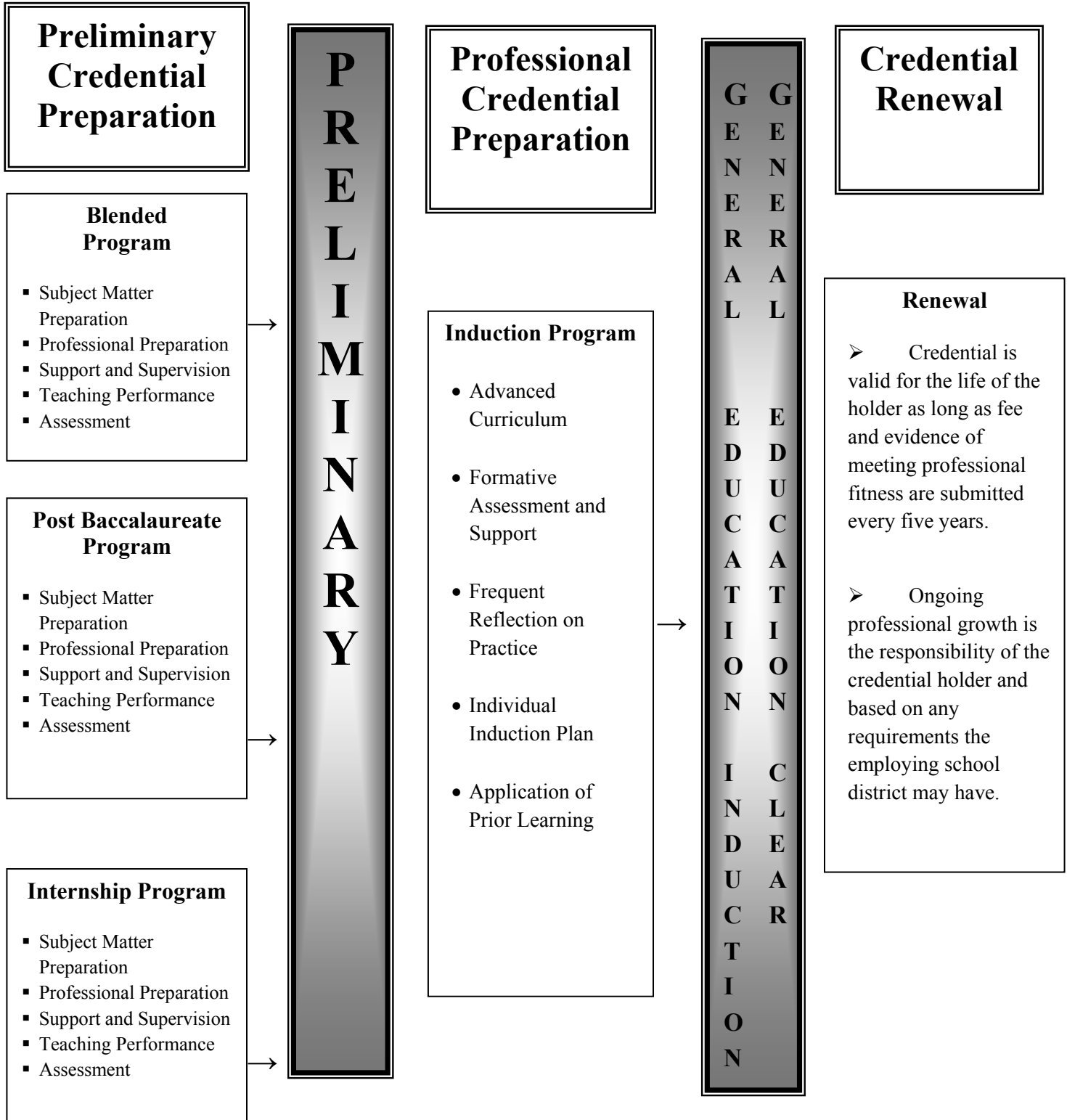


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California Learning To Teach System SB 2042



MULTIPLE SUBJECT PROGRAM

The Lasallian, Liberal Arts and Catholic traditions of Saint Mary's College sustain the Multiple Subject Program at the Kalmanovitz School of Education.

St. John Baptist De La Salle established the first teacher education program in France during the 1600's and founded the Institute of the Christian Brothers who operate Saint Mary's College.

The Lasallian tradition of Saint Mary's College proclaims that teachers grow spiritually and personally by faithful and zealous teaching. Teacher candidates and faculty unite in order to educate and support themselves and one another by their mutual understanding and respect, their openness of mind, and their acceptance of both the limitations and uniqueness of each person. They seek to enhance their consciousness and sensitivity to consequences of economic and social injustice.

The Liberal Arts tradition of the college suggests that knowledge begins with wonder. The Liberal Arts fostered the intellectual skills and habits which liberate minds to know truth.

A Catholic tradition strengthens the college as a place for ongoing dialogue between faith and reason. The challenges of the integration of all knowledge, of enhancement of sensitivity to ethical concerns, of the development of personal and moral judgment are all central to the mission of the college and to our teacher education program.

The Multiple Subject Program curriculum bridges theory and practice and enables teacher candidates to learn teaching skills within disciplines such as History, Science, English, and Mathematics. Fields of Language Arts and Reading, Special Education, Technology, and Health Education offer further areas of exploration and experimentation in teaching. All courses are field-based.

We, the faculty and staff, are committed to serving all California children. In this spirit, candidates teach in a variety of settings, learn about culture and language diversity, and work with communities to achieve education for freedom, mutual understanding and social responsibility.

