Teaching Credential Program Handbook

2015-2016
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ACKNOWLEDGEMENTS

San Diego State University faculty and staff members, public school teachers, student teachers, and other individuals contributed to the content and evolution of this handbook. The individuals as well as the published authors and scholars are acknowledged, where they are known, throughout the pages. This edition of the handbook updates information from previous editions. It contains information current with SB2042 and emphasizes standards and expectations of the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). Thank to all for their contributions.
I. STANDARDS AND EXPECTATIONS FOR TEACHER PREPARATION

Welcome to the School of Teacher Education at San Diego State University. Our programs emphasize equity for all students, connecting educational theory with collaborative field experience, and reflective teaching and learning. Students admitted to our preliminary credential programs are assigned to cohort groups called “Blocks” and remain grouped together throughout their credential program enrollment. Each Block is organized and coordinated by one or more Team Leaders. Team Leaders are SDSU faculty members who facilitate various aspects of the credential program including student teaching placements and assessment leading to a recommendation for a Preliminary Teaching Credential. Please note that within five years of receiving a Preliminary Teaching Credential, new teachers must complete additional work to obtain a Clear Teaching Credential. (SDSU offers such a program: http://go.sdsu.edu/education/ste/clear-induction.aspx)

SDSU teacher credential programs are accredited by the California Commission on Teacher Credentialing (CCTC) and by the National Council for the Accreditation of Teacher Education (NCATE). The CCTC monitors the implementation of standards and expectations set by California state law (SB 2042) for preparing teachers. The California Standards for the Teaching Profession (CSTP) and their companions, the Teaching Performance Expectations (TPEs) and Clear Credential Standards, provide an interconnected framework for the academic and field experience components of our programs. These standards and expectations are embedded in signature assessments and infused with the criteria for evaluation of student teaching and other field experience. An overview of the TPEs is located on the chart following this page. The full texts of the TPEs are available here: http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf

Also following this page is a chart of contact information for offices and people at SDSU who can help you, and a worksheet for noting important commitments and dates relevant to your credential program participation.

During your credential program, classes and meetings are scheduled at designated times at various locations including on the SDSU campus, in the community, and/or at school sites. Our programs are designed to prepare you for teaching California’s diverse student population. All Blocks in SDSU teacher preparation programs are guided by the same SB2042 standards and expectations. The scheduling of classes and student teaching placements varies by Block expectations as well as district and school site characteristics and calendars and may differ from semester to semester.
Teacher Performance Expectations (TPE)

The Teacher Performance Expectations (TPE) form the basis of statewide assessment of performance for Student Teachers. The TPEs were approved by the California Commission on Teacher Credentialing (CCTC) in 2001 and were last revised in 2013. These standards can help student teachers identify areas to focus ongoing professional growth in their professional practices.

Teaching Performance Expectations
The complete version of the TPEs appear in Appendix A

Standard A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter Instruction

Standard B: Assess Student Learning
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments

Standard C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
7. Teaching English Learners

Standard D: Planning Instruction and Design Learning Experiences for Students
8. Learning About Students
9. Instructional Planning

Standard E: Creating and Maintaining Effective Environments for Student Learning
10. Instructional Time
11. Social Environment

Standard F: Developing as a Professional Educator
12. Professional, Legal, and Ethical Obligations
13. Professional Growth

Advanced Preparation for Clear Credential
- Reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction.
- Apply and demonstrate pedagogical knowledge and skills.
- Collaborate with colleagues, district personnel, and university support providers.
- Protect and support all students by designing and implementing equitable and inclusive learning environments.
- Participate in formative assessment and respond to formative feedback.
## SDSU CONTACTS AND RESOURCES

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<th>NAME/LOCATION</th>
<th>PHONE</th>
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<td>University Supervisor for Student Teaching I</td>
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<td>University Supervisor for Student Teaching II</td>
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<tr>
<td>School of Teacher Education Office</td>
<td>EBA 255</td>
<td>619-594-6131</td>
<td><a href="mailto:admste@mail.sdsu.edu">admste@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Director, School of Teacher Education (STE)</td>
<td>Dr. Nadine Bezuk EBA 255</td>
<td>619-594-6131</td>
<td><a href="mailto:nbezuk@mail.sdsu.edu">nbezuk@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Office of Student Services (Advising, financial aid information, credential recommendations)</td>
<td>EBA 259</td>
<td>619-594-6320</td>
<td><a href="mailto:coeadvis@mail.sdsu.edu">coeadvis@mail.sdsu.edu</a> <a href="http://edweb.sdsu.edu/ceac/">http://edweb.sdsu.edu/ceac/</a></td>
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<tr>
<td>Credential Analyst, A – K</td>
<td>Nhung (Ann) Nguyen</td>
<td></td>
<td><a href="mailto:nnguyen@mail.sdsu.edu">nnguyen@mail.sdsu.edu</a></td>
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<tr>
<td>Credential Analyst, L – Z</td>
<td>Sylvia Hernandez</td>
<td></td>
<td><a href="mailto:srhernandez@mail.sdsu.edu">srhernandez@mail.sdsu.edu</a></td>
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<tr>
<td>College of Education’s Assistant Dean for Student Affairs</td>
<td>Dr. Patricia Lozada-Santone</td>
<td>619-594-1426</td>
<td><a href="mailto:plozadas@mail.sdsu.edu">plozadas@mail.sdsu.edu</a></td>
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<tr>
<td>SDSU Ombudsman</td>
<td>Marit Bessesen</td>
<td>619-594-6578</td>
<td><a href="mailto:bessesen@mail.sdsu.edu">bessesen@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>SDSU Career Services</td>
<td>Alejandro Rodriguez SS 1200</td>
<td>619-594-6851</td>
<td><a href="mailto:Arodrig2@mail.sdsu.edu">Arodrig2@mail.sdsu.edu</a> <a href="http://career.sdsu.edu/">http://career.sdsu.edu/</a></td>
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<tr>
<td>Counseling &amp; Psychological Services</td>
<td>Calpulli Center Room 4401</td>
<td>619-594-5281</td>
<td><a href="http://www.sa.sdsu.edu/cps/cps_home.html">http://www.sa.sdsu.edu/cps/cps_home.html</a></td>
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<td>Health Services</td>
<td>Calpulli Center Information (FirstFloor)</td>
<td>619-594-5281</td>
<td><a href="http://www.sa.sdsu.edu">http://www.sa.sdsu.edu</a></td>
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<td>Student Disability Services</td>
<td>Calpulli Center Suite 3100</td>
<td>619-594-6673</td>
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<tr>
<td>edTPA</td>
<td>Team Leader and Seminar Instructor</td>
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<td><a href="http://go.sdsu.edu/education/edtpa.aspx">http://go.sdsu.edu/education/edtpa.aspx</a></td>
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Important Commitments and Dates to Note

Substantial commitments of time and energy are required to successfully complete the credential program. Blocks may differ in how the curriculum and field experiences are organized and scheduled. Credential program course work and student teaching are full time endeavors. Outside work and other commitments need to be carefully managed to ensure full and vital participation in credential program courses and field experiences. Students needing extended time to meet credential program requirements should consider requesting the Three-Semester Block program.

Please note the dates for the important events below for inclusion on your planning calendar. Additional dates requiring your attention will be announced throughout the year by your Block Team Leader, Instructors, and Guide Teacher or School Administrators.

- SDSU coursework assignments to be completed in the classroom
- Meetings (staff, team, PTA, Board)
- Field Trips
- Conferencing
- Testing
- Holidays
- Final Semester: edTPA Teaching Event
- Other scheduled opportunities or responsibilities
II. TEACHER EDUCATION POLICIES AND RESOURCES

SDSU General Catalog and Graduate Bulletin
Credential Program students are expected to comply with the procedures, regulations, and deadlines of the SDSU General Catalog, Graduate Bulletin, edTPA Teaching Event Handbook and this Credential Program Handbook. Credential program students are individually responsible for the information contained in these documents. It is important to be familiar with the policies including, but not limited to, registration, attendance, email and other Internet communications, student conduct, grades, final examinations, leaves of absence, and related matters. Information in these documents is subject to change from year to year as university and program rules, policies, and curricula change. Failure to keep informed of such annual changes will not exempt students from whatever consequences may result. http://arweb.sdsu.edu/es/catalog/bulletin (click on Teacher Education)

Course Registration
It is each credential student’s responsibility to register for all courses by the “add” deadline for late registration (usually in the second week of classes—check the university academic calendar online here: http://arweb.sdsu.edu/es/registrar/academiccalendar.html). It is best to register for classes during the regular registration time to assure classes are open to you. Failure to register for student teaching by the deadline could result in removal from student teaching and possibly removal from the program.

Attendance and Absences
Credential students are expected to attend all SDSU credential classes and student teaching days. University Instructors describe attendance policies for the courses they teach. In case of an unavoidable absence or tardiness during student teaching, the Student Teacher must notify the School and Guide Teacher(s) at least one hour before school begins (and the University Supervisor if an observation was scheduled for that day). The Team Leader and Supervisor must be informed of the emergency absence by email or telephone or other preferred method of the Team Leader and University Supervisor.

All absences from student teaching other than immediate emergencies must be approved in advance, first by the Block Team Leader and then the Guide Teacher, and the University Supervisor must be notified. If there is a conflict between SDSU classes and student teaching on days with a special schedule, the SDSU classes take precedence. Excessive absence from participation in credential program classes or student teaching may result in grade reduction, program modification, or disqualification.

Grades
Credential program students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. A minimum grade of C or CR is required in each individual class. Students who do not meet these standards will not be allowed to progress in the program until deficiencies have been improved and may need to petition to be readmitted to the credential program.

Incompletes must be completed prior to continuing in the program (petitions must be
Satisfactory completion of a credential program requires completion of all coursework with an average grade of B or better and credit for all student teaching experiences. All grades (including CR/NC for student teaching) are assigned by Instructors/University Supervisors in accordance with University policy. Any appeal of a grade must follow student grade appeal procedures published by the University.

**Evaluation of Student Teaching**
Students are issued “Credit” or “No Credit” for student teaching. The Team Leader and University Supervisor are jointly responsible for the final grade. Written recommendations and plans for improvement will be provided for student teachers who demonstrate deficiencies, and additional periodic assessments may occur when necessary.

Students are guests of the school at which they are student teaching. The building administrator may, at any time, exercise the prerogative of requesting a Student Teacher be relieved of teaching responsibilities. Such a case may result in a “No Credit” grade. The option of another placement is based on the recommendations of the School of Teacher Education Team Leader, University Supervisor, and Director and the availability of alternative placements. It may be necessary for the Student Teacher to repeat the semester or terminate his/her participation in the credential program.

