Department of Learning and Teaching

Student Teaching Handbook

2010-2011

University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

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About this Handbook

This Handbook has been developed by the Office of Field Experiences to present information to the student teachers, university supervisors and placement staff members. It is our hope that the contents of this handbook will assist you in your student teaching experience. By defining everyone's function, we anticipate that all participants will better understand their responsibilities and the significance of their roles. With this knowledge, and through coordinated teamwork, we are confident we can successfully work together to make your experience run smoothly.

Contact Information

Please feel free to contact us if questions/concerns arise.

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University of San Diego Mission Statement

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

University of San Diego Core Values

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the University's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

- Academic Excellence
- Knowledge
- Community
- Ethical Conduct
- Compassionate Service

SOLES Vision and Mission

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

Our mission supports this vision in three important respects:

- It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society.
- We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development.
- We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

"ACE" and Student Teacher Outcomes

The Department of Learning and Teaching, within SOLES, is committed to the preparation of three major candidate outcomes exemplified by the acronym "ACE." These outcomes, which are carefully aligned with candidate proficiencies and program standards, are grounded in relevant theory and research. The faculty of SOLES is committed to the preparation of educational leaders and preparing future experts in the field of education. ACE:

1. ***Academic Excellence, Critical Inquiry, and Reflection:*** Student teacher candidates will demonstrate their knowledge and ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice, and by applying higher order thinking skills to a wide array of investigative pursuits.
2. ***Community and Service:*** Student teacher candidates will strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice, and engaging in community service.
3. ***Ethics, Values, and Diversity:*** Student teacher candidates will understand and adhere to the values and ethical codes of the University, of the schools in which they work, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and, democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development.

SOLES Credential Programs & NCATE

Overview

The School of Leadership and Education Sciences (SOLES) is a professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings. All of our academic programs are grounded in a theoretical framework that incorporates teaching, coursework, and research in each program area.

Our programs are centered on developing professional competence in all candidates. Courses and field experiences assess candidates' abilities to demonstrate the basic knowledge, skills, and dispositions required of today's practicing professionals.

SOLES offers several credential programs in PreK-12 teaching (including elementary, secondary, bilingual, and special education), counseling, and administration. These programs are designed to meet the credential requirements of the State of California and to provide candidates a carefully articulated curriculum that combines field experiences and instructional activities.

We are also proud to announce the national accreditation of our Professional Education Unit (PEU) by the National Council for the Accreditation of Teacher Education (NCATE). The University of San Diego and NCATE work hand-in-hand to make a difference in the quality of teacher preparation and the students graduating from our programs.

Field Experience Requirements

Our students begin their teaching experiences early in their academic careers. Advancement to daily student teaching responsibilities is limited to students who have met all requirements.

Through both coursework and fieldwork, we want our students to understand that the United States is a land rich in diversity and this diversity is reflected in our nation's schools. According to the California Department of Education, the California student population is 27.9% White, 7.3% African American, 49% Hispanic, 2.7% Filipino, 8.4% Asian, and 0.6% Pacific Islander.[1] In addition, 24.2%[2] of the students are English learners, 52.3% meet the free and reduced lunch requirement and 10.8%[3] are in special education.

To be fully prepared to teach in these schools, the candidate must have a variety of field experiences. With this in mind, we have designed our fieldwork experiences to ensure our students are aware of and appreciate the diversity found in San Diego schools. Each student is required to participate in field experiences that are diverse with respect to school site, grade level and cultural backgrounds of the students.

The multiple subject credential candidate must have at least one extended field experience (practicum or student teaching) in each of the grade ranges K-2 and 3-5. The single subject credential candidate must have at least one extended field experience in each of the grade ranges 6-8 and 9-12.

How Student Teaching Fits into Field Experiences

Field experience is an integral part of the USD Learning and Teaching Program. Field experiences are opportunities for the student to apply coursework theory in environments that allow for increasing levels of responsibility. The field experiences should relate to the student's professional goals, provide the opportunity to interrelate theory and practice, and prepare the student for daily classroom responsibilities. The student is monitored and evaluated by a university supervisor throughout all field experiences in order to enable the USD staff and faculty to determine when the student is ready for credentialing.

[1] http://dq.cde.ca.gov/dataquest/EnrollEthState.asp?Level=State&TheYear=2008-09&cChoice=EnrollEth1&p=2
[2] http://dq.cde.ca.gov/dataquest/lc/NumberElState.asp?Level=State&TheYear=2008-09
[3] http://dq.cde.ca.gov/dataquest/SpecEd/SpecEd1.asp?cChoice=SpecEd1&cYear=2007-08&cLevel=State&cTopic=SpecEd&myTimeFrame=S&submit1=Submit&ReptCycle=December

There are four types of field experiences and each credential program course utilizes one of them.

1. **Classroom observations** provide the student with the opportunity to observe teachers in a variety of settings.
2. **Service learning** is experiential learning through service that meets the needs of the community and the student.
3. A **practicum** is an opportunity for the student to work with experienced teachers and to practice the specific techniques being taught in a method's course.
4. **Student teaching** is a training process that provides the student with opportunities to gradually work into being responsible for total classroom management, instruction and planning, and the other duties of a regular classroom teacher. Student teaching is the culminating course and experience in the credential program. This experience is organized to give the student the opportunity to observe, plan, and practice. It is a time for the student teacher to extend his or her understanding of concepts developed in the prerequisite coursework and to continue to develop skills to meet the Teaching Performance Expectations (TPEs).Prerequisites to Student Teaching

All candidates applying to student teach must be admitted into the USD credential program.

Applying to Student Teach

There is a mandatory preliminary meeting each fall and spring for students applying to student teach the following semester. These meetings are held in October for spring student teaching and March for fall student teaching. Meeting dates are announced two to three weeks before the meeting. Student Teaching Applications are obtained from the Director of Professional Services at that meeting.