We believe that teacher development is a lifelong process. The Kalmanovitz School of Education is a partner with over twenty eight school districts with the Beginning Teacher Support Assessment (BTSA) Induction program, which helps provide the bridge between the university, the schools and provides a seamless web of support for our graduates.

We offer this Handbook as a resource and guide for your participation with us in this most important journey of educating our children together.

WELCOME!

MISSION STATEMENT

The Mission of the Kalmanovitz School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change.

The Kalmanovitz School of Education prepares students for careers in education and human service organizations and assists practitioners who are interested in improving their competencies.

In keeping with the tradition of Saint John Baptist De La Salle, the Kalmanovitz School of Education is committed to nurturing effective teachers, counselors, and administrators and to preparing students for independent thought, growth, active citizenship and productive lives. Faculty and staff believe that effective practice in education and the human service professions requires intellect, imagination and a caring attitude. We believe that educators and counselors must be knowledgeable and competent in their fields of expertise, insightful about their life experiences and personalities, and aware that their experiences may influence their assumptions about students, clients and the subject matter of their profession. They must be empathetic listeners and effective advocates, guided by their knowledge of multicultural issues and California's increasingly complex social milieu. Finally, they must be capable of setting realistic, worthwhile objectives and of using appropriate professional means to achieve them.

VISION STATEMENT

The Kalmanovitz School of Education at Saint Mary's College is a vital community of learners committed to the discovery, application and integration of knowledge about education and human services. The vision of the Kalmanovitz School of Education is evolving and dynamic. Our preeminent value, and the cornerstone, upon which the School rests, is the quality of the interaction between our students and teachers. Ideals of excellence, service, and collaboration animate our work. Reflecting on educational tradition that descends to us from Socrates, through our teaching we seek to engage students in dialogue, to treat them with respect and compassion, and to give form to the educational ideals espoused by St. Jean Baptist De La Salle more that 300 years ago.

Our distinctive identity as a school of education situated in a Catholic college with a strong liberal arts tradition informs our understanding of purpose. We believe that student excellence accrues from rich academic preparation coupled with the cultivation of practical competencies, habits of mind, ways of knowing, and the ability to integrate theory and practice.

Faculty, students, staff, and the administrators strive to extend the boundaries of the School beyond the grounds of the campus into the diverse multilingual, multiethnic and multicultural communities served by the College. Our collaborative linkages with schools, school personnel and agencies inform not only our understanding of educational practice and human services, but also our capacity to contribute measurably to social betterment and human welfare.

CODE OF ETHICS FOR THE TEACHING PROFESSION

The educator believes in the worth and dignity of human beings. The educator recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility being accepted in choosing a career in education, and engages individually and collectively with other educators to judge colleagues, and to be judged by them, in accordance with the provisions of this code.

PRINCIPLE I: Commitment to the Student

The educator measures success by the progress of each student toward realization of potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, the educator:

- Encourages the student to independent action in the pursuit of learning and provides access to varying points of view.
- Prepares the subject carefully, presents it to the students without distortion, and within the limits of time and curriculum, and gives all points of view a fair hearing.
- Protects the health and safety of students.
- Honors the integrity of students and influences them through constructive criticism rather than by ridicule and harassment.
- Provides for participation in educational programs without regard to race, color, creed, national origin or sex--both in what is taught and how it is taught.
- Neither solicits nor involves them or their parents in schemes for commercial gain, thereby insuring that professional relationships with students shall not be used for private advantage.
- Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II: Commitment to the Public

The educator believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. The educator shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, the educator:

- Has an obligation to support his profession and institution and not to misrepresent them in public discussion. When being critical in public, the educator has an obligation not to

distort the facts. When speaking or writing about policies, the educator must take adequate precautions to distinguish the educator's private views from the official position of the institution.

- Does not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensures that institutional privileges shall not be used for private gain. Does not exploit pupils, their parents, colleagues, nor the school system for private advantage. Does not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favors, service or thing of value to obtain special advantage.

PRINCIPLE III: Commitment to the Profession

The educator believes that the quality of the services of the education profession directly influences the Nation and its citizens. The educator therefore exerts every effort to raise professional standards to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilling these goals, the educator:

- Accords just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Does not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- Does not misrepresent personal professional qualifications.
- Does not misrepresent the professional qualifications of his colleagues and will discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Applies for, accepts, offers, and assigns positions or responsibility on the basis of professional preparation and legal qualifications.
- Uses honest and effective methods of administering educational responsibilities. Conducts professional business through proper channels.
- Does not assign unauthorized persons to educational tasks. Uses time granted for its intended purpose. Does not misrepresent conditions of employment. Lives up to the letter and spirit of contracts.

From the POLICY MANUAL, California Commission on Teacher Credentialing Section 1040-1043

DIRECT ACCESS ADVISING

We are proud of the individual and personal assistance we offer you, both while you are in the Multiple Subject Preliminary Credential Program and during your first years of teaching.

Our advising system functions in a unique way. It is designed to provide you with *DIRECT ACCESS* to the person who is most likely to be able to assist you. The list following indicates the appropriate persons to advise you based upon their areas of expertise.

In addition, an academic advisor has been assigned to you. The academic advisor's role is to provide moral support, as needed, consultation on academic matters, and to help you plan your career goals. Feel free to contact your academic advisor at any time.

To support you while you are in your field experiences, we also provide both a College Supervisor and a Master Teacher at the school site.

I hope that this information will help facilitate a successful experience as you progress through the program and begin your teaching career.