Students may choose to petition the Admissions and Retention Committee for consideration to return to the credential program if a “No Credit” is issued and the Team Leader does not support an opportunity for repeating student teaching. The Committee will consider information from all individuals involved and make a recommendation regarding the status of the Student Teacher to the Director of the School of Teacher Education. The name of the Chair of this committee, to whom the petition must be sent, may be obtained from the School of Teacher Education Office (BA 255). The Committee meets at the beginning and end of each semester and at other times as necessary.

**Insurance**
The California State University system provides worker’s compensation and liability insurance for Student Teachers while they are engaged in student teaching or other field-based credential classes. Students may purchase additional liability insurance from a variety of insurance sources. Membership in the Student California Teachers Association (SCTA), a professional organization, has among other benefits, up to one million dollars of liability insurance and free legal referrals. [http://www.cta.org/membership/scta](http://www.cta.org/membership/scta)

**Substitute Teaching Employment**
Student Teachers with a valid Emergency 30-Day Substitute Permit may substitute teach during a student teaching assignment only under the following conditions:
- Approval from the Block Team Leader and the School Principal is obtained,
- Substitute work is for their own Guide Teacher(s),
- The Student Teacher does not miss his/her student teaching assignment or SDSU
classes, and

- Substituting does not exceed a total of five days during the semester. Exceptions to these conditions must be approved in advance by the Team Leader. The School Principal is responsible for ensuring that all CCTC, district, and collective bargaining policy requirements regarding such employment are followed.

**Concurrent Credit for Student Teaching with an Employment Contract**  
Student Teachers may receive concurrent credit for student teaching when employed under contract with a school district only with School of Teacher Education approvals (Team Leader first, followed by approval of the Director). Approval requires assurance that employment will not interfere with completion of credential program requirements, including attending SDSU classes.

Student Teachers with a valid contract offer need to complete an “Application for Approval to Earn Concurrent Credit” form and attach all the required documentation. The application and directions for organizing documents and obtaining signatures required for approval of concurrent credit are available from the School of Teacher Education office. Student Teachers must provide a copy of the contract offer and assurances that there are professional staff members appointed for supervision, support, and assessment while the Student Teacher is employed. The process may also require application for a Short-Term Staff Permit (STSP) by the District, and in certain cases where the student teacher meets CCTC requirements, an internship credential may be issued.

**Interrupted Student Teaching**  
Student teaching may be interrupted for a variety of reasons. When this occurs, the Team Leader and the School of Teacher Education office work together to recommend an appropriate course of action to maintain both program integrity and the best interests of the individual. The Admissions and Retention Committee and STE Director must approve the student’s return to student teaching.

**Leave of Absence (LOA)**  
Students in good standing may submit a request for a leave of absence, for circumstances beyond their control that force them to interrupt their program of study. A leave of absence may be granted for up to one academic year. The Change of Enrollment Status form is available at the School of Teacher Education web site at [http://edweb.sdsu.edu/ste/student_forms.htm](http://edweb.sdsu.edu/ste/student_forms.htm). One semester prior to returning (by early October for Spring and early March for Fall), the student is required to contact the School of Teacher Education and write a letter of intent to the Admissions and Retention (A & R) Committee. An absence extending beyond two semesters requires re-application to both the University and the Credential Program.

If a student does not apply for a leave of absence and is out for a semester, a petition for readmission must be submitted to the A & R Committee for the subsequent term by the application deadline. Upon returning, the student will be held to any current legislative requirements pertaining to the credential program. Credit for credential coursework expires after five (5) years.
Self-Managed Placement File and Career Services
Teaching credential candidates establish and maintain their own self-managed career placement file. It is wise to begin preparing your file during the first student teaching assignment or at the beginning of the second semester of student teaching. This file may include letters of recommendation, student teaching professional growth assessments, transcripts, and other relevant documents for employment purposes. Many districts are only accepting applications for teaching positions via the Internet. SDSU Career Services staff members, located in the Student Services Building, Room 1200, provide assistance in developing a self-managed placement file and an online resume to connect you with school districts. Career Services also sponsors an Education Career Fair each year where you can learn more about districts and the potential openings for employment. Check the Career Services web site for these and other resources for launching a teaching career: http://career.sdsu.edu/

Student California Teacher’s Association (SCTA)
The Student California Teacher’s Association (SCTA) membership is open to teaching credential candidates. The professional association provides information and resources for employment opportunities and skills, teaching strategies, and organizing to present a united student voice. Information about membership and benefits of membership is posted on the SCTA web site. http://www.cta.org/membership/scta/

Kappa Delta Pi International Honor Society
Credential candidates are invited to join Kappa Delta Pi Honor Society for teachers. Requirements for membership include worthy educational ideals, intention to continue in the field of education, professionalism, and leadership attributes, an undergraduate GPA of 3.0 or a graduate level GPA of 3.25. For more information, visit http://www-rohan.sdsu.edu/~askdp/.

Phil Halfaker Memorial Award
Dr. Phil Halfaker was a beloved, respected, and admired professor of education at SDSU from 1962 until his death in 1984. To honor Dr. Halfaker, the Philip Halfaker Memorial Award was established to recognize outstanding student teachers in the College of Education. At the end of each academic year one or more students from each of the Single Subject and Multiple Subject programs may be recommended to receive this prestigious award. The award is given to deserving students who are outstanding in student teaching performance, professionalism, and GPA. Students are nominated by faculty members and cohort peers and may be asked to submit materials for consideration by the selection committee. Each recipient has his or her name engraved on the Phil Halfaker plaque and is honored at a reception during the week of Commencement.

Difficulties in the Credential Program
When difficulties are identified, faculty members meet to consider the nature of the problem, possible avenues of improvement, and procedures for notifying persons concerned. The Team Leader will inform the student in person and/or in writing about the decisions and recommendations of the faculty team. Those difficulties might be in
academic work, interpersonal relationships, work with public school students in classroom settings, or other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the credential candidate may be removed from the program.

**Conflict Resolution**
Interpersonal problems sometimes occur as a candidate progresses through the credential program. In resolving interpersonal problems, the first step always is to speak to the person with whom one is experiencing difficulty. If that does not resolve the issue, a student should go to the next level of protocol. For example, if a student has difficulty with a University Professor or Guide Teacher (and has tried to resolve the issue with that person unsuccessfully), he or she should next go to the Block Team Leader, the faculty member who has responsibility for overseeing the progress of students in a particular cohort group. If that is unsuccessful, the student should then go to the Director of the School of Teacher Education. If the problem is not resolved at that level, and the candidate wishes to take the matter further, the student should continue through the University’s grievance process, which includes the Assistant Dean in the College of Education, and the University Ombudsman.

**Appeals and Reviews**
If a student does not satisfactorily complete the credential program in his or her assigned Block cohort, the student may submit a written appeal to the Admissions and Retention Committee for review. That review allows a second, independent recommendation about whether or not a student should be permitted to continue the credential program (in the original program or in a new setting), seek additional help for improvement before continuing, or not be allowed to complete the program. The process requires that a candidate be a student in good standing with San Diego State University. Should a student voluntarily leave the University, the process is automatically halted, and no further efforts will be undertaken by the Team Leader or the School of Teacher Education. Any appeal of the Admissions and Retention Committee decisions must follow the published University policy.

**Professional Dispositions***
Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The purpose here is to clarify the School of Teacher Education’s expectations related to the critical area of a candidate’s professional dispositions.

Issued in March 2008 by the California State University Chancellor’s Office, Executive Order 1302 established “standards for entrance to and continuation in teacher education basic credential program” and highlighted the importance of appropriate dispositions.
The Executive Order states,

*The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The teacher education faculty of the campus, who may also consider information from public school personnel and others, shall make the assessment of the candidates. The campus may use tests, observations, and interviews for this assessment.*

The National Council for Accreditation of Teacher Education (NCATE) defines professional disposition as follows:

*Professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn.*

Of utmost importance to candidates’ successful completion of the credential program and becoming an employable new professional, is the ability to work with others. Essential elements of professional disposition include the following:

- Shows openness to new ideas
- Displays respect for the opinions of others
- Creates positive rapport with professors, colleagues/peers, guide teachers, other members of the school communities, and students
- Engages in respectful communication with all stakeholders, including students, parents, colleagues, professors, and school-site personnel
- Cultivates positive and productive relationships with guide teachers.
- Shows respect for the experience and knowledge of guide teachers and professors
- Avoids complaining and maintains a positive attitude
- Behaves with integrity, e.g., does not gossip or promote hidden agendas
- Takes active responsibility to incorporate corrective measures when advised
- Uses mature judgment when problem solving and includes the opinions of others in solutions
- Interacts appropriately with students and colleagues, e.g., avoids inappropriate joking, racist comments, sexist attitude
- Self reflects rather than blaming others
- Accepts own mistakes and responds to them as opportunities for self-improvement

Credential candidates in the School of Teacher Education are expected to demonstrate professional behavior and dispositions on school sites, in university classes, and in all other professional settings. (Refer to Professional Conduct and Development standards and expectations on the “Inventory of Indicators and Evidence.”)
Professional Performance Review Process
1. If a concern about student professional performance arises, the concerned faculty member (if not the Team Leader, then in collaboration with the Team Leader) will record the concerns on a Growth Plan form and meet with the student for discussion and development of the Growth Plan itself.
2. If the faculty member and the student are unable to develop a Growth Plan or if remediation is unsuccessful, the faculty member or the student may request a triad meeting with the Director of the School of Teacher Education.
3. Failure to meet a program’s professional disposition standards may lead to dismissal from the program.

* The Dispositions section is informed by the California Standards for Teacher Preparation, California’s Teacher Preparation Expectations, Executive Order 1032 from the California State University Chancellor's Office, and NCATE’s standards for teacher preparation. In addition, it represents careful consideration of professional dispositions by members of the School of Teacher Education’s Credential Programs Council, comprised of Multiple and Single Subject Credential Programs Team Leaders.
III. STUDENT TEACHING SUPPORT, ROLES, AND RESPONSIBILITIES

Student teaching provides credential candidates with a variety of activities in areas of effective lesson planning, directing the teaching/learning process, and curriculum development. It requires interactions with peers, school staff members and administrators, Guide Teachers, University Supervisors and Team Leaders. It offers opportunities to share teaching experiences and learn from the experience of other professionals. Each classroom is unique. It is important that the Team Leader, School Administrator, Guide Teacher and University Supervisor work together to ensure the best possible setting for the Student Teacher and the Guide Teacher. The Guide Teacher, the University Supervisor, and the Student Teacher work as a team.

Student Teachers should not engage in social networking with K-12 students or share personal contact information to engage in informal communications with K-12 students outside the school program.

Supervision Support
The Student Teacher is supported by a University Supervisor and the Guide Teacher(s). (Please note that the Guide Teacher is known in some schools as a “Master Teacher,” a “Cooperating Teacher,” a “Mentor Teacher,” or a “Supervising Teacher.” In this Handbook, the term “Guide Teacher” is used throughout and is synonymous with the other four designations here.)