Student teacher placements are made within most San Diego County school districts. The most important consideration in the placement process is providing experiences with competent, professional cooperating teachers in school settings that will support student learning. Students receive their placements at a mandatory placement meeting. Please note that Special Education internships and student teaching have additional requirements. You should contact Dr. Jerry Ammer at (619) 260-4292 for more information.

Before applying to student teach, the candidate must:

1. Meet the basic skills requirement by submitting a copy of passing CBEST results to the Credential Analyst, Tedi Kostka.
2. Complete the certificate of clearance process through the Credential Analyst.
3. Meet the subject-matter requirement by submitting an approved program (math only) signed by your SOLES adviser or by submitting passing CSET results to the Credential Analyst.
4. Meet with Credential Analyst to complete the "Contract for Preparing to be a Teacher" form and receive the Credential Handbook.

Before starting to student teach, the candidate must:

1. Successfully complete all other coursework, including the Online Technology Workshop.
2. Have a GPA of 2.75 and C- or better in upper division courses (undergraduates) OR have a GPA of 3.0 (graduate students).
3. Liberal Studies majors must have a C or better in all major courses.
4. Receive a grade of B- or better in all credential courses.
5. Successfully complete both methods course practicums and have evaluations on file.
6. Pass an advancement interview.

Multiple Subject and Single Subject Credentials

Multiple Subject Credential Experience

The student teacher starts his/her student teaching assignment by becoming oriented to the school community. As the student teacher progresses through the assignment, he/she takes on additional teaching responsibilities. This starts with planning and teaching in one subject. Starting with the subject in which the PACT Teaching Event will be performed provides maximum preparation time for this assignment. PACT is the **P**erformance **A**ssessment for **C**alifornia **T**eachers. More information on PACT can be found at www.pacttpa.org. When the student teacher and cooperating teacher feel that the student teacher is ready, the student begins teaching another subject. The experience continues this way until the student teacher is responsible for all classroom instruction and management.

The student teacher is required to be completely responsible for the classroom for a minimum of four weeks, although longer is preferred. The student teacher is expected to follow the same classroom hours as the cooperating teacher. The student teacher is also expected, upon principal approval, to participate in the full range of teacher activities, such as attending open houses, faculty meetings, and professional development.

The student teacher follows the calendar of the school to which he/she is assigned. This means that holidays and breaks of the school district are observed rather than USD holidays and breaks. The student teacher should not plan his or her semester schedule until the placement begins.

Multiple Subject Credential with BCLAD: Spanish Emphasis

BCLAD: Spanish courses are designed to help credential candidates acquire knowledge and skills required of teachers who serve Spanish speaking students in specially designated programs. Candidates entering the Multiple Subject Credential Program with BCLAD emphasis must see an advisor to discuss language, culture, and program competencies required. In addition to meeting all of the professional preparation requirements for the regular Multiple Subject credential, BCLAD emphasis candidates must also have courses in anthropology, Latin-American/California history, advanced courses in Spanish language and literature, and pass a Spanish proficiency examination and a Cultural Awareness Examination.

Single Subject Credential Experience

The single subject student teaching experience is a full day, full-time assignment. The assignment must include at least one of the following: either two different courses, or two different grade levels, or two cooperating teachers.

The student teacher starts the student teaching assignment by becoming oriented to the school community. After an initial period of observation, the student teacher begins taking on teacher responsibilities. This starts with planning and teaching in one period. Starting with the course in which the PACT Teaching Event will be performed provides maximum preparation time for the assessment. PACT is the **P**erformance **A**ssessment for **C**alifornia **T**eachers. More information on PACT can be found at www.pacttpa.org. When the student teacher and cooperating teacher feel that the student teacher is ready, the student takes on each of the other periods one at a time. The student teacher is required to be completely responsible for four periods, a minimum of four weeks, although most student teachers have complete responsibility for a longer period.

The student teacher is expected to follow the same classroom hours as the cooperating teachers. The student teacher is also expected, upon principal approval, to participate in the full range of teacher activities, such as attending open houses, faculty meetings and professional development.

The student teacher follows the calendar of the school to which he/she is assigned. This means that holidays and breaks of the school district are observed rather than USD holidays and breaks. The student teacher should not plan his or her semester schedule until the placement begins.

Education Specialist Credential (Special Education)

USD offers a credential program to prepare special education teacher candidates to teach within schools and other agencies. Students will gain competencies through special education common core courses. Students who are interested in Special Education options should consult the Special Education faculty. Advising sheets with specific program requirements are available for each of the Special Education programs.

Student Teaching Seminar

During student teaching, the student teacher is required to attend a once per week student teaching seminar. A portion of this seminar is dedicated to preparation for successful completion of the Performance Assessment for California Teachers (PACT). Reflection and discussion of the daily student teaching experience is another component of the seminar. As a courtesy, student teachers should notify cooperating teachers of their seminar meeting dates.

The Student Teaching Triad

The Triad Members

The student teaching experience is the culmination of the teacher pre-service preparation program. During student teaching, the student teacher learns in a supportive environment through doing, and applies theories learned in class work to the practice of teaching. There are three key members of the student teaching triad. The first, of course, is the student teacher. However, the student teacher is not alone. The student teacher has the support of both the cooperating teacher and the university supervisor. The university sets specific expectations for each of these three roles.

Guidelines for Cooperating Teachers

The student teaching program at the University of San Diego is primarily designed as an opportunity for the student teacher to learn rather than as a test of how much he/she already knows. The aim of the program is to produce strong beginning teachers, and the cooperating teacher is the key to this success. Through the efforts of the cooperating teacher and those of other staff members at the school, we hope the student teacher learns:

1. Necessary skills and confidence for the management of a class;
2. Techniques for planning and implementing lessons; and
3. To work with fellow teachers, other professional staff members, administrators, and parents.