**The Kalmanovitz School of Education
MULTIPLE SUBJECT
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SUPERVISED TEACHING OVERVIEW

The Multiple Subject Program serves our candidates with the assistance of both teaching and supervising faculty. We are deeply indebted to the schools, districts and master teachers that open their doors and join us in the important task of preparing elementary teachers for California's children. Candidates take 36 units of course work (see Program Design) which includes two supervised teaching experiences. These experiences are in K–2, 3–5, and/or 6–8 CORE grade levels. The field experiences cover all phases of the K–8 school year at a public and/or private school. The second supervised teaching experience includes a low performing or hard-to-staff public school as well as significant experience with English learners.

SUPERVISED TEACHING I (MSTE 310)

The candidate is in a self-contained or CORE classroom for 2 1/2 days a week for approximately 18 weeks. Candidates complete assignments for their curriculum courses and move through a continuum of observation, small group and whole class instruction. (see Supervised Teaching I Timeline) The college supervisor observes a minimum of 6 times during the placement and the candidate completes 2 full days of planning and instruction in collaboration with the master teacher. The candidate is required to complete the Performance Assessment for California Teachers. This assessment will require the candidate to plan, instruct, assess and reflect on a video sequence of 3-5 math lessons. This is a 3-unit field experience.

SUPERVISED TEACHING II (MSTE 320)

The candidate is in a self-contained English Language Immersion classroom for 4 full days a week for 14 weeks. Candidates complete assignments for their curriculum courses and move through a continuum of observation, small group and whole class instruction. (see Supervised Teaching II Timeline) Candidates are expected to observe and practice instruction in English as a Second Language/English Language Development (ESL/ELD) and several "Sheltered" (SDAIE) content lessons. The college supervisor observes a minimum of 6 times during the placement and the candidate completes 10 consecutive days of planning and instruction in collaboration with the master teacher. The candidate teaches lessons sequentially in each content area before the take-over. The master teacher, candidate and college supervisor determine other responsibilities. This is a 3-unit field experience.

SUPERVISED TEACHING III (MSTE 330)

This course is designed for those candidates employed for a minimum of 14 weeks. The candidate teaches lessons sequentially in each content area. The college supervisor observes a minimum of 6 times. This is a 3-unit field experience. (Candidates are required to take MSTE 440 to qualify for a Multiple Subject Preliminary credential)

FIELD EXPERIENCE AND METHODS FOR ENGLISH LEARNERS (MSTE 440)

This course emphasizes the practice of methods and materials for teaching English learners and requires that the candidate be in an ELD or English Immersion classroom, in a school that is low performing or hard to staff. The candidate will participate in 50 hours of direct instruction over a period of 3–4 weeks, including 3 consecutive days of planning and instruction in collaboration with the master teacher. The candidate will teach two ELD lessons and one "Sheltered" (SDAIE) content lesson. A Saint Mary's College supervisor will visit 3 times. This course is for candidates who have been employed in a private school or in a public school setting and wish to earn a Multiple Subject Preliminary Credential.

PROGRAM DESIGN

MULTIPLE SUBJECT PRELIMINARY CREDENTIAL

COURSE WORK			
<u>Summer</u> Jul Aug	<u>Fall</u> Sep Oct Nov Dec	<u>Jan</u> Jan	<u>Spring</u> Feb Mar Apr May
MSTE 212 (3) Learning & Development in a Multicultural Society	MSTE 253 (3) Reading & Language Arts I	MSTE 240 (2) PACT Practicum	MSTE 254** (3) Reading & Language Arts II
MSTE 275 (1) Health & Physical Education	MSTE 350* (3) Curriculum & Instruction: Mathematics	MSTE 223 (1) Technology in the Classroom I	MSTE 349** (3) Curriculum & Instruction: Science
	MSTE 345** (3) Curriculum & Instruction: Social Studies & Humanities		MSTE 314 (3) Seminar: Integrating Theory, Practice and the Arts
MSTE 317 (2) Introduction to Field Experience	MSTE 318 (3) Seminar: Teaching Diverse Learners		
	Field Experience I		Field Experience II
	MSTE 310 (3) Supervised Teaching I		MSTE 320 (3) Supervised Teaching II
TOTAL UNITS			
6	15	3	12

* PACT Teaching Event

** PACT ESA (Embedded Signature Assignment)

PROGRAM DESIGN

TEACHERS FOR TOMORROW – THE 5TH YEAR

SUMMER BETWEEN SENIOR AND 5TH YEAR (SUMMER SESSIONS)	6 units
MSTE 275: Health & Physical Education (1)	
MSTE 317: Introduction to Field Experience (2)	
§ <i>MATS 501: Great Ideas in Education (3)</i>	
FALL 2009	12 units
MSTE 310: Supervised Teaching I (3)	
MSTE 318: Teaching Diverse Learners (3)	
MSTE 350: Curriculum & Instruction: Math (3)	
§ <i>MATS 530: Introduction to Classroom Research (3)</i>	
JANUARY 2010	3 units
MSTE 223: Technology in the Classroom (1)	
MSTE 240: PACT Practicum (2)	
SPRING 2010	12 units
MSTE 254: Reading and Language Arts II (3)	
MSTE 314: Integrating Theory, Practice, and the Arts (3)	
MSTE 320: Student Teaching II (3)	
§ <i>MATS 531: Classroom Research (3)</i>	
SUMMER AFTER 5TH YEAR	3 units
§ <i>MATS 532: Classroom Research Projects and Presentations (3)</i>	
	36 units

§

COURSE DESCRIPTIONS

Summer/January terms

MSTE 212 Learning & Development in a Multicultural Society

This course covers the nature of culture; ways teachers can learn about their students' cultures, development, and learning; and use that knowledge to facilitate and enhance student learning and growth. The development of the child is examined from multiple theoretical perspectives while honoring the role of languages and cultures within the classroom. Other topics include the sociopolitical context of schooling; the role and definition of race, ethnicity, and learning differences; and the impact of these on classroom equity, student self-esteem, and empowerment and disempowerment. Candidates are encouraged to reflect on how these theories inform their teaching practice. Theories and concepts are presented and explored through a combination of lecture, discussion, small group work, activities, video presentations, and field-based experience.