University Supervisors are expected to visit each Student Teacher a minimum of 3 times during the student teaching assignment and give feedback on their lessons. School Administrators may also choose to observe Student Teachers. It is important that the Student Teacher confer regularly with the Guide Teacher(s) about the class(es) and about his or her progress.

It is also important that the Student Teacher show lesson plans to the Guide Teacher for approval before teaching. Student Teachers should encourage Guide Teachers to observe regularly. Providing the Guide Teacher with a focus for feedback (e.g., to observe the Student Teacher’s use of questioning) could facilitate these observations. It is the Student Teacher’s responsibility to arrange regular conferences with the Guide Teacher to assure adequate planning and effective assessment.

Supervision Expectations:
- Supervisors conduct a minimum of 3 visits with each Student Teacher during each semester. Each visit consists of one lesson or one traditional 45-minute period. The Student Teacher shares the lesson plan with the Supervisor either in a private forum in eSupervision, via email or submits a paper copy to Supervisor; Supervisor completes observation form and posts on eSupervision or shares in another way designated by the Team Leader.
- Supervisors facilitate the completion and submission of the midterm evaluation form by the Guide Teacher.
- Supervisors complete and submit the final evaluation form on TaskStream.
make sure Team Leaders have a copy of the final evaluation as well.

- Supervisors collect a digital copy of the Guide Teacher's final evaluation form (or a hard copy to be scanned) and attach it to the final evaluation section of Taskstream.
- In the case of struggling Student Teachers, Supervisors should inform their Team Leader and complete a Professional Growth Plan and provide coaching as needed. Supervisors should work in collaboration with Team Leaders to support the Student Teacher.
- Supervisors may be asked to perform other relevant duties as designated by Team Leaders.

Online Systems for Supervision Support
The School of Teacher Education uses a variety of methods to support student teachers, guide teachers, and university supervisors. These methods include but are not limited to eSupervision, TaskStream, and Blackboard. Common elements of these systems include providing increased collaborative opportunities and mentoring, being accessible at any time while reflecting on teaching and student interactions, and providing access to expert advice and useful resources, in order to provide teacher candidates with an increased level of skill and knowledge and the ability to think critically about those skills and student performance. Team leaders will work with Student Teachers, Guide Teachers, and University Supervisors in each block regarding the use of these methods. Final evaluations for each semester are posted on TaskStream.

Team Leader Roles and Responsibilities
The Team Leader(s) of each Credential Program block, in collaboration with School Administrators, coordinate(s) the placement of student teachers. Student Teacher placement in a classroom is a result of the University’s and School’s review of personal qualifications and appropriate placement opportunities at the school. The Team Leader works with School Administrators and Guide Teachers to ensure the quality of student teaching experiences.

The Team Leader provides program and assessment information to school officials, guide teachers, and university supervisors. The Team Leader facilitates assigning university supervisors to student teachers, monitors the progress of each student teacher, and oversees the professional growth assessment process.

The Team Leader participates in private forums and public discussion boards on an as-needed basis and monitors participation of Student Teachers, Supervisors, and Guide Teachers. All Final Student Teaching Professional Growth Assessments are checked for completeness by the Team Leader.

In addition to student teaching support, the Team Leader(s) also play an essential role in supporting, advising, and coaching Student Teachers throughout the credential program with coursework, edTPA, etc.

Student Teacher Roles and Responsibilities
Student Teacher roles are multifaceted. The goal is to become adept at integrating theory and practice, using problem solving models and procedures, increasing student achievement,
and reflecting on and self-analyzing teaching performance. Over the two semesters of student teaching, the depth of responsibility and the extent of teaching involvement increase. Part-time work and other activities must be adjusted around student teaching assignments, preparation time, and conference time. Roles and responsibilities appropriate for Student Teachers include the following elements of the California Standards for the Teaching Profession and SDSU's Student Teacher assessment system.

**Professionalism.** Teaching as a career demands professionalism demonstrated in appearance, attitude, and strong communication skills. Maintaining this image requires common sense and discretion, both in and out of the classroom. It demands a commitment to excellence in personal presentation, curriculum development, collegiality, and the hours invested in researching best teaching practices. Teachers are at the center of education. This position demands the continual development of pedagogical strategies and skills. Teaching is more than a job; it is challenging work, requiring informative feedback, ongoing coaching, and persistent re-visitation of what best meets the needs of students. This requires an incredible amount of time, energy, and dedication. Excellent teaching requires skills and persistence required of few other professions.

**Instructional Planning.** Well-planned instruction, meticulously orchestrated lesson plans, and carefully researched strategies are all hallmarks of excellent teachers. Planning requires research and a thorough understanding of State and District standards. It is important to make long-range and daily plans to provide for a continuous and satisfactory learning experience for all students. Motivating students will promote positive student attitudes. It is critical to encourage all students’ involvement in curriculum that is responsive to the cultural background, gender and diverse learning and special needs of all the students.

**Class Management.** An essential element of a successful learning environment is effective management. It is important to establish and maintain a productive learning environment that includes clearly stated expectations regarding student behavior. Student teachers must establish and/or maintain techniques for handling the administration of a classroom, such as taking attendance, maintaining a grade book, and dealing with other management tasks. The Student Teacher should seek the guidance of the Guide Teacher in the techniques of evaluating student work, behavior, and progress.

**Getting Started.** The first days in a classroom are full of opportunities to observe and begin to be a co-worker with the Guide Teacher, anticipating ways to be helpful and become established as an instructional leader. Student Teachers need to acquaint themselves with the routines and procedures that are in place and learn about the students. Here are some ways to help with this process:

- Be punctual. Notify the school office and the Guide Teacher of an intended absence or inability to meet any school appointment.
- Be well groomed and appropriately dressed at all times on the campus. When in doubt, consult the Team Leader and University Supervisor.
- Display initiative. Look for ways to assume the various Guide Teacher responsibilities, while assuming more teaching responsibility.
• Establish a positive rapport with students using a variety of techniques including verbal and non-verbal communication.
• Promote involvement of all students.
• Become acquainted with the students, study their records, and exhibit an ethical sense of keeping information concerning students and school happenings confidential.
• Become acquainted with teaching materials and equipment, including their location, care, and use.
• Learn the names and locations of the support personnel (secretaries, custodian, nurse, resource teachers, librarian, etc.)

It is important to remember that Student Teachers are guests of the school district, and schools reserve the right to cancel the student teaching assignment at any time. The Guide Teacher is always legally and professionally responsible for her or his students. The Principal carries the ultimate responsibility to see that the Student Teacher will be helpful to the learning process of the students under his or her care in the school. The teachers and support staff who work with student teachers are generous in giving their time, their help, and their interest in the candidate’s teaching and learning.

**Getting Acquainted with the School.** During your first visits to the assigned student teaching site, the Student Teacher should gather information about the school, district, community, and classroom. Some of this information is available in the School Accountability Report Card (SARC) on school district web sites. Student Teachers will use the information gathered to compile the Context for Learning for your edTPA Teaching Event and Embedded Signature Assessments (ESAs). Multiple Subject candidates also will include the Context for Learning in their Content Area Tasks (CATs).

Be sure to check with the School Secretary/Administrative Assistant to complete a personal information card/form in case of an emergency while student teaching or in a class at the school site.
Important Site, Community and District Information

• Names of school site personnel
  Principal
  Vice Principal
  Secretaries
  Custodians
  Nurse
  Counselor(s)
  Special educators
  Other faculty (especially grade-level faculty members)

• Emergency procedures to be followed

• Location of administrative offices, nurse's office, classrooms, restrooms, cafeteria, library/tech center, outside grounds and fields, book rooms, work rooms, supply rooms, media materials and equipment

• Classroom information
  Student names
  Student cultural backgrounds
  Special student needs/identification
  Daily schedule
  Semester schedule
  Classroom behavior management plan
  Special programs
  Classroom and school of routines and procedures
  Recording of attendance and grades
  Classroom organization
  Communicating with parents/guardians

• Community information
  Demographics
  Physical surroundings
  Cultural characteristics

• District policies and procedures:
  Confidentiality
  Referral for special education
  Child abuse reporting
  Sexual harassment

• Other important Information
  School discipline plan
  Procedures for copying, duplicating, material acquisition, A-V check-out
  Field trips
  Campus, lunch area rules and consequences
  Notification procedures for absence from school

Note: Student Teachers may be given additional information as part of an orientation to the school.
School Administrator Roles and Responsibilities

Field-based teacher preparation involves the commitment of many people. The School of Teacher Education at San Diego State University is particularly appreciative of the teachers and administrative staffs that make this experience a valuable one for student teachers.

Although districts will approach this in different ways, the University and School Administration collaboratively place Student Teachers with Guide Teachers and have the joint responsibility for providing a high standard of instruction for all students, as well as Student Teachers. The School of Teacher Education expectations are that the School Administrator will:

- Provide placements with Guide Teachers who can work effectively with the Student Teacher and provide for her/him the attributes listed under "Guide Teacher Roles and Responsibilities" in this handbook. It is essential that the Guide Teacher has time to work with the Student Teacher and guide his or her growth, accept the Student Teacher as a professional, help him or her as a member of the school faculty, and encourage the acceptance of the Student Teacher by parents and students.
- Introduce the Student Teacher to the philosophy of the school and its policies regarding attendance, home study, classroom control, instructional facilities, grading and reporting practices and special services.
- Acquaint the Student Teacher with emergency procedures to be followed. The school handbook should be helpful for this purpose.
- Orient the Student Teacher to the physical plant and the school community and introduce her or him to other staff members.
- Encourage the Student Teacher to attend relevant school site professional growth opportunities that might be of interest or benefit.
- Provide policies and procedures for reporting suspected child abuse and sexual harassment.
- Work with the University Supervisor and/or Team Leader as the representative of San Diego State University. The University Supervisor and/or Team Leader can act as a mediator in sensitive situations.
- Assist the Guide Teacher(s) and the University Supervisor by facilitating remediation of the Student Teacher if the need arises.

The University Supervisor serves as an immediate link with the School of Teacher Education. Please contact this person if there are any questions or problems. If there are special concerns, contact the Team Leader.
Guide Teacher Roles and Responsibilities

Guide Teachers are professional mentors for students seeking to enter the teaching profession. The goal of a credential program is to use this intense field experience to build on theoretical and practical knowledge, enthusiasm, and concern for students that will produce a novice teacher prepared to begin a successful teaching career. Guide Teachers have a dual role. They support the Student Teacher, but they also retain responsibility in their classroom to ensure that their students receive satisfactory learning experiences.

Qualifying as a Guide Teacher
SDSU expectations for Guide Teachers include the ability to clearly articulate and model effective teaching practices to Student Teachers. In addition, Guide Teachers must have a valid credential authorizing the teaching assignment, at least three years of successful full-time teaching experience, a firm foundation in California Content and Professional Education Standards and current teaching practices, and skills in working with diverse student populations, particularly English language learners. Guide Teachers need to have skills in observation and coaching techniques to foster learning in adults. They also need to make a commitment to spend time with the Student Teacher for the purposes of planning and giving feedback to help Student Teachers mature in their roles as teachers.