Responsibilities for Cooperating Teachers

Help the student teacher get off to a good start.

Prepare your pupils for the arrival of the student teacher. Introduce the student teacher to the pupils as another teacher, and introduce him/her to your colleagues at the school. Make sure that the student teacher becomes acquainted with the school policies and procedures. Define expectations and the extent of authority and responsibility early. Provide needed textbooks, materials, and equipment. Provide a workspace and a place for the student teacher to store personal items. Allow the student teacher the opportunity to observe other exemplary classrooms and administrative functions.

With the student teacher, develop a schedule that gradually allows the student teacher to assume classroom responsibility.

The student teacher should be given gradual responsibility, rather than total responsibility from the start. We recommend that your student teacher spend most of the first two to three days observing your classroom activities as well as those of your colleagues. Direct these observations toward particular features of your teaching or the activities of pupils; the observation period will be more valuable if it is directed rather than non-directed.

After the initial period, the student teacher should begin instructional activities. Please refer to the section "Multiple Subject Credential Experience" or "Single Subject Credential Experience" as an aid in developing the schedule for assuming responsibility. A cooperative, team teaching approach is certainly permissible. The student teacher is required to complete a minimum of four weeks when he or she is solely responsible for all instruction and classroom management. Many students are solely responsible for a much longer time.

Model a variety of effective instructional practices and classroom management techniques.

The student teaching experience is an opportunity for the student teacher to translate academic theory into sound classroom practice. Although he/she has had numerous other field experiences, this is the first full-time experience. It is important for the student teacher to see techniques in all subjects, successful transitioning between classes or subject, and the incorporating of non-teaching duties.

Observe and communicate with the student teacher regularly.

Your regular observations of the student teacher's performance, with written feedback on the strengths and weaknesses of the lesson, should be a normal part of the student teaching experience. Per semester, a total of six formal (written) observations are submitted to the Field Experience Office. Please review the student teacher's lesson plans before the lessons are delivered to the students. Many cooperating teachers have found that keeping a journal or log of their observations, and sharing that log with the student, is an effective method for providing feedback and for monitoring the growth and progress of the student teacher.

Communicate regularly with the university supervisor.

The university supervisor will contact you periodically and will conduct at least six observation visits. Please be prepared to give him/her informal feedback on how the assignment is progressing. Meet with the student teacher and university supervisor for the midterm and final

evaluations. The original copies of the evaluation forms are retained in the Field Experience Office of SOLES.

Enjoy the experience!

Above all, take the opportunity to enjoy your relationship with the student teacher. If any concerns or questions arise, please discuss the issue with the university supervisor and then call us if necessary. You will receive a stipend at the end of the student teaching period through normal district financial processes.

Guidelines for Student Teachers

The student teaching experience is your bridge from pre-service into the profession of teaching. It is an opportunity to try instructional and management techniques as well as to get to know everything that is involved in being a classroom teacher. In order to be successful, we ask our student teachers to keep in mind the following guidelines:

Be prepared.

Allow plenty of time so you arrive to school early. Upon arrival, check in at the office and follow through on commitments. Be there for the entire day and come as early and stay as late as your cooperating teacher. If you are expected to present a lesson, have it prepared in the format requested, with all materials ready, including a duplicate copy of your lesson plan for your cooperating teacher and/or university supervisor.

Maintain professional appearance.

Dress appropriately and be well groomed. Your behavior should be professional at all times.

Communicate and ask for help.

Maintain a regular dialogue with your cooperating teacher. Ask your cooperating teacher to share his/her experiences and ideas. Actively participate in the observation and evaluation meetings with your cooperating teacher and university supervisor.

Call in if you will be absent.

If you become ill or need to be absent for other reasons, you must call your cooperating teacher, your school office, **AND** your university supervisor. If you were expected to teach, you are responsible for getting the lesson plans and materials to the cooperating teacher.

Make arrangements early if you know that you will need to be absent. More than two or three absences will require extra time for student teaching.

Respect school policies and property.

Follow all school policies associated with student contact, teacher responsibilities, and professional conduct. Respect and follow the procedures of the cooperating teacher.

Maintain Confidentiality.

Information about students must be kept confidential. Do not discuss student and parent issues except with your cooperating teacher.

Get involved.

Attend faculty meetings, open houses, and other school events. Become as much a part of the staff as possible. For example, go to social functions when invited, and take treats to the staff lounge. Join a professional association and attend its functions.

Limit your other commitments for the semester.

Student teaching is a full-time experience. Being successful requires hours of preparation. Don't take other coursework or have an after-school job.

Respect and follow all recommendations and expectations of cooperating teacher(s) and university supervisor.

Guidelines for Supervisors

The university supervisor has an important role in the student teaching process. The supervisor serves as observer, evaluator and a liaison between the school site and USD. He/she will provide support and assistance to the student teacher and serve as a valuable resource. The following are the supervisor's general responsibilities:

1. Act as a liaison between the university and the school site
2. Help ensure the student teacher and cooperating teacher understand their roles
3. Coordinate and conduct required meetings
4. Make formal observations of the student teacher
5. Submit mid-term and final paperwork
6. Attend all university supervisor meetings

Culturally Responsive Classrooms

Culturally Responsive Classroom Management

One of the greatest challenges for most student teachers is establishing and maintaining an effective behavior management system. This process must be mastered even before instructional skills, since it is impossible to teach students a lesson when no one is paying attention. While student teachers are expected to implement the management system used by the cooperating teacher, it is also important that the student teacher become familiar with a few simple principles that teachers follow when starting out with a new class. We appreciate the assistance of the cooperating teacher and supervisor in ensuring the student teacher achieves a culturally based classroom that will result in a caring and respectful learning environment.