MSTE 275 Health & Physical Education

This course examines concepts of health and physical education in the schools. Emphasis is on current health issues for children and adolescents viewed in the context of child development; on the responsibilities of teachers and the school community in promoting child health; on curricular strategies that contribute to the healthful behavior of children; and instruction in the *Health and Physical Education Frameworks for California*.

MSTE 317 Introduction to Field Experience

This course introduces candidates to the social and cultural foundations of education. Models and implementation of classroom management strategies are discussed. Candidates become familiar with the *California Standards for the Teaching Profession* and the *Teacher Performance Expectations (TPEs)*.

Fall/Spring terms

MSTE 310 Supervised Teaching I

This is an 18 week field experience taken in conjunction with *MSTE 318 Seminar: Teaching Diverse Learners*

MSTE 253 Reading & Language Arts I

In this course, candidates survey theory and methods used to teach reading and language arts to upper elementary students. Balanced, literature-based, integrated, collaborative, process-oriented curriculum is emphasized. The course also includes making reading and language arts content accessible to English learners and students with special needs. Content included in the Reading Instruction Competence Assessment (RICA) and the *English-Language Arts (ELA) Content Standards* is incorporated throughout the course.

MSTE 345 Curriculum & Instruction: Social Studies & Humanities

This course is designed to introduce prospective elementary and middle school teachers to the *California History-Social Studies Framework and Content Standards* for students. Candidates learn subject matter pedagogy, instructional methods and materials for use in social studies and humanities education, and curriculum integration. The course emphasizes research on how

children construct their understanding of history, the humanities, and critical thinking skills. Candidates learn to design instructional objectives, plan lessons, and assess student learning, with special emphasis on providing access to the core curriculum for English learners and students with special needs. The course includes a mini PACT event.

MSTE 318 Seminar: Teaching Diverse Learners

This course introduces candidates to the philosophy and history of education, legal bases, principles of assessment, best practice, and differentiated instruction for all students, including English learners and students with special needs in the general education classroom. Topics that are addressed include school program models; culturally and linguistically responsive pedagogy; creating a supportive, healthy environment for student learning; and universal access to curriculum. Candidates are introduced to effective methods of communication and ways to involve families in the school. Universal access to curriculum through incorporating Specially Designed Academic Instruction in English (SDAIE) strategies and developing Academic Language are specifically addressed. This seminar supports candidates in their supervised teaching placements, with the goal of enhancing their personal and professional growth and development as teachers.

MSTE 350 Curriculum & Instruction: Mathematics

This course is designed to introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in mathematics education. It focuses on assessment, curriculum planning, and teaching techniques that promote differentiated instruction that facilitates the learning of mathematics by all students. The course includes the PACT event.

January/Summer terms

MSTE 223 Technology in the Classroom

The purpose of this course is to prepare candidates to utilize technology appropriately and effectively in their teaching at all grade levels and in all content areas. The course provides a foundation for understanding basic computer hardware, software, and the Internet; for utilizing basic computer applications, multimedia and web sites; and for innovative technology - based instructional materials. Candidates also examine best practices for integrating technology into classroom teaching. The emphasis is on learning computer-based tools to enhance communication, information, access, and problem solving.

MSTE 240 PACT Practicum

This course supports candidates through the completion and submission of the PACT Teaching Event. Candidates receive specific support in reflection on teaching, connecting theory and practice, and analysis of student work. Candidates also receive support in the technological aspects of producing the PACT Teaching Event, such as trimming video, scanning documents and burning materials to a CD.

Spring/Fall terms

MSTE 254 Reading & Language Arts II

In this course, candidates survey theory and methods for teaching reading and language arts in the primary grades. Balanced, literature-based, integrated, process-oriented curriculum is

emphasized. Literacy instruction for English learners is integrated into the curriculum. The course incorporates content included in the *Reading Instruction Competence Assessment (RICA)*. It is aligned with the *English-Language Arts (ELA) Content Standards for California Public Schools* and the *English Language Development Standards*. The course includes a mini PACT event.

MSTE 320 Supervised Teaching II

This is a 14 week field experience taken in conjunction with *MSTE 314 Seminar: Integrating Theory, Practice and the Arts*.

MSTE 314 Seminar: Integrating Theory, Practice and the Arts

The seminar focuses on the integration of research, theory, and practice. It promotes reflective self-analysis through the use of case methods applied to written and videotaped cases. Candidates develop their own cases based on their teaching experiences, deepening their understanding of the classroom context and linking them to larger principles. The course emphasizes instruction and assessment of linguistically and culturally diverse students and students with special needs. Throughout the semester, candidates continue to build competencies in subject matter instruction based on content standards, including integration of the visual and performing arts. The course emphasizes teaching and learning in and through the arts, fostering arts integration as an effective approach that benefits all students. The seminar supports candidates in their second supervised teaching placement, enhancing their personal and professional growth and development as a teacher.

MSTE 349 Curriculum and Instruction: Science

This course is designed to introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in science education. The focus is on assessment, curriculum planning, and teaching techniques that promote differentiated instruction to facilitate the learning of science by all students. The course includes a mini PACT event.