Professional Training
The California Commission on Teacher Credentialing requires professional training to develop understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations; state-adopted academic content standards for students; theory-practice relationships in the program’s curriculum; and effective professional communication with Student Teachers. The professional training requirement may be met through district staff development for Supervising Teachers and/or professional development opportunities sponsored by SDSU.

Roles and responsibilities appropriate for Guide Teachers include the following:

Planning. During the first week, it is helpful to develop a tentative schedule by which the Student Teacher will assume various responsibilities. The Guide Teacher should assign and examine the Student Teacher’s daily lesson plans and long-range plans in advance of their use so suggestions for change may be implemented. Guide Teachers also can coach Student Teachers via modeling, observing, and conferencing.

Demonstrating. Guide Teachers provide important models for Student Teachers. Model effective strategies for teaching and learning, including class management. Arrange guided and independent observations of other teachers for the Student Teacher to see a variety of teaching and assessment strategies, effective management and discipline systems, and how students are evaluated and graded. Guide Teachers should share how they evaluate and provide feedback leading to further student learning, and grade their students.

Encouraging Reflection. Ask Student Teachers to analyze and discuss the effectiveness of their own practices with their students. Encourage reflection by asking appropriate questions and debriefing lessons with the Student Teacher.
The following are other ways Guide Teachers can encourage reflection:

• Discuss teaching methods with the Student Teacher, including a rationale for classroom practices.

• Help the Student Teacher acquire an overall picture of the aims, objectives, and subject matter for students in the class as set forth in the standards and curriculum guides.

• Help her/him understand ways to stimulate student interest and engagement in learning activities.

• Help her/him evaluate, analyze, and determine appropriate feedback (both formative and summative) and follow-up for student assessments.

• Participate in developing professional growth goals in triads with the Student Teacher and University Supervisor.

**Giving Feedback.** As a mentor, Guide Teachers need to frequently provide constructive feedback in written and verbal form. The following are suggestions for doing so:

• Recognize strengths of the Student Teacher and give suggestions for overcoming weaknesses.

• Set aside a specific and regular time each week for conferencing and/or for participating in eSupervision online private forums.

• Complete at least three formal observations of the Student Teacher and submit them in eSupervision or TaskStream.

• Discuss professional problems, characteristics of learners, teaching skills, individual students, classroom atmosphere, management issues, record-keeping tasks, and general matters of routine.

**Communicating with the University Supervisor**

Guide Teachers should communicate regularly with the University Supervisor about the progress of the Student Teacher. They should ask the University Supervisor for help or suggestions when needed. When a special lesson seems to merit special attention, the Guide Teacher or the Student Teacher might wish to apprise the University Supervisor so she/he might arrange an observation that day. Guide Teachers should contact the University Supervisor immediately if the work of the Student Teacher is unacceptable.

The University Supervisor will work closely with the Guide Teacher in the general supervision of the Student Teacher. It is the intent of the School of Teacher Education to resolve any problems in a timely manner. If there are concerns at the beginning of the semester before University Supervisors are assigned, please contact the program’s Team Leader.

**Assessing the Student Teacher’s Professional Growth**

A major responsibility of the Guide Teacher is to provide regular feedback to the Student Teacher so that improvements can be made where necessary or desirable and also to
reinforce teaching practices that should be continued. The written and oral feedback process is most frequently accomplished through conferences and observational notes concerning lesson plans, tests, and other teaching tools and practices.

The Guide Teacher is required to complete a Progress Report during the student teaching experience, usually at the midpoint, and a Final Report at the end of the university semester. Assessments should be based on objective data collected from a series of observations and conferences and need to relate specifically to teaching abilities. It is important to provide written comments with specific examples of teaching behaviors, successful lesson activities, and written suggestions of ways the student teacher can improve his/her teaching performance in order to move forward on the professional growth continuum. The final report needs to be submitted to the University Supervisor by the assigned deadline. The University Supervisor or the Team Leader will submit your evaluations to TaskStream.

University Supervisor Roles and Responsibilities

University Supervisors assist Student Teachers in their growth toward becoming professional teachers and help promote an understanding between Schools and the University in a mutual effort to train new teachers. This is a crucial role that links Schools, Student Teachers and, the University. To provide this professional guidance, the Supervisor will:

• Assist in establishing an appropriate climate of communication. Communicate with the Team Leader immediately if there is a problem or issue regarding the student teaching placement.
• Be in touch with Student Teachers as soon as contact information is received from the Team Leader. Your first communication helps develop a relationship for ongoing support.
• Visit to formally observe the Student Teacher a minimum of three (3) times during the semester beginning with a visit during the three weeks of his/her student teaching assignment. Student Teachers need to receive written feedback following an observation, which helps communication particularly when conference time is limited.
• Be available to the Student Teacher during his/her student teaching for unexpected needs requiring ongoing communication, support, and troubleshooting.
• Provide written feedback to the Student Teacher in eSupervision or TaskStream on a regular basis. Conduct post-conferences following each observation. Sometimes phone conferences are appropriate due to student teaching commitments and Supervisor scheduling variables. Apprise the Guide Teacher of the nature of this feedback.
• Help the Student Teacher evaluate and reflect upon teaching performance.
• Review and make constructive suggestions for daily lesson plans and long-range teaching plans. Align feedback and reflective conversations with edTPA criteria as much as possible.
• Monitor the extent and balance of the Student Teacher’s involvement in the
classroom.
• Encourage reflection by asking appropriate questions and debriefing lessons with the Student Teacher.
• Provide growth plans to identify strengths and target areas the Student Teacher needs to improve. Refer to specific Teaching Performance Expectations (TPEs) and standards, and establish timelines as needed. The growth plan and targeted improvement procedure should be conducted as often as necessary.
• Maintain complete records and critical incident logs when a Student Teacher is having difficulties.
• Meet and communicate regularly with Guide Teachers.
• Contact the Team Leader frequently to discuss Student Teacher progress, particularly if you have concerns. Discuss credit for student teaching with the Team Leader.
• Communicate with the Team Leader whenever a Student Teacher experiences unsatisfactory progress that might result in a NC (“No Credit”) grade for student teaching.

Assessing the Student Teacher’s Professional Growth
Evaluation Forms: Progress and Final Reports (see Section V).
Assist Guide Teachers as necessary to prepare objective assessments based on the Student Teacher’s demonstrated abilities. Refer to the “Inventory of Indicators and Evidence”. Provide Guide Teachers with information, assessment templates, and URLs for these and other Credential Program materials.
• Collect “Progress Reports” and “Final Reports” completed by Guide Teachers by the due dates. Progress Reports are due close to the middle of the student teaching assignment or earlier, if needed.
• Complete your final assessment of the Student Teacher at the end of the SDSU semester. Enter the data online into TaskStream and attach the final evaluation report from the Guide Teacher. It is important that final assessments be completed on time with complete information on the forms and inputted on TaskStream so the Student Teacher may be recommended for a teaching credential.

Professional Training
Participate in opportunities to keep current with supervision strategies and expectations. Participate in Supervisor Meetings and workshops conducted by the School of Teacher Education. The California Commission on Teacher Credentialing requires professional training of University Supervisors to develop understanding of the developmental progression of beginning teachers, the Teaching Performance Expectations, state-adopted academic content standards for students, theory-practice relationships in the program’s curriculum, and effective professional communication with Student Teachers.
IV. PLANNING FOR STUDENT TEACHING AND REFLECTION

Student Teachers are required to prepare written plans for instruction and to reflect upon lesson implementation and outcomes. The daily lesson plan model in this section may be used, customized, or modified for these purposes. Other formats may be preferred or required by the Team Leader(s), Guide Teacher, or University Supervisor. Please check with these individuals to make sure you are using an acceptable format. Team Leaders, Professors, and University Supervisors may also require a student teaching notebook or file for organizing school and teaching information, lesson plans, observations, assessments, and reflections. Follow any provided guidelines and requirements for notebooks.

There are numerous formats for daily lesson planning in general circulation. The Internet showcases thousands of web sites with hundreds of thousands of lesson plans that enable teachers to share their work. Some common components prevail in many of these lesson plans. Your Team Leader, other credential course instructors and professors, and school administrators may give you additional options and alternatives for lesson planning and unit planning that are for specific subjects, curriculum structures, or district needs. One format is included on the following page for your use.

TPE 9 focuses on instructional planning:

Candidates 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 understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly. They establish clear long- and short-term goals for learning based on students’ current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so the content to be taught connects to preceding and subsequent content. They use varied teaching methods to help students meet or exceed grade level expectations. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, media and technology to meet student learning goals. Candidates reflect on and improve their planning based on their instructional experiences and analyses of student work.

Candidates develop relevant, differentiated instructional plans by connecting the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. Candidates understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals. (Commission on Teacher Credentialing, 2013, p. 17)
Table 1. Sample Lesson Plan Format

<table>
<thead>
<tr>
<th>Subject: ___________________________</th>
<th>Grade Level: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________________________</td>
<td>Duration: ______________</td>
</tr>
</tbody>
</table>

Learning Objectives:

Content Standards:

Academic Language

Anticipatory Set:

Instruction:

Guided Practice:

Independent Practice:

Assessment and Closure:

Reflection:
Reflective Analysis of a Lesson

1. Were all the students engaged? What evidence supports my observations? If there was a lack of motivation, what can I do about it tomorrow? How can I apply what I know about my students to achieve better engagement?

2. Did all the students participate in class activities and discussions? Why or why not? Are there better ways to differentiate instruction and assessment to meet the learning needs of all students?

3. Were there points in the lesson that were not understood? How can I provide additional help to the class or certain individuals?

4. Where there moments of unnecessary talking, restlessness, or idleness? Why or why not?

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

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

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

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

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

10. Was I well prepared for this lesson? Did I have all of the necessary materials organized for this lesson? What evidence supports my observation?

11. Did I select the best materials/examples for this lesson? How do I know? Is there anything you would have done differently? Describe what and why.

12. How did I help all students develop academic language in this lesson? What evidence indicates student learning?

13. What did I do particularly well today? How do I know? What can I do better tomorrow?
V. ASSESSMENT AND EVALUATION OF STUDENT TEACHERS

Explanation of Forms (Samples of these forms are included later in this Handbook)

Observation Forms
It is important that Student Teachers receive written feedback about the teaching expectations and standards they demonstrate. The sample observation forms, progress check forms and professional growth forms following in this section may be duplicated for this purpose (formative assessment). These are important documents because they provide a developmental foundation for continuing professional growth leading to recommendation for a Preliminary Credential. Three examples of observation forms used by University Supervisors are included.

Growth Plan
The “Professional Growth Plan” on page 40 may be used at progress checkpoints one or more times during a student teaching assignment. It may be used to provide additional direction and support in developing teaching competence. It may also be used to bridge the professional growth between the first (basic) and second (advanced) student teaching experiences with a description of opportunities for strengthening selected and/or targeted areas of Teaching Performance Expectations.