Culturally Responsive Lesson Planning

To keep students actively engaged requires forethought and planning. Full instructional responsibility necessitates commitment from the student teacher. The cooperating teacher is handing this responsibility over to the student teacher and we expect the student teacher to meet the cooperating teacher's own expectations in this regard. By supporting our students as they create lessons using a variety of teaching methods, they become more competent. They learn to relate their lessons to their students' learning styles, cultural knowledge, and prior experiences. We ask and require our student teachers to keep a lesson plan book as well as write out detailed lesson plans. These need to be done at both the cooperating teacher and

university supervisor's request. The student teacher must have the lesson plan book and the plan for the lesson that will be observed available whenever the university supervisor visits. The credential program methods courses provide many examples of lesson plan outlines. See Appendix pages 24, 25.

The Evaluation Process

Introduction

Evaluation in student teaching is an ongoing process which consists of two components; the first component takes place between the student teacher, the university supervisor, and the cooperating teacher. The process includes formal and informal observation, reflection and self-evaluation, a mid-term evaluation, and a final evaluation. This process is covered below. The second component is the culminating activity of the PACT, which is called the Teaching Event. Students will be guided through the Teaching Event in the Student Teaching Seminar. This component is covered in the PACT handbook.

The university supervisor will perform a minimum of six observations. Observations should begin with a brief meeting where the student teacher provides the supervisor with the lesson plan for the observation period and the lesson plan book. The length of the observation depends on individual class/subject schedule. After the observation, the student teacher and supervisor (and cooperating teacher when available) will meet to discuss the observation. The supervisor will provide written observation comments to the student teacher. The cooperating teacher is required to write and submit six sets of formal observation notes per semester.

Reflection—Self Evaluation

To become a competent professional, the student teacher should begin to develop skills as a reflective practitioner. Reflection should be both in the form of oral conversations with the cooperating teacher and university supervisor as well as in written form, as in the student teacher log/journal. The ongoing process of practice/feedback/reflection allows the student teacher to analyze their progress, identify problems, and develop solutions to those problems. Developing these skills will help in the transition to become the decision maker in his/her own classroom. The Appendix contains a Reflective Analysis of Lesson form that should be used to help in the reflection process.

Mid-Term Evaluation

Approximately half way through the assignment, the student teacher, the cooperating teacher and the university supervisor must complete the Mid-Term Evaluation. They will meet to discuss the progress of the student teacher in the assignment and set expectations for performance during the second half of the assignment. This is an evaluation that is meant to inform the student teacher of strengths and areas of improvement needed to satisfactorily complete the student teaching assignment. The Appendix contains a copy of the Evaluation Form and a Mid-Term review. The same Evaluation Form is used for both the Mid-Term and Final Evaluation.

Final Evaluation

At the end of the assignment the student teacher, the cooperating teacher and the university supervisor will complete the Final Evaluation. They will meet again to discuss the student teacher's skills and abilities demonstrated during the assignment. This is a final evaluation of the student teacher's readiness for the California Teaching Credential. The Appendix contains a copy of the Final Evaluation Form.

Procedures for Unsatisfactory Progress

Teaching is a challenging career that requires a variety of skills. These include the ability to constantly be aware of your surroundings, multitask, plan and deliver effective lessons, and assess student engagement and progress. It is not unusual for a student to struggle initially. However, in some cases a student continues to struggle further into the placement.

In a case where the cooperating teacher and supervisor feel the student needs to put forth more effort, he/she will be notified in writing. The supervisor will complete a "Notification of Need to Improve for Student Teachers" form and outline the specific areas in which improvement is needed and the expected behavior outcomes. A meeting will be held with the triad members to discuss the information on this form. If these outcomes are met, the student will be successful in the placement experience.

If, however, the student does not meet these expected behavior outcomes, the supervisor must complete a form titled "Identification, Assistance or Dismissal of Candidate Enrolled in Student Teaching." At a meeting that includes the members of the triad and the Director of Professional Services, the information on the form will be discussed and the student will be informed that he/she will not receive a passing grade for student teaching and will not be recommended for a

California Teaching Credential. Future options will be discussed at that time. See the Appendix for copies of the above-mentioned forms.

STUDENT TEACHER SCHEDULE

Student Teacher: After completing this form, please give a copy to your University Supervisor and your Field Experience Manager as soon as possible.

Semester/Year: _____ Date: _____

Student Teacher's Name:_____

School Name: _____

Principal's Name: _____

Cooperating Teacher's Name: _____ Phone #: _____

Grade Level: _____ Subject: _____

Cooperating Teacher: _____ Phone #: _____

Grade Level: _____ Subject: _____

My schedule of classes: (Secondary may need to include a number of different classes.)

TIME	SUBJECT #	ROOM

University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

SITE ORIENTATION CHECKLIST

***Attention Cooperating Teachers*:** Please help your student teacher complete this form. Your signature is needed at the bottom of this page.

***Attention Supervisors*:** Ask the student teacher to discuss the completed version of this form with you.

***Attention Students*:** You are responsible for checking off these competencies by the end of the second week of student teaching. The cooperating teacher's signature confirms completion of the required competencies. After obtaining the signature, discuss the form with your Supervisor.