THE ROLE OF THE MULTIPLE SUBJECT CANDIDATE

With the College

- Be knowledgeable about the prerequisites for each phase of supervised teaching by reading this handbook and by consulting with your advisor and the credential analyst
- Become familiar with the college expectations for all supervised teaching experiences
- Become familiar with state credentialing expectations at your meeting with the Credential Analyst
- Use your seminars for problem solving
- Use the supervised teaching assignment to demonstrate practical application of Saint Mary's course content
- Observe carefully, plan thoroughly for each lesson and reflect meaningfully after each day of teaching

•

With the College Supervisor

- Meet with the college supervisor at the designated time and discuss expectations, tentative dates for observations, the first three-way conference (you will coordinate this time and date for both the college supervisor and the master teacher), and procedures for communication
- Provide your college supervisor with a copy of your *Class Profile* and *Candidate Profile*.
- Maintain communication with your college supervisor throughout the placement and allow sufficient time for scheduling observations or other meetings
- Present or email written lesson plans and other materials to the college supervisor prior to each observation
- Accept college supervisor's feedback and suggestions in a professional manner
- Take an active role in the evaluation process and be prepared to present specific examples from your lesson plans to assist the college supervisor in making judgments about your competence in each of the *Teacher Performance Expectations (TPEs)*.

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With the Master Teacher and School Site

- If possible, meet with school personnel prior to the assignment for an orientation to the school and community
- Develop awareness of school policies and procedures for discipline, field trips, fire/earthquake drills, acts of violence, and other emergencies
- Inquire about the school dress code and conform to school standards of dress
- Plan with your master teacher for a gradual assumption of classroom responsibilities to meet requirements for Supervised Teaching (see timeline)
- Check lesson plans, assignments, materials, etc., with the master teacher before they are

to be used and arrange a tentative schedule for teaching each assignment

- Prepare daily lessons in a lesson plan book
- Prepare complete lesson plans for observations following the Saint Mary's lesson plan format
- Carry out legal responsibilities of the classroom teacher during the assignment, observing strict confidentiality with all information about a child, parents, the class, and the school
- Consult with the master teacher and the site administrator as needed
- Follow the schedule of the school district for vacations, even if different from the Saint Mary's College schedule
- Participate in the completion of the *Mid Semester Review* form and *Closure Conference* forms and participate in a three-way evaluation conference with the master teacher and college supervisor
- Sign in and out at the office school site

Your Personal and Professional Obligations

The Code of Ethics:

- All teachers in California are expected to abide by a Code of Ethics (see Appendix)
- Supervised Teaching:
 - The candidate must be under the supervision of a credentialed professional
 - The master teacher must be present at all times at the site where the candidate is teaching
 - The candidate must be in attendance at the school site the legal hours of the master teacher

Substitute Procedure:

- When the master teacher is not on the school site the candidate may be employed as a substitute teacher provided he/she has the appropriate credential
- The candidate may only substitute in the master teacher's classroom during his/her placement days

Remember: Supervised Teaching is to be treated as a full-time job. Your future career as a teacher starts with your supervised teaching assignments. Saint Mary's recommends that candidates do not work during this time, if at all possible.

TIMELINES

SUPERVISED TEACHING I

ORIENTATION AND OBSERVATION

Orientation to the school community is critical to the student teacher's comfort, confidence and ultimate success in supervised teaching. There is no specified or required timeline for transition from observer to teacher. The guided observation period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to reflect with the master teacher on practices and communicate important issues. The group of children, the school schedule, the master teacher's judgment and the abilities of the candidate influence the pacing.

Weeks 1 - 4 Begin a guided observation period in the classroom and assist in small group or individual instruction as assigned by the master teacher.

PARTICIPATION AND INSTRUCTION

The participation phase of the supervised teaching placement is vital towards growth and development as a teacher. It provides the necessary immersion into the classroom teaching experience. Once familiar with the classroom, the student teacher will begin working collaboratively with the master teacher. This includes a wide variety of possible activities, ranging from tutoring with individual students to working with small groups to co-teaching the whole class. It also can include such tasks as assessment, preparing resources, developing lesson plans, etc. Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility.

Week 5 Assume daily responsibility for conducting at least one small group or instructional experience.

Week 6 As appropriate, the master teacher progressively allows more co-teaching.

Week 7 To prepare for the PACT event the student teacher should assume responsibility for planning and delivering instruction in the math content area. This is to be done in consultation with and under the supervision of the master teacher and should include plans for the master teacher. In addition, the candidate assists the teacher in other ways as requested. The master teacher provides specific feedback and assistance to the candidate.

Week 8 The candidate should practice using video in the classroom and confirm videotaping permission.

MID-TERM EVALUATION

Around the mid-point in the placement, the student teaching triad will conduct a conference directed at the student teacher's mid-term evaluation. This is an important formative evaluation, and provides a critical opportunity for each participant to reflect on the student teacher's performance, areas of strength and areas for improvement. The result of this mid-term should be an agreed set of strategies for assuming the candidate's success in supervised teaching.

Week 9 The *Mid-Semester Review* and the *Mid-Semester Review/TPE Summary* are completed by the college supervisor.

TRANSITION

The candidate should continue to add one or two more subjects or groups to prepare for and teach each week. If this seems to be too much, the master teacher should limit more responsibility until the student teacher is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier. Some other suggestions to help the candidate during this transition period might include the review of cumulative records, evaluate each lesson after it has been taught, increase the teaching load each week by adding new subjects or by increasing the number of pupils taught, attend faculty meetings, parent/teacher conferences, PTA meetings, etc.

Weeks 10–14 The candidate assumes full responsibility for up to three hours of instruction each day. In addition, responsibility should be assumed for recess, lunch, and transitions between activities and/or other non-instructional times. The master teacher monitors and provides feedback to the candidate and assists in refining the candidate's teaching skills.