Inventory of Indicators and Evidence
The “Inventory of Indicators and Evidence” of student teacher performance encompasses the implementation of qualities emphasized in the School of Teacher Education at SDSU. It is used as a reference and resource with the “Student Teaching Professional Growth Assessment” form.

Evaluation Form
The “Student Teaching Professional Growth Assessment” form evaluates teaching quality indicators using a rubric describing the level of competence demonstrated by the Student Teacher. This comprehensive form is used to check progress at midpoints (formative assessment) and other times during the student teaching experience as needed, and is used for the final (summative) assessment report each semester of student teaching.

TPE Checklist
The “TPE Checklist” reflects the six big ideas in the California Teaching Performance Expectations as they relate to first- and second-semester student teachers. The checklist is a communication tool among the Student Teacher, Guide Teacher, and University Supervisor or liaison to identify areas of strength and competence and areas for focused growth and practice for the remainder of the student teaching semester.
Interpretations of Competence
Interpretations of competence for observations and assessments of student teachers are based on a developmental continuum showing progression during the student teaching field experiences. The following interpretations are a guide for completing the competency rubrics assessing teaching performance:

- **NOT OBSERVED (NO)** means that the person conducting the observation did not observe the Student Teacher displaying the indicated category (-ies).

- **NEEDS SPECIAL ATTENTION (SA)** means the Student Teacher shows a decided weakness or lack in a given area, and should pay special attention to improving that area.

- **DEVELOPING COMPETENCE (DC)** means the Student Teacher is aware of the standards, expectations, and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and showing evidence of some of the quality indicators, is willing and able to make improvements.

- **APPROACHING COMPETENCE (AP)** means the Student Teacher evidences many of the quality indicators.

- **ACHIEVING COMPETENCE (AC)** means the Student Teacher evidences most of the quality indicators at a level expected of an advanced student teacher.

Student Teacher Professional Growth Assessment Profile (Example)
Student Teachers are expected to be developing (DC), approaching (AP), and achieving (AC) competence during the progression of student teaching field experience. Some categories may not be observed (NO) at some points in the program. Categories needing special attention (SA) REQUIRE a “Professional Growth Plan.”

The typical Student Teacher during the course of student teaching field experiences demonstrates a developmental profile (see example below). This occurs as the Student Teacher advances in student teaching and then is expected to continue achieving competence in the induction years after receiving a preliminary teaching credential.

- **Student Teaching I (TE 963/965) Progress Report.** All DCs/NOs. Any SAs require a growth/action plan and additional progress checks. Additional progress checks should result in significant growth or may result in extension/repeat of student teaching, and/or discontinuation and no credit (NC) for student teaching.

- **Student Teaching I Final Report.** Mostly DCs, some APs/NOs. SAs (same as above). Recommendation for advanced student teaching.

- **Student Teaching II (TE 964/966) Progress Report.** Mostly APs, some DC/AC/NOs. SAs (same as above).

- **Student Teaching II Final Report.** Mostly ACs, some APs. (SAs same as above). Recommendation for a Preliminary Credential. Advance to Induction.
### Student Teaching Observation Form A
#### School of Teacher Education

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Date:</th>
<th>Time/Period:</th>
<th>Visit #:</th>
<th>Lesson Focus/Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide Teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Grade/Level:</th>
<th>Class size:</th>
<th>Subject/Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching to:</th>
<th>Individual</th>
<th>Small Group</th>
<th>Whole Class</th>
<th>ELL</th>
<th>IEP(s)</th>
<th>Multicultural</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### California Standards for the Teaching Profession (CSTP)* (mark ☑ as appropriate)

<table>
<thead>
<tr>
<th>A</th>
<th>Understanding &amp; Organizing Subject Matter</th>
<th>D</th>
<th>Planning and Designing Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Assessing Student Learning</td>
<td>E</td>
<td>Maintaining an Effective Learning Environment</td>
</tr>
<tr>
<td>C</td>
<td>Engaging and Supporting All Students</td>
<td>F</td>
<td>Developing as a Professional Educator</td>
</tr>
</tbody>
</table>

**Notes:** (space expands or add additional pages)

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Next Observation/Consultation scheduled for

<table>
<thead>
<tr>
<th>Date:</th>
<th>Period/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copies distributed:

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Guide Teacher</th>
<th>University Supervisor</th>
<th>Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*California Commission On Teacher Credentialing, SB2042. Refer to the full text of the California Standards for the Teaching Profession (CSTP), the Teaching Performance Expectations (TPE), and the Inventory of Indicators and Evidence found on the STE web site.

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### Student Teaching Observation Form B

**School of Teacher Education**

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Date:</th>
<th>Time/Period:</th>
<th>Visit #:</th>
<th>Lesson Focus/Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide Teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>Grade/Level:</td>
<td>Class Size:</td>
<td>Subject/Class:</td>
<td></td>
</tr>
<tr>
<td>Teaching to:</td>
<td>Individual</td>
<td>Small Group</td>
<td>Whole Class</td>
<td>ELL</td>
</tr>
</tbody>
</table>

#### Teaching Performance Expectations (TPE)* (mark ☑ as appropriate)

Record and document evidence of performance using the TPE as a guide to conduct observations.

<table>
<thead>
<tr>
<th></th>
<th>Teaching Performance Expectations (TPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using subject-specific pedagogy:</td>
</tr>
<tr>
<td>2</td>
<td>Monitoring student learning during instruction</td>
</tr>
<tr>
<td>3</td>
<td>Interpreting and using assessments</td>
</tr>
<tr>
<td>4</td>
<td>Making content accessible</td>
</tr>
<tr>
<td>5</td>
<td>Engaging students</td>
</tr>
<tr>
<td>6</td>
<td>Implementing developmentally appropriate teaching practices:</td>
</tr>
<tr>
<td>7</td>
<td>Teaching English Learners</td>
</tr>
<tr>
<td>8</td>
<td>Learning about students</td>
</tr>
<tr>
<td>9</td>
<td>Planning instruction</td>
</tr>
<tr>
<td>10</td>
<td>Managing instructional time</td>
</tr>
<tr>
<td>11</td>
<td>Establishing the social environment</td>
</tr>
<tr>
<td>12</td>
<td>Fulfilling professional, legal, and ethical obligations</td>
</tr>
<tr>
<td>13</td>
<td>Developing and growing as a professional</td>
</tr>
</tbody>
</table>

#### Observation Notes

| Appropriate lesson plan based on content standards and student learning objectives | Assessment corresponds to objectives |

Notes: (Space expands or attach additional pages)

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**Summary Focus on TPEs**

**Strengths and Best Accomplishments (What worked?):**

**Opportunities for Professional Growth (Things to think about/change?):**

**Next Observation/Consultation scheduled for**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Period/Time:</th>
</tr>
</thead>
</table>

Copies distributed: | Student Teacher | Guide Teacher | University Supervisor | Team Leader |

*California Commission On Teacher Credentialing, SB2042. Refer to the full text of the California Standards for the Teaching Profession (CSTP),*
# Student Teaching Observation Form C

**School of Teacher Education**

<table>
<thead>
<tr>
<th>Planning (CSTP A, D, TPE 1, 8-9)</th>
<th>Instruction (CSTP A, C, TPE 4-10)</th>
<th>Learning Environment (CSTP E, TPE 10-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepares appropriate lesson plan in advance</strong></td>
<td><strong>Delivers comprehensible, meaningful subject content</strong></td>
<td><strong>Evidences awareness of emergency procedures</strong></td>
</tr>
<tr>
<td><strong>Bases plan on CA content and ELD standards</strong></td>
<td><strong>Orients and engages students</strong></td>
<td><strong>Monitors safety and cleanliness</strong></td>
</tr>
<tr>
<td><strong>Embeds anti-bias curriculum</strong></td>
<td><strong>Builds on prior knowledge/abilities/cultures/interests</strong></td>
<td><strong>Welcomes students, knows names</strong></td>
</tr>
<tr>
<td><strong>Relates to cultural context</strong></td>
<td><strong>Ensures active and equitable participation</strong></td>
<td><strong>Develops positive rapport with students</strong></td>
</tr>
<tr>
<td><strong>States learning objectives using measurable verbs</strong></td>
<td><strong>Uses various effective questioning strategies</strong></td>
<td><strong>Facilitates respect for students/teacher/cultures</strong></td>
</tr>
<tr>
<td><strong>Allocates time for activities and transitions</strong></td>
<td><strong>Employs effective &quot;wait time&quot; for responses</strong></td>
<td><strong>Establishes effective routines and procedures</strong></td>
</tr>
<tr>
<td><strong>Includes questions to check students' understanding</strong></td>
<td><strong>Incorporates critical thinking/problem solving</strong></td>
<td><strong>Organizes seating arrangement/utilizes seating chart</strong></td>
</tr>
<tr>
<td><strong>Differentials plan per students' needs (2)</strong></td>
<td><strong>Varies activities for multiple learning styles/levels</strong></td>
<td><strong>Posts daily agenda/expectations</strong></td>
</tr>
<tr>
<td><strong>Organizes materials and equipment effectively</strong></td>
<td><strong>Facilitates students working in pairs/groups</strong></td>
<td><strong>Follows an effective conduct management plan</strong></td>
</tr>
<tr>
<td><strong>Accommodates special needs (ELL, IEP, others) (2)</strong></td>
<td><strong>Modifies pacing as needed</strong></td>
<td><strong>Communicates clear expectations, posts rules</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (CSTP B, TPE 2-3)</th>
<th>Language Development (Listening, Speaking, Reading, Writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connects assessment to standards and objectives</strong></td>
<td><strong>Respects home language and culture</strong></td>
</tr>
<tr>
<td><strong>Checks for understanding during instruction</strong></td>
<td><strong>Models appropriate academic language</strong></td>
</tr>
<tr>
<td><strong>Guides students to assess their own learning</strong></td>
<td><strong>Integrates literacy strategies with content</strong></td>
</tr>
<tr>
<td><strong>Administers summative tests and measurements</strong></td>
<td><strong>Bridges from prior knowledge</strong></td>
</tr>
<tr>
<td><strong>Uses assessment to inform/modify instruction</strong></td>
<td><strong>Provides vocabulary, visuals, graphic organizers</strong></td>
</tr>
</tbody>
</table>

(1) California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPE) of the California Commission on Teacher Credentialing.
(2) Might include English language learners, struggling readers and writers, learners who use non-standard English, students with disabilities, advanced learners, and others.