1. ___ I am acquainted with the school building, facilities, library, restrooms, cafeteria, offices, parking regulations, faculty lounge, location of instructional resources and the classroom(s) in which I am teaching.
2. ___ I know the names of the students I am teaching, as well as the correct spelling and pronunciation of their names.
3. ___ I understand the school's procedures for taking attendance, opening exercises and general information related to classroom management.
4. ___ I have become acquainted with the school's policies and classroom rules, procedures and norms, e.g., discipline, attendance, permits, roll checks, seating charts, cheating, tardiness and use of support facilities such as library, audio-visual, and pupil counseling.
5. ___ I have read and understand the school policy manual and faculty handbook.
6. ___ I am familiar with the school's safety and security policies, and the plan for fires, earthquakes, and all other emergencies.
7. ___ I understand my cooperating teacher's expectations in terms of meeting required conferences, for planning lessons and type of lesson plans required. My cooperating teacher has issued me copies of texts, teacher guides and other instructional materials.
8. ___ I have knowledge of the grading/evaluation procedures used at the school.
9. ___ I understand the rules of conduct established by the administration at the school.
10. ___ I understand how students are to be grouped for instruction, i.e., by ability level, grade level, and/or subject matter.
11. ___ I have received information that will enhance my ability to relate with students who have special problems
12. ___ I have spent time informally interacting with students.

Cooperating Teacher's Signature: _____

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THE CONTENT OF A LESSON PLAN

Components of a Lesson Plan:

1) Opening
As a lesson begins, your students need to be focused, or brought to attention. Standards of behaviors are then set, and a positive learning atmosphere are established. Next, the teacher uses the SDAIE scaffold called "bridging," in which s/he connects the lesson topic to previous lessons, or to the life experiences of the students, through questioning (e.g. "How many of you have ever…?") This motivates students to participate in the lesson.

2) Statement of Objective
The objective serves to drive the lesson, and it is imperative to state it clearly to the students, in language suited to their grade/ability level before instruction begins. A written objective on a lesson plan begins with, "Students will be able to…" followed by a clause that begins with a strong active verb. Two examples are: "Students will be able to name the four basic food groups and identify two examples of foods in each group:" and/or "Students will be able to calculate the density of substances from measurements of mass and volume." When stating the objective to the students, in the language at their level, the teacher would say, "Today, you will be learning what the four main groups of food are, and some examples of each one." Lesson objectives are called **behavioral** objectives because of the verb following "be able to…" It represents a behavior or what a student will do that can be measured to determine whether or not the objective was met. In the section of the lesson called "assessment," there will be some assignment or instrument used to determine whether or not the students can, in fact, *name* those food groups or *calculate* the density.

3) Instruction
In this part of a lesson, a concept is taught by any of a number of methods, not just teacher explanation or demonstration. Multi-media may be used, a guest speaker or student may give a presentation, a computer activity may be demonstrated, a discussion (or "instructional conversation") may take place, or guided group activities may be assigned. This is the most important part of the lesson, since students are receiving and processing new information; it should also be allotted the greatest amount of time. Above all, it should be tied directly to the lesson objective, and designed to accommodate the various learning styles, ability levels and language acquisition needs of the students. To this end, visuals and other learning aids should be used to contextualize the information presented. If students are being taught how to do something, adequate modeling should be provided until students are ready to perform the task on their own.

Before students move on to the text step in the lesson, in which they demonstrate mastery of what they have learned, a brief but closely monitored "check for understanding" must be conducted. If a new type of math problem was demonstrated, "checking for understanding"

might consist of having each student calculate three such problems written on the board. If all students have mastered the process, they are ready to do the problems or page in the textbook assigned for guided practice. If most or all of the students are unable to perform the calculations, the teacher will then "loop back" to re-teach the process in a different and more effective way. In the case that some students are showing mastery and some have still not grasped the concept, those in the former group move on to guided practice while those in the latter are pulled aside for remediation before working on their own.

4) Assessment
This is the part of the lesson in which students demonstrate a process that was modeled during the instructional phase, or show their understanding of information that was given. Activities during the assessment portion of the lesson may take all different forms, such as writing tasks, student-made projects, lab work, simulations, debates, worksheets, or the construction of a chart, graph or diagram. The teacher monitors student work carefully during the activity to check whether or not the objective has been met, and provides correction and feedback to students. Information gleaned on the level of student performance helps the teacher in making decisions on what the next steps should be in following up on the lesson.

5) Connection At the end of a lesson, the "connection" phase relates what has just been learned to previous learning as well as instruction yet to come: "next steps." During this closing time, it is very useful to have a restatement of the objective, which can be made by the teacher, but is most effective when elicited from the students. This serves to refocus the students on the essential learning that they have just experienced, and clarifies the placement of the lesson in the developmental sequence of a unit of study.

6) Homework Assigned homework is an extension of a lesson in which students are asked to complete an activity directly related to the lesson objective. This may take place either in the classroom, as an extension activity, or out of school. Even though it is a follow-up activity, the teacher must explain the directions and model the procedures.

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SDAIE SCAFFOLDS

Text Re-Presentation: Presenting students (orally or in written form) with narrative or expository text and having students "retell" the story or information in some other form. Examples: Asking students to pretend that they are one of the main characters in a story, and having then write a diary entry based on what happened in the chapter; assigning students to create a skit or a poem based on their reading of a fictional or non=fictional piece.

Schema-Building: Clustering interrelated concepts by showing "interconnectedness;" using graphic organizers to compare/contrast or to sort, classify or cluster concepts. Examples: Having primary students select pictures of animals and place them on a segmented chart labeled, "Birds, Sea Life and Land Animals;" having students outline a chapter; using a Venn diagram, T-chart or mind map to present information.

Bridging: Using students' prior knowledge and personal experience a starting point for learning new information. Examples: Filling out the "K" and "W" sections of a K/W/L chart as a full-class activity; having students summarize a previous learning that will be extended; having student share their experience with or knowledge of a topic that well be introduced.