Weeks 15-18 The candidate is required to complete 2 consecutive days of planning and instruction in collaboration with the master teacher. In addition, the candidate plans a mathematical learning segment of 3-5 lessons that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. Each candidate is responsible for videotaping the teaching event.

REFLECTION

The candidate, master teacher and college supervisor reflect on the supervised teaching experience and discuss efforts, successes and identified areas of improvement. The student teacher should refine his/her personal philosophy of teaching and learning.

The *Field Placement Assessment/Closure Conference* form is completed at the conclusion of the placement.

SUPERVISED TEACHING II

Weeks 1–2 Begin a guided observation period in the classroom and assist in small group or individual instruction as assigned by the master teacher.

Week 3-4 Assume daily responsibility for conducting at least one small group or instructional experience.

Weeks 5-6 The candidate assumes responsibility for one or two content areas.

Week 7 The *Mid-Semester Review* and the *Mid-Semester Review/TPE Summary* are completed by the college supervisor.

Weeks 8-11

The candidate assumes responsibility for additional content areas in instruction and non-instructional activities, including utilization of any teacher/parent aides and participates in family conferences, when appropriate.

Weeks 12-14

The candidate is required to complete 10 consecutive days of planning and instruction in collaboration with the master teacher. During this period, the candidate has the responsibility of planning, scheduling, delivering instruction and managing the classroom. *The Field Placement Assessment/Closure Conference* form is completed at the conclusion of the placement.

SUPERVISED TEACHING TIMELINE						SUMMER STARTS				
	August	September	October	November	December	January	February	March	April	May/June
T E A C H I N G	Begin Supervised Teaching I placement 2 ½ days per week for 18 weeks Observe first instructional day public school Class Profile Candidate Profile	Begin 4 week guided observation period Work with individuals and small groups, begin teaching the math content area	Continue teaching small groups and content areas	Continue teaching small groups, content areas, increasing teaching time and co-teaching with the master teacher	Two days of responsibility for planning, instruction, assessment and management of the classroom in collaboration with the master teacher	End ST I placement at the end of the January term and after the PACT event	Begin Supervised Teaching II 4 days per week for 14 weeks Work with individuals and small groups Class Profile Candidate Profile	Gradual assumption of instructional and non instructional activities	Continue teaching small groups, content areas, increasing teaching time in preparation for whole day instruction	Ten days of teaching, responsible for planning, instruction, assessment and management of the classroom in collaboration with the master teacher Observe last instructional day, public school
P A C T	Provide taping permission for parents	Context for Learning	Practice Taping Social Studies Mini PACT	Practice Taping		Tape PACT Teaching Event	Context for Learning		Science and Reading Mini PACT	
O B S E R V A T I O N	Three Way Conference	Observation #1 of Master Teacher with College Supervisor	Observation # 2 and # 3	Observation # 4 Mid Semester Review form and Mid Semester /TPE Summary are completed	Observation # 5	Observation # 6 Field Placement Assessment/Closure Conference form	Begin Supervised Teaching II/III 2 nd -4 th week in February Observation # 1 of Master Teacher with College Supervisor	Observation # 2 and # 3	Observation # 4 and # 5 Mid Semester Review form and Mid Semester /TPE Summary are completed	Observation # 6 Field Placement Assessment/Closure Conference form

SUPERVISED TEACHING TIMELINE						JANUARY STARTS				
	February	March	April	May	June	August	September	October	November	December
T E A C H I N G	<p>Begin Supervised Teaching I placement 2 ½ days per week for 18 weeks</p> <p>Begin 4 week guided observation period</p> <p>Class Profile</p> <p>Candidate Profile</p>	Work with individuals and small groups, begin teaching the math content area	Continue teaching small groups, whole class – increasing teaching responsibilities	Continue teaching small groups, content areas, increasing teaching time to 2 days of planning and instruction	Observe last instructional day public school	<p>Observe first instructional day public school</p> <p>Begin Supervised II placement 4 days per week for 14 weeks</p> <p>Work with individuals and small groups</p> <p>Class Profile</p> <p>Candidate Profile</p>		Gradual assumption of instructional and non instructional activities	Continue teaching small groups, content areas, increasing teaching time In preparation for whole day instruction	Ten days of responsibility for planning, instruction, assessment and management of the classroom in collaboration with the master teacher
P A C T	Provide taping permission for parents	Context for Learning	Practice Taping Social Studies Mini PACT	Practice taping	Tape PACT Teaching Event		Context for Learning			Science and Reading Mini PACT
O B S E R V A T I O N	<p>Three Way Conference</p> <p>Observation # 1 of Master Teacher with College supervisor</p>	Observation # 2 and #3	<p>Observation # 4</p> <p>Mid Semester Review form and Mid Semester /TPE Summary are completed</p>	Observation # 5	<p>Observation # 6</p> <p>Field Placement Assessment/ Closure Conference form</p>	<p>Begin Supervised Teaching II/III</p> <p>Observation # 1 of Master Teacher with College Supervisor</p>		Observation # 2 and # 3	<p>Observation # 4 and # 5</p> <p>Mid Semester Review form and Mid Semester /TPE Summary are completed</p>	<p>Observation # 6</p> <p>Field Placement Assessment/Closure Conference form</p>

THE ROLE OF THE MASTER TEACHER

The master teacher plays an essential role in the student teacher's field experience. It is suggested that the master teacher prepare the student's for the student teacher's arrival and create an atmosphere where the student teacher feels a part of the classroom community to ensure that the placement is a success for all concerned.