## COMMENTS:
(Text space expands as needed or attach page/s)

**Reflection (CSTP F, TPE 13)**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
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</thead>
<tbody>
<tr>
<td>Strengths/Best Accomplishments:</td>
<td><strong>What will you keep doing?</strong></td>
<td><strong>What education theories/theorists/best practices support these accomplishments?</strong></td>
<td>Things to Think About:</td>
<td><strong>What will you change?</strong></td>
</tr>
</tbody>
</table>

**Future TPE Growth Focus:**
Professional Growth Plan
School of Teacher Education

Year: 20______ Semester: □ Fall □ Spring □ Summer □progress Report □ Final Report
Student Teaching: □ I □ II

Student Teacher: ______________________ Red ID#__________________________
Guide Teacher: _____________________ University Supervisor: _____________________
District: ___________________________ School: ___________________________ Grade/Level(s): ___________________________
Subject(s): __________________________ Ability Level(s): ___________________________ Class Size(s): ___________________________

Other Diversity of Students: □ English Language Learners □ Individualized Education Plan/Program □ Multicultural

Refer to the California Standards for the Teaching Profession (CSTP) and TPEs in preparing this plan.* The following Professional Growth Plan is written individually or in collaboration with the Credential Candidate and support providers including the University Supervisor and Guide Teacher/s. The purpose of this summary is to continue to advance the professional growth occurring in the SB 2042 Teacher Credential Program at San Diego State University as the Credential Candidate moves toward completing the SDSU Teacher Credential Program and obtaining a Preliminary Teaching Credential.

1. **Strengths and Highlights of the Student Teaching Experience:** Describe 3 TPEs or Standards (CSTP) of best success and accomplishments, unique experiences, and important activities.

2. **Opportunities for Professional Growth:** Describe 3 TPEs or Standards (CSTP) you would like to strengthen and focus on continuing to develop.

3. **Plan for Accomplishment:** Describe a specific course of action and time to achieve the professional growth.

Student Teacher Signature________________________________________________________ Date_______________
Guide Teacher Signature____________________________________________________     Date_______________
University Supervisor Signature____________________________________________________ Date_______________

Copies distributed: □ Student Teacher □ Guide Teacher □ University Supervisor □ Team Leader □ STE

*California Commission on Teacher Credentialing. SB2042. Refer to the California Standards for the Teaching Profession (CSTP), the Teaching Performance Expectations(TPEs), and the Inventory of Indicators and Evidence(SDSU) located on CCTC and SDSU websites.

@2015, SDSU School of Teacher Education
## Inventory of Indicators and Evidence
### Standards and Expectations of Competence for Teacher Performance*

**Instructional and Student Development**

<table>
<thead>
<tr>
<th>1. Delivering Subject Matter</th>
<th>connects instruction to California content standards; presents content specific lessons at levels appropriate for student comprehension; conveys substantive background and knowledge to answer students' questions; embeds anti-bias curricula, integrates literacy strategies to increase content knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assisting Student Learning</td>
<td>monitors student progress toward achieving the California content standards; uses appropriate diagnostic/needs assessment techniques, explains grading systems and achievement opportunities; checks for comprehension during lessons at various points; addresses misconceptions/ misunderstandings; gives students timely specific feedback; shows fairness and consistency; sets challenging, attainable objectives for all levels of student abilities; uses multiple methods to let students demonstrate knowledge and skills (levels of questions, formats/essay, multiple choice, portfolios, standardized tests, etc.); teaches students to self-assess; selects/develops appropriate test instruments; analyzes test results; keeps accurate records of student progress (grade book, flowcharts, daily checklists); uses evaluation to plan and modify teaching</td>
</tr>
<tr>
<td>3. Planning for Teaching</td>
<td>plans in advance; uses California content standards and frameworks; reflects cultural contexts, diversity and equity considerations (disability, ethnic, gender, language, socioeconomic); organizes unit/semester plans to sequence learning experiences; develops carefully prepared daily lesson plans with clear student objectives, differentiated instruction and assessments; provides for evaluation of objectives; paces class activities smoothly from beginning to the end of lessons; ends lessons (closure) by clarifying final points; provides reminders and simulation for future lessons; reflects on the outcomes of lessons</td>
</tr>
<tr>
<td>4. Managing Time and Environment</td>
<td>posts curriculum standards; presents a daily agenda; meets deadlines; handles clerical duties promptly and efficiently with consistent, effective procedures for routine tasks (e.g., attendance, homework, passes, referrals, etc.); designs effective room arrangements; maintains seating charts; uses class time productively; keeps students “on task”; changes activities and distributes materials with smooth transitions; monitors cleanliness and safety</td>
</tr>
<tr>
<td>5. Creating a Positive Class Climate</td>
<td>establishes a caring–centered community of learners; develops in students respect and a courteous manner toward others; shows equity, fairness and justice in dealing with students; motivates students to assume responsibility for self discipline; writes and articulates clear expectations and a discipline plan; anticipates potential problems and develops appropriate preventive measures; effectively handles behavior disorders, careful not to over react/unreact; uses positive reinforcement and interventions when appropriate; follows through on behavior encounters</td>
</tr>
<tr>
<td>6. Implementing Teaching Strategies</td>
<td>uses a variety of appropriate strategies for grade level and diverse student needs; delivers anti-bias content; explains texts; categorizes and synthesizes information; develops graphic organizers and concept maps; leads class discussions; varies questioning techniques for developing a range of cognitive skills; stimulates critical thinking; provides problem solving activities; works with both small and large groups; facilitates learning teams; coaches self-directed learners; guides practice; keeps class on relevant topics</td>
</tr>
<tr>
<td>7. Engaging and Motivating Students</td>
<td>introduces lessons to elicit all students’ participation; relates lessons to students’ lives; builds students’ self esteem; uses appropriate verbal and nonverbal communication (eye/physical contact/proximity); moves purposely so many students have close proximity to the teacher; talks directly to students (vs. over their heads or to certain individuals); calls on pupils by name; makes a conscious effort to call on more timid/reflective students; politely asks students to restate inaudible responses; tempers impulsive students; avoids embarrassing individual students; assigns relevant homework; provides options/choice</td>
</tr>
<tr>
<td>8. Accommodating Special Needs</td>
<td>creates an inclusive climate for all special populations in the classroom including students with disabilities, IEPs and behavior plans, gifted and talented students; adapts lessons accordingly; adjusts time to meet students’ attention spans and interests; utilizes school support services (e.g., counselors, resource teachers) to aid in handling special needs</td>
</tr>
<tr>
<td>9. Facilitating English Learners</td>
<td>assesses prior knowledge; designs instruction to develop listening, speaking, reading and writing skills; adapts methods and materials to students’ level of English proficiency; stresses vocabulary development; uses visuals, realia, manipulatives; defines terms; models; clarifies, rephrases, repeats; uses cooperative learning and peer coaching</td>
</tr>
<tr>
<td>10. Incorporating Media and Technology</td>
<td>effectively uses equipment and tools such as chalk/white board, flip charts, overhead projector, instructional television/video, audio recorder/player, slide projector; creatively utilizes available materials, space, bulletin boards, lab equipment; displays student work; uses school and community resources to enhance teaching</td>
</tr>
</tbody>
</table>

**Professional Conduct and Development**

| 1. Upholding Standards and Expectations | refers to the California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs); holds high expectations for academic performance of all students; uses professional information sources in making pedagogical decisions; creates an equitable learning and teaching community with cultural diversity integral to all educational decisions |
| 2. Displaying Dispositions | conforms to professional standards of the setting; clean; alert; positive attitude; self confident; patient; sincere; equitable; honest; recognizes personal biases and values; embraces an anti-bias perspective; resists racism and intolerance; adaptable and flexible; even-tempered; innovative; resourceful; imaginative; self-starter; balances initiative and common sense; adjusts well to the unexpected, no distracting mannerisms |
| 3. Using Mature Judgment | dependable in sensing and carrying out responsibilities; meets deadlines; makes realistic decisions; has an excellent record of attendance and punctuality; takes responsibility for calling the cooperating teacher and supervisor to report absences; adheres to school policies; follows accepted procedures in resolving professional problems; maintains confidentiality; uses discretion in making disclosures about colleagues, students, parents, and self; refrains from blaming and gossip |
| 4. Establishing Rapport with Students | smiles; compatible with diverse students; sensitive to diversity issues; respects ability, cultural, ethnic, gender, linguistic, racial, and socioeconomic differences; promotes multicultural understanding and equity; conveys warmth; consistent; firm; friendly; polite; promotes fairness, trust, respect, and responsibility; appropriately humorous; avoids sarcasm |
| 5. Working with Others | courteous; respectful; friendly; collegial; fits easily into faculty/staff groups; contributes to team work; shares ideas and materials; acknowledges/credits others’ ideas/work; maintains productive relationships with cooperating teacher, university supervisor, other professionals and volunteers; interacts cordially and effectively with parents and other community representatives; uses tact |
| 6. Communicating | uses appropriate oral, written and nonverbal communication with excellent grammar, spelling, coherence; clear handwriting and printing; clearly explains academic and behavior policies, procedures, and outcomes to students and families; free from bias and prejudices; appropriate humor; few redundancies (uhhs, OKs, you know you guys); mature vocabulary; role model for students |
| 7. Making Skilled Presentations | active and engaging; organizes expression of thoughts; good voice quality and projection; varies tone and volume as needed; clear and distinct pronunciation; fluent oral reading; gives clear directions; adjusts complexity to linguistic abilities; effective hand gestures, facial expressions, and body movement; well paced; effective transitional expressions |
| 8. Fulfilling Obligations and Commitments | manages professional time to ensure academic goals are met; complies with education laws and district/school policies and procedures; appropriately reports suspected cases of child abuse, neglect, or sexual harassment; protects the privacy of students, families and other professionals; models ethical behavior; establishes memberships and participates in professional education organizations and activities, all in a timely manner |
| 9. Serving School/Community | available and accessible for extra help to students; participates in activities that promote the general welfare of the school/system; contributes to committees, faculty meetings, and other school groups; participates in extra curricular activities and community events |
| 10. Assessing Self | seeks feedback and uses it intelligently; objectively evaluates own strengths and weaknesses; accepts constructive criticism and modifies behavior accordingly; profits from observational data supplied by supervisors, peers, video taping or other recordings; keeps a meaningful student teaching log/journal/notebook; uses reflection for professional growth to improve teaching effectiveness |

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*These criteria infuse the Standards and Teaching Performance Expectations of the California Commission on Teacher Credentialing (SB 2042).*
Student Teaching Professional Growth Assessment
School of Teacher Education

Year: 20____  Semester: ☐ Fall ☐ Spring ☐ Summer  Student Teaching: ☐ I ☐ II ☐ Progress Report ☐ Final Report

Student Teacher: ___________________________________________  Red ID#____________________________

Guide (Guide/Master/Site Mentor) Teacher: __________________________  University Supervisor:______________________

District:_______________________  School:________________________  Grade/Level(s):______________  Class Size(s):________

Subject Authorization(s): ☐ Multiple ☐ Single (specify):

Subject(s) Teaching: ☐ All (multiple subjects) ☐ Single (specify):

Diversity of Students: ☐ Advanced Placement ☐ English Language Learners ☐ Gifted and Talented
☐ Individualized Education Plan/Program  ☐ Multicultural  ☐ Seminar  ☐ Other (specify):

Directions: Complete all information above. On the rubric below, place an X in the appropriate box, assessing each of the qualities listed. Please refer to the inventory of Indicators and Evidence, Standards and Expectations of Competence for Teacher Performance. **

NOT OBSERVED (NO) insert an asterisk (*) in the column next to the number of the pertinent quality not observed. Near the bottom of the narrative box, insert an asterisk for each category not observed, followed by an explanation of why the quality(-ies) was (were) not observed.

