or high school. Prior to beginning student teaching all candidates must have taken and passed both the CBEST and the CSET in the appropriate content area and been issued a certificate of clearance by the CTC.

### Sample First Semester Student Teaching Outline

Month	Hour 1	Hour 2	Hour 3
<b>Semester 1 – Placement 1</b>			
<b>September or February</b>	Observation, individual & small group support	Observation, individual and small group support	Observation, individual and small group support, collaborative planning, parent / community meetings, observation of other department teachers.
<b>October or March</b>	Co-teach class		
<b>November or April</b>	Teach class		
<b>December or May</b>	Plan for & teach class		
<b>January or June</b>	<b>Film PACT</b>		

Second Semester -- During the second semester, MCC secondary 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 four class periods at secondary 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	Hour 1	Hour 2	Hour 3	Hour 4
<b>Semester 2 – Placement 2</b>				
<b>February or September</b>	Collaboratively plan for & teach class	Observe class	Observation, individual and small group support	Observation, individual and small group support, collaborative planning, parent / community meetings, observation of other department teachers.
<b>March or October</b>		Teach class		
<b>April or November</b>	Independently plan for & teach class	Independently plan for & teach class		
<b>May or December</b>	<b>Action Research</b>			
<b>June or January</b>				

**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.

<b>1-Year Single Subject MCC Sequence of Courses</b>
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**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 (13 units)**

EDUC 532      Secondary Curriculum and Methods of Teaching in a Global Society (3)  
 EDUC 534      Secondary 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)

**Intersession I (3 units)**

EDSP 589      Healthy Environments and Inclusive Education (3)

**Spring I (13 units)**

EDUC 535      Curriculum Design and Evaluation (3)  
                          **Section assignments vary by content area**  
 EDUC 557      Action Research for Secondary 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 Secondary Teachers II (1)  
 EDUC 5XX      MEd Elective (3)

## **2-Year Single Subject MCC Sequence of Courses**

### **Fall I (12 units)**

EDU 558XB	First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)
EDUC 532	Secondary Curriculum and Methods of Teaching in a Global Society (3)
EDUC 581	Multicultural and Philosophical Foundations of Education (3)
EDUC 582	Psychological Foundations of Education in a Diverse Society (3)

### **Spring I (13 units)**

EDUC 534	Secondary Methods of Teaching Literacy and Language Arts (3)
EDUC 551	Student Teaching (2)
EDUC 567	MCC Student Teaching Seminar I (2)
EDUC 584	Methods of Teaching English Language and Academic Development (3)
EDSP 589	Healthy Environments and Inclusive Education (3)

### **Fall II (10 units)**

EDUC 552	Student Teaching (6 units)
EDUC 557	Action Research for Secondary 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 Secondary 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. Many MCC candidates will spend one semester in a middle school; the other semester will be in a high school.

Per CTC regulations, the teaching experiences at these two sites must include at least two subject-specific teaching assignments that differ in content and/or level of advancement. 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. Within the MCC program, the supervisor will likely be assigned to a candidate for both semesters of student teaching and will support and monitor their progress through both student teaching assignments. The supervisor will serve as a content area expert and 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 6 times during each semester.
  - Facilitating 2 formal evaluation meetings each semester with each candidate and master teacher.
  - Maintaining regular contact with the 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 at the middle or high school level with content expertise, strong pedagogical practices, and a demonstrated ability to support adult learning. Most master teachers will host an MCC candidate in their classroom for one semester for three hours or four hours each day. 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 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 Alcala 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  
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(619) 260-8801  
bgibbs@san Diego.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@san Diego.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 in all courses 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 Single Subject Evaluation in the USD Student Teaching Handbook).
- **Advancement Interview** – The advancement interview questions and assessment rubric are based on the PACT expectations and are available in TaskStream. 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 Single Subject 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 ESAs 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>