It is suggested that the master teacher follow these guidelines:

- Acquaint the student teacher with school policies and introduce the student teacher to staff, faculty and parents
- Collect curriculum materials for the candidate's use
- Become familiar with the background information provided by the college, *Candidate Profile, Multiple Subject Handbook, Program of Study*
- Plan to gradually involve the candidate in the design and implementation of classroom instruction and activities

Topics to Discuss When the Candidate Arrives

- Background of the students and community
- School personnel and policies
- Daily routines and weekly schedules
- Candidate's course requirements and other obligations to the college
- Daily routines and weekly schedules
- Candidate's course requirements and other obligations to the college, work, etc
- Teaching style and curricular goals
- Work and storage space for the candidate
- Room environment, seating arrangements, learning centers, bulletin boards, etc.
- Location of classroom books, equipment, materials and supplies
- Clerical procedures, book supply and storage spaces within the school

COOPERATIVE PLANNING WITH YOUR CANDIDATE

*California Standards for the Teaching Profession
California Teacher Performance Expectations*

I. Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)

- Clearly explain instructional materials and steps to be carried out to complete academic tasks
- Use a variety of instructional activities to respond to diverse learning styles and levels of English language proficiency
- Employ a variety of grouping techniques to encourage involvement and interaction of all students
- Review concepts or skills with reference to students' prior knowledge or skills
- Develop a repertoire of instructional strategies
- Show understanding, appreciation, and sensitivity to cultural heritage, community values, and aspirations of all students

II. Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)

- Support and foster student self-esteem
- Structure room environment to maximize classroom management
- State clear expectations for student behavior
- Facilitate smooth transitions between activities
- Handle disruptive behavior appropriately
- Develop positive relationships with and among students
- Proceed with classroom routines, procedures causing no interruption in instruction
- Affirm students' linguistic and cultural heritages
- Assure equity in the classroom

III. Understanding and Organizing Subject Matter Knowledge for Student Learning (TPE 1A)

- Link and convey subject matter concepts with accuracy and coherence
- Use appropriate instructional materials for teaching content
- Collect resource materials in each of the content areas
- Consider prior knowledge, abilities, interests, and experiences that students bring to the subject matter
- Anticipate levels of student comprehension and present content in a variety of ways

IV. Planning Instruction and Learning Experiences for All Students (TPE 8, 9)

- Plan day-to-day, giving consideration to prior learning or future instructional outcomes
- Plan lessons with the appropriate content in relation to student development and cultural backgrounds
- Incorporate student diversity when designing lessons
- Address unique instructional needs of English learners

- Follow lesson plan closely with awareness of need to adapt to unexpected opportunities or problems
- Design lessons using multiple grouping strategies which are appropriate to expected learning outcomes
- Design lessons that include manipulatives, artifacts, and meaningful activities
- Develop long range plans and maintain a lesson plan book

V. Assessing Student Learning (TPE 2, 3)

- Recognize when a lesson is not going well and adapt accordingly
- Target lessons to meet the needs of all learners
- Communicate with parents regarding student progress
- Ask students questions and provide constructive feedback
- Check for student understanding
- Assess student work to ensure instructional goals are met
- Provide opportunities for student self-assessment
- Collect student work and provide appropriate feedback
- Become knowledgeable about master teacher's grading practices

VI. Developing as a Professional Educator (TPE 12, 13)

- Participate in school-wide planning or curriculum development
- Recognize the value of working with the community
- Build professional relationships with other teachers
- Identify areas of need and explore professional development opportunities
- Seek guidance for student problems, when appropriate
- Demonstrate effective interpersonal skills
- Participate in parent-teacher communications/conferences

OVERVIEW OF THE PACT TEACHING EVENT

FOCUS ON STUDENT LEARNING

In this Teaching Event, you will show the strategies you use to make mathematics accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

SELECT A LEARNING SEGMENT

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach mathematics to more than one class of students, focus on only one class.

For the Teaching Event, you will plan a learning segment of about one week (approximately 3-5 lessons) that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Teaching Event can be found in the PACT Handbook.

SUBMIT TEACHING ARTIFACTS AND ANALYSIS

You will submit lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event.

ASSESSMENT OF YOUR TEACHING EVENT

Your Teaching Event should clearly demonstrate how your practice meets the California Teaching Performance Expectations (TPEs). A list of the TPEs appears in this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

Note: The Teaching event, which must be successfully completed by each candidate, is the focus of the PACT practicum, MSTE 240.

For more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at www.pacttpa.org.

ROLE OF THE MASTER TEACHER AND PACT

The master teacher's major contribution will be in helping the candidate choose a sequence of math lessons with a compelling focus, which will fit in to the curriculum and provide the candidate ample opportunity to engage students and extend their understanding of the content objectives. In addition, the master teacher should review the lesson plan created by the candidate for the Teaching Event and help the candidate choose scaffolding strategies and activities to meet the needs of individual student in the class. The Teaching Event is a 3-5 hour unit of instruction that must fulfill five separate tasks. (A more detailed description of the tasks and expectations can be found in the PACT Handbook). The five tasks are to be presented by the candidate in a coherent and interconnected way.

THE TASKS

I. CONTEXT

The candidate shows that he/she sees students as individuals with specific needs

The MASTER TEACHER can help the student teacher to understand the variety of culture and language backgrounds of the class and school community

II. PLANNING AND INSTRUCTION

The candidate creates 3-5 detailed and comprehensive lesson plans in a math content area. The lessons offer standards and curriculum requirements, and the need of individual students. The plans must address ways to assess student understanding as the sequence of the lessons progress.

The MASTER TEACHER can help the candidate to identify the content for the lesson, share scaffolding strategies, ways to extend student understanding, and review and give the candidate feedback on the plans.