NEEDS SPECIAL ATTENTION (SA) means the student teacher shows a decided weakness or lack in a given area, which in turn could have an adverse effect on the students with whom the student teacher has been teaching.

DEVELOPING COMPETENCE (DC) means the student teacher is aware of the standards, expectations and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and showing evidence of some of the quality indicators, is willing and able to make improvements.

APPROACHING COMPETENCE (AP) means the student teacher evidences many of the quality indicators.

ACHIEVING COMPETENCE (AC) means the student teacher evidences most of the quality indicators at a level expected of an advanced student teacher.

### Instructional and Student Development

<table>
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<tr>
<th>No</th>
<th>Qualities</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
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<th>SA</th>
<th>DC</th>
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<td>2</td>
<td>Assessing Student Learning</td>
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<td>Communicating</td>
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<td>7</td>
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<td>9</td>
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<td>10</td>
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<td>Assessing Self</td>
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</tbody>
</table>

### Professional Conduct and Development

EVIDENCE OF COMPETENCY: ☐ Observations  ☐ Conferences  ☐ Written Reflections  ☐ Audio/Video Recording  ☐ Notebook/Portfolio  ☐ Other

FOR FINAL EVALUATION:

Mark ☐ Student Teacher I is recommended for advancing to Student Teaching II. Mark ☐ is not recommended for Student Teaching II.
Mark ☐ Student Teacher is recommended for a Preliminary Credential and entering a first induction year of teaching. Mark ☐ is not recommended.

Space below for comments on strengths and/or suggestions for growth (Maximum 400 characters including spaces. Use 10 point font).

OPTIONAL: Additional Comments and Recommendations from Guide Teacher or Supervisor. Please type this on school letterhead. Mark ☐ to indicate your letterhead page is attached. Include Student Teacher’s full name, the date, and your signature. Thank you.

Signature ___________________________________________  Date____________________________

Mark ☐ Guide Teacher Signature  ☐ University Supervisor Signature

Student Teacher Signature

Mark ☐ to indicate Student Teacher’s Professional Growth Plan (optional) or Summary (Required for ST II Final Report) is attached.

Copies distributed: ☐ Student Teacher  ☐ Guide Teacher  ☐ University Supervisor  ☐ Team Leader  ☐ STE

**California Commission on Teacher Credentialing. SB2042. Refer to the California Standards for the Teaching Profession (CSTP)
Teaching Performance Expectations (TPE) Checklist

Making Subject Matter Comprehensible to Students

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

First Semester student teachers:
- Demonstrate accurate knowledge of content, skills and major concepts being taught
- Use varied strategies to make content meaningful for all students
- Shows evidence of awareness of both primary and secondary language development
- Utilize state content standards as a guide to determine appropriate curriculum goals
- Determine prior knowledge necessary for success in content learning

Final semester student teachers, in addition to maintaining all first semester behaviors:
- Integrate ideas and information across curricular areas
- Utilize appropriate and varied pedagogical skills for subject matter instruction

Assessing Student Learning

TPE 2 Monitoring Student Learning During Instruction

First Semester student teachers:
- Use informal assessment strategies to monitor student learning during instruction
- Communicate performance expectations so that students can demonstrate their learning
- Adjust instruction based on student performance
- Collect, select and reflect on evidence of student learning

Final semester student teachers, in addition to maintaining all first semester behaviors:
- Use a variety of assessment strategies to assess student learning and guide instruction
- Establish appropriate performance expectations for diverse learners
- Maintain records of academic progress and provide students with timely feedback

TPE 3 Interpretation and Use of Assessments

First Semester student teachers:
- Gather and interpret formal assessment data
- Use formal assessment data to guide instructional decisions

Final semester student teachers, in addition to maintaining all first semester behaviors:
- Make assessment integral to the learning process
- Involve students in assessing their own learning for goal setting and self-involvement
- Communicate with Guide teacher, students, parents, and other professionals about student progress as appropriate

Engaging and Supporting Students in Learning

TPE 4 Making Content Comprehensible

First Semester student teachers:
- Connect and build on students’ prior knowledge, life experiences, and interests when teaching toward instructional goals
- Utilize a variety of instructional strategies and resources (e.g., sheltered English, critical thinking, hands-on learning, Guide and collaborative groups) to make lesson comprehensible and meaningful for all students
- Adequately address critical lesson features (i.e., teaching to an objective, anticipatory set, instruction and modeling, guide practice, closure)

Final semester student teachers, in addition to maintaining all first semester behaviors:
- Teach subject matter, problem solving, critical thinking and basic skills within the context of meaningful, real-life experiences
- Implement an original thematic unit which integrates curriculum from two or more content areas

TPE 5 Student Engagement

First Semester student teachers:
- Model effective communication skills (i.e., grammar, spelling, handwriting, vocabulary, rate of speech, and voice quality)
- Ensure that students understand what they are to do during instruction

Final semester student teachers, in addition to maintaining all first semester behaviors:
- Use strategies to re-engage students who are struggling or off-task
- Ensure active and equitable participation

TPE 6 Development Appropriate Practices

First Semester student teachers:
- Provide effective and sufficient feedback to students.
- Consider development needs when planning instruction
Final semester student teachers, in addition to maintaining all first semester behaviors:

- Facilitate learning experiences that promote autonomy, interaction, and choice
- Adjust for individual needs and abilities
- Communicate consequences of academic choices in terms of life options

TPE 7 Teaching English Learners
First Semester student teachers:

- Avoid idiomatic expressions
- Use literature that reflects the cultural diversity of the classroom and community
- Employ instructional strategies to support English learners including TPR, SDAIE and various groupings

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Use a variety of effective scaffolding strategies (e.g., realia, outlines, semantic webs, graphs, visuals, manipulatives, etc.) to support English learners
- Identify students’ special needs and abilities
- Provide instruction appropriately for differing language abilities.
- Organize subject matter effectively to reveal and value different cultural perspective

Planning Instruction and Designing Learning Experiences for Students

TPE 8 Learning about Students
First Semester student teachers:

- Acknowledge and value student diversity in planning instruction and selecting learning experiences
- Search out information on students’ interests, ideas, and aspirations

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Apply knowledge of primary and secondary language development in lesson and unit designs

TPE 9 Instructional Planning
First Semester student teachers:

- Plan through lessons in advance that make content clear and meaningful
- Use a variety or resources (e.g., curriculum guides, teachers’ manuals, internet, etc.) for planning lessons
- Organize and sequence content so that it is related from lesson to lesson

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Establish short-term goals and plan series of related lessons in more than one content area

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Plan for the total class for an extended period of time
- Plan thematic units that integrate curriculum and address diversity in the classroom
- Select curriculum to promote understanding and critical thinking
- Establish long-term goals for student learning

Creating and Maintaining Effective Environment for Student Learning

TPE 10 Instructional Time
First Semester student teachers:

- Implement classroom procedures and routines that support student learning and conduct
- Maintain classroom records (e.g., attendance, lunch, work completed)
- Make effective transitions between classroom events

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Demonstrate appropriate pacing and flexibility
- Employ various procedures and pacing strategies to maximize instructional time and student achievement

TPE 11 Social Environment
First Semester student teachers:

- Establish and/or maintain a supportive and democratic climate that promotes fairness, trust, caring and respect among diverse individuals
- Establish a rapport with students and promote positive student-student interactions

Final semester student teachers, in addition to maintaining all first semester behaviors:

- Plan and implement classroom procedures and routines that support student learning, social development, decision-making, and group responsibility
- Establish and/or maintain a physical environment that provides access to materials, resources, and technologies, and facilitates student learning
- Establish and/or maintain a safe physical environment that provides access to materials, resources, and technologies and facilitates student learning
Consider the impact of diverse communication styles when interpreting misbehavior and/or conflict and when communicating with students and parents.

- Make necessary changes in classroom environment to maximize academic achievement

**Developing as a Professional Educator**

**TPE 12 Professional, Legal, and Ethical Obligations**

*First Semester student teachers:*

- Maintain confidentiality
- Show professional commitment as evidence by membership in professional organizations, attendance at in-service activities, staff meetings, PTA, Open house, participating in parent conferences, job-related experiences.
- Maintain professional appearance
- Model ethical behaviors
- Separate cultural diversity from cultural stereotype
- Work respectfully with those from all cultures and backgrounds
- Displays professional disposition including demeanor, interactions with others (including peers, students, families, other educators, school staff) and openness to constructive feedback

*Final semester student teachers, in addition to maintaining all first semester behaviors:*

- Endeavor to involve families and community members in student learning
- Communicate with Guide teacher, students, parents and other professionals about student progress as appropriate
- Utilize community resources to support student learning
- Exhibit behaviors that are consistent with laws and procedures pertaining to the education of those with special needs including English learners, gifted students and individuals with disabilities

**TPE 13 Professional Growth**

*First Semester student teachers:*

- Reflect on own teaching and identify strengths and areas for growth
- Establish positive communication with staff members
- Take initiative in the classroom
- Are flexible
- Display responsibility
- Follow through on observation feedback/suggestions

- Improve teaching practice by soliciting feedback and engaging in cycles of planning, teaching, reflecting, and applying new strategies

*Final semester student teachers, in addition to maintaining all first semester behaviors:*

- Show evidence of ability to accurately analyze own teaching performance
- Allow and respect a variety of perspectives and interpretations
VI. Teaching Performance Assessments (TPA)

Successful completion of a teaching performance assessment (TPA) during a candidate’s final semester is required to earn a California Preliminary Multiple Subject or Single Subject Teaching Credential. SDSU student teachers are required to successfully complete the edTPA. Developed by Stanford’s SCALE (Stanford Center for Assessment Learning and Equity) and aligned with the Common Core State Standards, the edTPA Teaching Event centers on planning, instruction and assessment for a one-week learning segment during the student’s authentic student teaching (see Figure 1).

© SCALE, 2012, all rights reserved

Figure 1: The teaching cycle. This figure illustrates the components of the three edTPA tasks.

In the process of completing the three tasks (planning, instruction and assessment), candidates also plan for, support, and analyze their students’ academic language use as well as reflect on their own instructional choices in light of what they know of educational theory and research.