Metacognitive Development: Developing students' ability to match the pattern of the new problem with the pattern of the problems experienced in the past, and applying strategies that worked in the past to the problem at hand. Metacognition is "thinking about thinking," or being aware of one's own thought processes used to find solutions and draw conclusions. Examples: As a student is solving a math problem, having him/her "think out loud" as s/he works out the solution; having students write strategies that helped them study for a test or learn the content of a chapter.

Modeling: Giving students clear examples of what is requested of them for imitation. Example: Demonstrating the proper procedure for a dissection before students are asked to perform a dissection; showing an example of a completed art project as well as the processes involved with the assigned project; drawing a 4-step energy flow cycle before students are asked to create a 6-step cycle in groups.

Contextualization: Embedding language in a context by using manipulatives, pictures, gestures, and other "hands-on" materials to make it more meaningful to students. Examples: Showing students a clay pot and a woven basket during a discussion of the daily lives of Native Americans; using a film clip to demonstrate cell mitosis.

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SAMPLE LESSON PLAN

(This is one example of a lesson plan that can be used by student teachers.)

Name _____ Date: _____ Subject: _____

Grade: _____

Materials:

ELD/SDAIE strategies:

Lesson objectives(s):

Content standard(s):

Opening, and statement of the objective: [**Time**:_____]

Instruction (including accommodations needed for student with special needs):
[**Time**:_____]

Assessment: [Time:_____]

Connection: [Time:_____]

Homework, if any:

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Sample Lesson Plan, Content Description

Context:

- Describe of the larger unit context within which the lesson will take place.
- Describe the assessed needs that prompted the lesson.
- Explain the previous learning that this lesson builds upon.

Content Standard: State the content standard that this lesson will address.

Instructional objective: In your own words, state the instructional objective(s) specific to this lesson. The objective should be standards-based, manageable within the scope of the lesson's time frame, focused on student learning that can be measured, and written in language that students can understand.

Theoretical foundation: Discuss the theory behind the design of the lesson. References to specific program readings are encouraged.

Evidence of understanding / Assessment: Describe the formative and summative assessment measures that will be used to assess student learning. Include specific prompts, activities, or other assessment measures. Describe anticipated outcomes of these measures. Discuss how you will use assessment to make adjustments during this lesson and/or plan future lessons. Assessments should clearly connect with the instructional objective.

Learning experiences: Describe the learning experiences that will take place during the lesson. Include a description of the teacher's role, a description of the students' role(s), expectations for student learning, discussion of potential challenges, and a time frame for implementation. Include the following components in your description.

- Introduction – Explain the methods that will be used to introduce the lesson to students. The explanation should include specific "kid appropriate" language that will be used to introduce the lesson's focus. Additionally, any prompts, problems, demonstrations, simulation activities, questions, texts, movie clips, or other "hooks" that will be used should be detailed and samples provided where relevant.
- Instructional activities – Describe each of the instructional activities that will take place during the lesson. Activities may include a mini-lesson, student workshop, interactive lecture or reading, collaborative group activity, inquiry-based investigation, student discussion, etc. All activities should work together to support the instructional objective of the lesson.
- Close – Provide a focused description of conclusion of lesson. Lesson close should provide opportunity for student reflection and/or self-assessment and provide explicit connection back to the instructional objective.

Differentiation & Academic language: Discuss how the lesson will be differentiated to meet the needs of special populations within the class. Consider the needs of English language learners, special education students, and high achieving students. Pay particular attention to issues of academic language (text structure, style, and vocabulary).

Instructional Materials: Include any instructional materials that will be needed to implement the lesson. Materials may include readings, problems sets, graphic organizers, discussion prompts, written reflection prompts, group work organizers, assessment rubrics, etc. Materials should be prepared so that they are ready for student use.

Reflection: After teaching the lesson, discuss its implementation. Discuss strengths and weaknesses of the lesson, as well as any mid-lesson adjustments that were made. Reflections should focus on student learning (rather than teacher performance). Describe your learning in response to reflection on this lesson and how you might modify future instruction. References to program readings are encouraged.

CLASSROOM OBSERVATION FORM

Teaching Performance Expectations
(This is a sample observation form that can be used by cooperating teachers & university supervisors.)

Student Teacher _____ Date _____

Co-operating Teacher _____ Supervisor _____

School _____ Grade _____ Subject(s) _____

A: Making Subject Matter Comprehensible to Students

B: Assessing Student Learning

C: Engaging and Supporting Students in Learning

D: Planning Instruction and Designing Learning

E: Creating and Maintaining Effective Environments for Student Learning

F: Developing as a Professional Educator

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REFLECTIVE ANALYSIS OF LESSON

***Student teachers*: Use this form regularly to reflect upon your lessons.**
***Cooperating Teachers and Supervisors*: This can be used in discussions and in debriefing sessions with the student teacher.**

1. Were all the students apparently interested or bored? If there was a lack of motivation, what can I do about it tomorrow?

2. Did all the students participate in class activities and discussions?

3. Were there points in the lesson, which were not understood? Do I need to give additional help to the class or certain individuals?

4. Was there excessive unnecessary talking, restlessness, or idleness?

5. Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently?

6. Did I set a pace that was neither too fast nor too slow?

7. Did I relate the lesson to the daily lives of the students and involve them as much as possible?

8. Did I make smooth transitions from one activity to another?

9. Did I achieve the objectives listed on my lesson plans? What evidence do I have of student achievement?

10. What did I do particularly well today? What can I do better tomorrow?

Source: San Diego State University School of Teacher Education

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MID-TERM REVIEW SURVEY

***University Supervisor AND Student Teacher*: Please complete this form together at the mid-point of the student teaching experience**

STUDENT'S NAME_____
_

TEACHER_____SUPERVISOR_____

DATE_____ SCHOOL_____GRADE_____

1. Student Teacher's Strengths:

2. Areas to Improve:

3. What and how much is the student teaching in the classroom?

4. If you each of you were asked to say something that would make things better, how would you respond?

5. Are each of you comfortable with the amount of input the student teacher is having?

6. *To Candidate*: What kind of feedback is your cooperating teacher giving you and how do you feel about it?

7. *To Candidate*: How are you feeling overall about your supervisor? What could make it more helpful?

NOTIFICATION OF NEED TO IMPROVE FOR STUDENT TEACHERS

Note: To be completed by supervisor.

Name of Student Teacher_____
Date_____

Name of University Supervisor_____

Name of School Site_____ **Grade(s)**____

Name of Cooperating Teacher(s) _____

The candidate needs to improve in the following areas:	**Expected Behavioral Outcomes**
○ Academic:	
○ Instructional planning skills:	
○ Teaching skills:	
○ Classroom management skills:	
○ Student diagnosis, achievement, and evaluation skills:	
○ Professional responsibilities:	
○ Interpersonal relationships:	
○ Personal:	
○ Other:	

Date of Next Evaluation _____**Student Teacher Signature**_____

Cooperating Teacher Signature _____

University Supervisor Signature Date:_____

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IDENTIFICATION, ASSISTANCE, OR DISMISSAL OF CANDIDATE ENROLLED IN STUDENT TEACHING

To be completed by the University Supervisor. PLEASE PRINT.
Date: _____

Student's Name:_____

Supervisor: _____

Cooperating Teacher: _____

School: _____

When a candidate receives a C, D, or F in student teaching, submit this completed form to the student during a conference with the student, university supervisor, cooperating teacher, and Director of Field Experiences.

___A. The candidate has the potential to become a successful educator. It is recommended that the candidate remain in the program and repeat student teaching (which requires reregistering for student teaching). The areas(s) requiring improvement and suggestions for remediation are on page 2 of this document.

___B. The candidate is committed to being a successful educator, but requires additional experience before another student teacher placement will be considered. It is recommended that the candidate take a leave of absence from the program. Upon successful completion of recommended activities/programs and attainment of competencies on page 2 of this document, the candidate may return and repeat student teaching (which requires reregistering for student teaching).

___C. It is recommended that the student be permanently dismissed from the Program. This candidate has been identified as unsuited to be a successful educator and unlikely to become competent.

_____ _____
University Supervisor' Signature Student Teacher's Signature

_____ _____
Cooperating Teacher's Signature Director of Field Experiences' Signature

The candidate needs to improve in the following areas:	***Additional activities that need to be completed before a new placement***	***Expected classroom behavior outcomes during new placement***
Academic:		
Instructional planning skills:		
Teaching skills:		
Classroom management skills:		
Student diagnosis achievement, and evaluation skills		
Professional responsibilities:		
Interpersonal relationships:		
Personal:		
Other:		

Additional activities need to be completed by: _____

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills. Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation

and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective

only at one developmental level. 57 This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. 1

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students. 1 TPE 6 does not represent a comprehensive strategy for teaching students

at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content. 2 Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted**.**

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

University of San Diego
School of Leadership and Education Sciences

Final Multiple Subject Student Teacher Evaluation Form

Demographic Information

Student First Name:	
Student Last Name:	
Supervisor/Cooperating Teacher First Name:	
Supervisor/Cooperating Teacher Last Name:	
Site:	

Please indicate your position:

- ○ Supervisor
- ○ Cooperating Teacher

Term

- ○ Fall
- ○ Spring
- ○ Summer

Year

The purpose of this evaluation is to assist the student teacher in making personal adaptations to the role of the teacher; in developing the ability to plan for, guide, and evaluate learning experiences; in understanding the opportunities and responsibilities of the profession; and in evaluating the degree to which the competence and Teaching Performance Expectations of the California Commission on Teacher Credentialing have been met. At the end of the survey, you will be provided a summary page you can print for your records and to share with your student.

Please note: You may use the link provided to you multiple times. If you do not complete the survey and close your browser, it will save your work and you will come back to the last page you were on. Only, after you have submitted the survey will you be able to start a new form.

Next

Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

The candidate demonstrates the ability to teach the academic content for science.	
The candidate demonstrates the ability to teach the academic content for reading language arts.	
The candidate demonstrates the ability to teach the academic content for mathematics.	
The candidate demonstrates the ability to teach the academic content for history/social studies.	

Comments Section A:

Back Next

B. Accessing Student Learning

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 2: Monitoring Student Learning During Instruction

The candidate uses progress monitoring at key points during instruction.

The candidate paces instruction and re-teaches based on evidence gathered during monitoring.

TPE 3: Interpretation and Use of Assessments

The candidate uses informal and formal assessments to determine students' progress and plan instruction.

The candidate familiarizes the students with the format of standardized tests, appropriately administers standardized tests, and accurately interprets results in order to develop and modify instruction.

Comments Section B:

Back Next

C. Engaging and Supporting Students in Learning

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Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 4: Making Content Accessible

The candidate incorporates specific strategies, activities, procedures, and experiences that address content standards in order to provide a balanced and comprehensive curriculum.	
The candidate uses instructional materials to reinforce content standards and prioritizes and sequences essential skills in a logical manner.	
The candidate varies instructional strategies according to purpose and lesson content.	
The candidate explains content clearly and reinforces content in multiple ways.	
The candidate provides students with opportunities to practice and apply content.	
The candidate teaches students to understand academic language and read and comprehend subject-matter content.	
The candidate encourages student creativity and imagination.	
The candidate models active listening.	
The candidate balances instruction by adjusting lesson designs relative to students' current level of achievement and takes additional steps to foster access and comprehension for all learners.	

Comments Section C-Part 1:

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C. Engaging and Supporting Students in Learning (Cont.)