To document this work, candidates fill out a context form, attach their lesson plans, videotape key moments in instruction, and collect and analyze one of their key assessments. In addition, they respond to approximately five commentary questions in each section to explain the thinking behind their work.
Completion of the edTPA Teaching Event is typically spread over about a 2-month period, with three to four weeks of planning leading up to it (including completion of Task 1: Planning), a week to teach it, and anywhere from two to four weeks to finish the remaining tasks and review the work. The exact schedule depends on the logistics at the student teacher’s school site and the credential program’s due date. The edTPA Teaching Event is submitted electronically (online) and scored by professionals who are trained by SCALE and hired by Pearson. These professionals follow strict protocol for scoring reliability, including triple scoring of any failing or borderline teaching events, and participate in regular benchmarking and read behinds for scorer accuracy.

**How is the edTPA scored?**
The three tasks of the edTPA Teaching Events are scored across five targeted competency areas using approximately 15 rubrics. Typically, rubrics 1-5 relate to the Planning Task, rubrics 6-10 to the Instruction Task, and rubrics 11-15 to the Assessment Task. The first three competency areas correspond directly to their tasks (planning, instruction and assessment). The last two competency areas, analyzing teaching and academic language, are scored using material from across the three tasks.

The rubrics used to score the edTPA include five proficiency levels, from low performance at level 1 to the outstanding performance at level 5. The passing score for most edTPA Teaching Events is 41. For edTPA Teaching Events with more or less than 15 rubrics (e.g., World Language, Elementary Education), the passing score is adjusted.

**edTPA Handbooks and Rubrics**
Student Teachers are responsible for reading the edTPA Handbooks and Rubrics and following the instructions therein. These resources will be provided by your Team Leader at the appropriate time. Attendance and full participation in the edTPA seminars during your final semester is expected.

**edTPA Teaching Event Submission Directions and Policies**
1. Submit the edTPA Teaching Event in TaskStream by the submission deadline communicated to you by the Team Leader/seminar instructor.
2. Policy for Late Submissions: Any candidate who does not submit the Teaching Event by the deadline will receive an Incomplete in ED970 and must communicate with his/her Team Leader to submit the Teaching Event according to Pearson submission windows. If a candidate experiences unusual circumstances, such as the following:
   A. family emergency
   B. illness (substantiated by a doctor’s notice)
   C. requires learner accommodations (an Authorized Academic Accommodations form needs to be provided to the Team Leader or seminar instructor outlining the required accommodations prior to the deadline). See the following website for more information: [http://www.sa.sdsu.edu/sds/sds-main/prospective-apply.html](http://www.sa.sdsu.edu/sds/sds-main/prospective-apply.html)
the candidate must make a written request to the Team Leader for an extension prior to the deadline. Approval for the extension will be provided in writing.
3. Important Items to Submit: A class set of signed edTPA Video/Assessment Permission Slips for each student in your video is required to be submitted with an approved numbered class roster, with students’ first names only. Submit this to the Authenticity and Authorization program in Taskstream prior to the submission of the edTPA Teaching Event. The Team Leader/Seminar Instructor will provide instructions for this.

**For Candidates Who Do Not Pass the edTPA**

Candidates who do not meet the passing standards for the edTPA, but are in good standing in the program, are given the opportunity to retake and submit a new Teaching Event task. The edTPA Coordinator will explain the procedures to the candidate. Please note: Candidates who have not met all the criteria necessary to successfully complete the Credential Program (be in good standing), or if they have been removed from the Program due to such matters, will not be allowed to go through the retake process until those criteria have been resolved. In order to retake at a later time, such candidates need to provide evidence to demonstrate the completion of program criteria and verification of their good standing in the program from the appropriate Admission and Retention Committee—Multiple or Single Subject.

Candidates who do not pass the entire edTPA Teaching Event after a first attempt will receive a No Credit in ED 970. Candidates who do not pass part of the edTPA will receive an Incomplete in ED970. At the end of each semester, the edTPA Coordinator sets due dates by which retake tasks must be completed. New tasks must be submitted by that due date. Candidates who pass the retake will receive a Credit in ED 970. If they do not pass the retake, they will receive a No Credit in ED 970.

If a Candidate fails a resubmitted Teaching Event or task, and would like to be given an opportunity to retake a second time, he/she will need to write an official letter of appeal to the appropriate Admission and Retention Committee (Multiple or Single Subject). The Admission and Retention Committees will make decisions on such cases on a case-by-case basis. There is no guarantee that any candidate will be given an opportunity to retake a second time in order to complete the Teaching Event or any single task a third time. Such decisions will depend on the circumstances, details, and contexts of each case.

If a candidate is given permission from the Multiple or Single Subject Admission and Retention (A&R) Committee to retake a second time, the A&R Committee chair will notify the STE Director, Team Leader, and edTPA Coordinator in writing.

**For Multiple Subject Candidates Only: Content Area Tasks (CATs)**

Although they are based on tasks from the larger teaching events, the Content Area Tasks (CATs) are simplified and focus on particular rubrics rather than the entire task.

- **The Math CAT** (Assessment Task) centers on analysis of a pre-assessment. Scoring is based on the Analysis rubric.
- **The Science CAT** (Planning Task) involves a science lesson sequence. Scoring is based on the Instructional Focus rubric.
- **The Social Studies CAT** (Planning Task) consists of a social studies lesson sequence including a comprehensive plan for assessment. Scoring focused on the Making Content Accessible and Designing Assessments Rubrics.
CATs Related to the Planning Task
For their science and social studies CATs, multiple subject candidates will complete course-specific adaptations of the Planning task within the appropriate methods course. The lesson segments they design each have a particular focus:

- Developmentally appropriate analytic reasoning skills for the social studies CAT
- Investigation/experimentation with scientific concepts as reflected in real world phenomena for the science CAT.

Each lesson segment must be tailored to the needs of the particular class described in the context. To prepare, candidates need opportunities to practice planning and teaching Social Studies and Science lessons. Guidelines for acceptable support are in the appendices. Basically, instructors, peers, cooperating teachers and other advisors can provide general assistance, checklists and go over directions -- but can't edit the response, give answers or read the work and provide suggestions. Guiding questions to prompt students to analyze their own work are acceptable.

The lessons used for the planning CATs may be original or adapted from existing sources (e.g. internet, teachers editions, etc.) according the preference of the methods instructor. In either case, it is critical that the lessons include the appropriate focus and are tailored to the needs of the particular class described in the context for learning. These needs should be seen as a range rather than an average. In other words, consider the class as a whole but also the various subgroups within the class. Include provisions for extra support, multiple ways of engaging with material, and expansion activities as part of differentiated learning. All plans should include provisions for monitoring and assessment but the assessment plans need to be particularly thorough for the STE social studies CAT.

Note: Although the planning task is normally meant to cover a full week of lessons, for the CATs candidates can cover anywhere from 2-5 lessons. We need at least two because part of the goal is to demonstrate how the lessons build on one another to reach the stated objective.

CAT Related to the Assessment Task
The Math CAT assessment task illustrates how candidates diagnose student learning needs through analysis of student work. It provides evidence of candidates’ ability to 1) select an assessment tool and criteria that are aligned with the central focus, student standards, and learning objectives; and 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives. For their math CAT, Multiple Subject candidates will complete an adaptation of the Assessment task within their math methods course. To complete the task, they will need a class set of data from a math assessment. Candidates will select an assessment from a set of pre-assessment tasks provided by math methods instructor) and three scanned students work samples illustrating the range of performance (parent permission required for the three samples).

Special Note: To protect the privacy rights of your participants, do not use the names of sites or students. Number your scores and samples. Cover student names before scanning.
Remediation for CATs
Any candidate, who does not meet passing standards for a Content Area Task but is in good standing in the Program, is given the opportunity to remediate and submit a new Content Area Task. The appropriate methods instructor and/or Team Leader works with each student needing remediation at the end of each semester.

Submitting Remediated Content Area Tasks - CATs
The CAT Coordinator will set due dates for when remediated CATs are due at the end of each semester. Typically, CATs completed during the Fall semester must be remediated over winter break. CATs and TEs completed over the spring are remediated in May and early June. Candidates are responsible for submitting the new CATs by the due date on TaskStream and also informing the CAT Coordinator and the COE Teacher Performance Assessment Coordinator.

Embedded Signature Assessments (ESAs)
ESAs are another way that candidates’ growth in understanding is assessed. This information is not part of the edTPA requirements but instead is a measure used to show the quality of our program. ESAs are included in the following courses:
  Educational Psychology (TE 922 & 923)
  ELD/SDAIE Methods (DLE 915 A & B)
  Teaching Reading in the Content Areas (TE 933--Single Subject only)
Permission Form Allowing SDSU to Collect and Use Course and Program Assessments

Credential Candidate’s Name: ________________________________

Red ID:______________________  Multiple Subject or Single Subjects (circle one)

Year/s in Program: ________________________________

Block Name: ________________________________

I, ________________________________, give permission to the School of Teacher Education to collect and retain copies of the documents checked below that I complete in the Credential Program to be used for the purposes as explained below. I understand that if my assessment materials are used for any of these purposes, my identity will be removed, protecting my anonymity.

Please check below the documents you give the School of Teacher Education permission to copy and retain:

1. ______ All ESAs (Embedded Signature Assessments) that I complete in my credential courses, which will be copied, collected, and used for scoring, research, program improvement or instructional purposes, with my identity always protected.

2. ______ The edTPA Teaching Event (and Content Area Tasks, if applicable) that I complete within the program, which will be copied, collected and used for scoring, research, program improvement or instructional purposes, with my identity always protected. (Note: candidates must also sign off on the edTPA Authorization Form when submitting their Teaching Event.)

Signature______________________________  Date_____________________
Dear Parent/Guardian:

This semester your child’s class is working with ________________, a student teacher from the School of Teacher Education at San Diego State University. All student teachers are required to complete a Teacher Performance Assessment as part of their student teaching assignment. The assessment includes a video of at least one lesson. Although the video will show both the student teacher and various students, the main focus is on the teacher’s instruction, not on the students in the class. The assessment also includes samples of student work as evidence of learning. San Diego State faculty will only use the videotape and work samples for student-teacher evaluation and program improvement purposes. Student names will be removed from all submitted materials, and all materials will be kept confidential.

Please complete and return this form to document your permission for these activities. If you have any questions, please contact your school principal or the faculty member from SDSU who oversees the student teachers at this school site,

__________________________, at 619-594-______.

Sincerely,

Nadine S. Bezuk
Dr. Nadine Bezuk
Director, School of Teacher Education
nbezuk@mail.sdsu.edu

PERMISSION FORM

Student’s Name ____________________________________________________________

Teacher’s Name ____________________________________________________________

School _________________________________________________________________

==================================================================
Confirmation of Receipt and Review of This Handbook

My signature below certifies that I have received and carefully read this handbook.

Name (print): ____________________________________________________________

Signature: ______________________________________________________________

Date: ___________________________________________________________________

Block: __________________________________________________________________

Please complete and submit this form to your Team Leader.

@2015, SDSU School of Teacher Education