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 5: Student Engagement

The candidate clearly communicates instructional objectives to students.

The candidate monitors for engagement of students and uses strategies to re-engage when necessary.

The candidate makes learning relevant to the students and encourages students to share and examine points of view.

The candidate uses appropriate questioning strategies and teaches students to respond and to frame meaningful questions.

TPE 6: Developing Appropriate Teaching Practices

The candidate utilizes instructional strategies that are appropriate to the age level and specific needs of the students.

TPE 7: Teaching English Learners

The candidate knows and applies theories, principles, and instructional practices for comprehensive instruction of English learners.

The candidate knows and applies theories, principles, and instructional practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

The candidate understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content.

Comments Section C-Part 2:

Back Next

D. Planning Instruction and Designing Learning Experiences for Students

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 8: Learning about Students

The candidate draws upon patterns of child and adolescent development to understand his/her students.	
The candidate paces instruction and re-teaches based on evidence gathered during monitoring.	
The candidate learns about each student through interpersonal interactions.	
The candidate identifies students needing specialized instruction using assessment data, classroom observation, reflection, and consultation.	

TPE 9: Instructional Planning

The candidate plans comprehensive instruction in accordance with content standards.	
The candidate establishes clear short-term and long-term goals for student learning.	
The candidate sequences instruction appropriately.	
The candidate plans lessons that match instructional strategies to content.	
The candidate plans to meet the varied needs of all students.	
The candidate plans appropriate use of support personnel.	

Comments Section D:

Back Next

E. Creating and Maintaining Effective Environments for Student Learning

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 10: Instructional Time

The candidate allocates instructional time to maximize student achievement.

The candidate establishes procedures for routine tasks and manages transitions to maximize instructional time.

TPE 11: Social Environment

The candidate develops and maintains clear expectations for academic and social behavior.

The candidate promotes student effort and engagement and creates a positive climate for learning.

The candidate knows how to establish rapport with all students and their families.

The candidate helps students learn to work responsibly with others and independently.

Comments Section E:

Back Next

F. Developing as a Professional Educator

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. **OR** The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn

TPE 12: Professional, Legal, and Ethical Obligations - Community and Service: Ethics, Values, and Diversity.

The candidate demonstrates a willingness to collaborate with peers and members of the educational community.	
The candidate demonstrates an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.	
The candidate demonstrates a respect for the value of diversity in a democratic society.	
The candidate demonstrates a commitment to high professional and ethical standards.	

TPE 13: Professional Growth - Academic Excellence, Critical Inquiry, and Reflection.

The candidate demonstrates a belief that all individuals can learn and succeed.	
The candidate demonstrates a commitment to reflection and critical inquiry.	

USD TPE: Incorporating Technology

The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.	

Comments Section F:

Back Next

Please comment on the overall performance of this candidate teacher using criteria listed above plus any additional criteria observed during the semester.

Final Comments:

FInal Grade:

Back Next

University of San Diego
School of Leadership and Education Sciences

Final Single Subject Student Teacher Evaluation Form

Demographic Information

Student First Name:	
Student Last Name:	
Supervisor/ Cooperating Teacher First Name:	
Supervisor/ Cooperating Teacher Last Name:	
Site:	

Please indicate your position:

- ○ Supervisor
- ○ Cooperating Teacher

Term

- ○ Fall
- ○ Spring
- ○ Summer

Year

The purpose of this evaluation is to assist the student teacher in making personal adaptations to the role of the teacher; in developing the ability to plan for, guide, and evaluate learning experiences; in understanding the opportunities and responsibilities of the profession; and in evaluating the degree to which the competence and Teaching Performance Expectations of the California Commission on Teacher Credentialing have been met. At the end of the survey, you will be provided a summary page you can print for your records and to share with your student.

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Next

Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

The candidate demonstrates the ability to teach the academic content for her/his subject area.

Comments Section A:

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B. Accessing Student Learning

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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The candidate uses progress monitoring at key points during instruction.	
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The candidate uses informal and formal assessments to determine students' progress and plan instruction.	
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Comments Section B:

Back Next

C. Engaging and Supporting Students in Learning

Rubric for Evaluation

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The candidate encourages student creativity and imagination.	
The candidate models active listening.	
The candidate balances instruction by adjusting lesson designs relative to students' current level of achievement and takes additional steps to foster access and comprehension for all learners.	

Comments Section C-Part 1:

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C. Engaging and Supporting Students in Learning (Cont.)

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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The candidate understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content.

Comments Section C-Part 2:

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D. Planning Instruction and Designing Learning Experiences for Students

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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TPE 9: Instructional Planning

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The candidate sequences instruction appropriately.	
The candidate plans lessons that match instructional strategies to content.	
The candidate plans to meet the varied needs of all students.	
The candidate plans appropriate use of support personnel.	

Comments Section D:

Back Next

E. Creating and Maintaining Effective Environments for Student Learning

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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TPE 11: Social Environment

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The candidate knows how to establish rapport with all students and their families.	
The candidate helps students learn to work responsibly with others and independently.	

Comments Section E:

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F. Developing as a Professional Educator

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
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The candidate demonstrates a willingness to collaborate with peers and members of the educational community.

The candidate demonstrates an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.

The candidate demonstrates a respect for the value of diversity in a democratic society.

The candidate demonstrates a commitment to high professional and ethical standards.

TPE 13: Professional Growth - Academic Excellence, Critical Inquiry, and Reflection.

The candidate demonstrates a belief that all individuals can learn and succeed.

The candidate demonstrates a commitment to reflection and critical inquiry.

USD TPE: Incorporating Technology

The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.

Comments Section F:

Back Next

Please comment on the overall performance of this candidate teacher using criteria listed above plus any additional criteria observed during the semester.

Final Comments:

FInal Grade:

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