III. INSTRUCTION

The candidate will film two 10 minute video clips of the teaching event and interaction with the students. The candidate will choose a range of student work samples to demonstrate how students respond to the lesson. The candidate writes a commentary, analyzing clips, student work and how the class responded to the lesson.

The MASTER TEACHER can help the candidate to choose video clips that demonstrate teacher strengths and student learning as well as the candidate extending understanding.

IV. ASSESSMENT

The assessments will include student work, questioning and comments from the students and planned final assessments. The candidate will be required to discuss NEXT STEPS.

The MASTER TEACHER can help the candidate by discussing the various assessment strategies as well as help in selecting the appropriate assessment tool. The candidate should be given numerous opportunities to assess student work. The MASTER

TEACHER should discuss how lesson plans are often modified as a result of assessment.

V. REFLECTION

The candidate is asked to reflect after each lesson and also to write a commentary about each task.

The MASTER TEACHER can discuss with the candidate the value of reflection in adjusting and improving teaching practices.

STRUCTURE OF THE TEACHING EVENT

CONTEXT FOR LEARNING <ul style="list-style-type: none"> ▪ Instructional Context ▪ Context for Learning Commentary 			
PLANNING <ul style="list-style-type: none"> ▪ Daily lesson plans ▪ Materials ▪ Planning Commentary 	INSTRUCTION <ul style="list-style-type: none"> ▪ Video Clips ▪ Instructional Commentary 	Assessment <ul style="list-style-type: none"> ▪ Analysis of class achievement ▪ 3 student work samples ▪ Analysis of learning from 2/3 students ▪ Assessment Commentary 	REFLECTION <ul style="list-style-type: none"> ▪ Daily reflections ▪ Reflective Commentary
ACADEMIC LANGUAGE			

GUIDELINES ON ASSISTANCE TO CANDIDATES COMPLETING TEACHING EVENTS

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated rubrics are openly available on the PACT website (www.pactpa.org) and distributed directly to candidates by many campuses.

Teaching candidates complete the Teaching Event during their teacher preparation program. Evidence of teaching competence consist of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

- providing and discussing samples of previously completed Teaching Events that demonstrate competent teaching practice;
- explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the Teaching Event;
- supporting candidates in developing a timeline for completion of the Teaching event;
- completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the Teaching Event;
- technical and logistical support for videotaping and uploading documents into electronic platforms;
- advice, assistance, and review by faculty, college supervisors, master teachers, and/or peers;
- offering emotional support to help candidates persist;
- offering the above types of assistance through student teaching seminars; and
- offering the above types of assistance through a separate course to support candidates in completing the Teaching Event

Several documents are offered on the PACT website to support candidates completing the Teaching Event:

- *Making Good Choices*, a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
- PACT Videotaping Procedures, a document that offers advice about effectively videotaping instruction
- For faculty, college supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher

educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator's discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

The Teaching Event as an assessment plays a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a California Teaching Credential. Therefore, it is important that faculty, college supervisors, master teachers, peers, and other educators offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the Teaching Event.

The Teaching Event should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education and the placement of the Teaching Event within an educational program, PACT encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore the boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across PACT institutions.

Candidates are learning how to teach and being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. Teaching Event can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate's own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.

Acceptable forms of support for constructing the Teaching Event include:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught
- Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly

Unacceptable forms of support for constructing the Teaching Event include:

- Making choices of curriculum materials or instructional strategies (other than those required by the master teacher/school/district) for the candidate
- Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts
- Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
- Editing the Teaching Event

In summary, educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.

THE ROLE OF THE COLLEGE SUPERVISOR REPRESENT SAINT MARY'S COLLEGE

- Reflect the philosophy of the college, school and program
- Present a professional attitude and appearance
- Attend college supervisor and faculty meetings
- Coordinate the needs of the college, the school site and the candidate
- Be sensitive to local school scheduling such as testing, parent conferences, and vacations
- Guide and assist candidate in the application of course content as well as in gathering resources
- Complete forms, reports, letters and other written materials in a timely manner

INITIAL CONTACT WITH SCHOOL SITE

- Express appreciation for school participation
- Clarify length of placement and expectations for take-over
- Invite clarification and respond to questions

INITIAL CONTACT WITH CANDIDATE

- Contact your candidate prior to the beginning of the placement
- Ask for the Candidate Profile and tell the candidate about yourself
- Discuss communication procedures
- Review all course expectations related to Supervised Teaching I, II/III and other courses
- Schedule the three-way conference and first observation

FIRST SCHOOL VISIT

- Check in at the school office, introduce yourself to the principal and school secretary and leave your business card
- Allow sufficient time to review expectations and clarify materials previously provided by the college during the three-way conference with the candidate and master teacher
- Review the following:
 - The goals for the placement
 - Integration of the candidate into the classroom (see Timeline)
 - Course assignments
- Schedule take-over for the Supervised Teaching I/II placement
- Schedule Master Teacher observation and candidate observations, debriefing time and location (allow 2 hours)
- Explain the evaluation process, which includes: the *Observation and Conference Report*

to be completed by the college supervisor; the *Pre-Service Teaching Rating Scale*, completed by all parties and the *Mid-Semester Review* form completed by the college supervisor; the *Letter of Recommendation* form

- to be completed by both the college supervisor and master teacher; and the *Field Placement Assessment* form to be completed by all parties prior to the final Field Placement Assessment

FIRST OBSERVATION

- Review the written lesson plan
- Observe the student, write evidence, comments and make constructive suggestions on the designated *Observation and Conference* form (see Appendix)
- Hold a follow-up conference and encourage the candidates to self-evaluate and reflect, using the lesson plan, observation notes and evidence
- Relate your evidence and observation comments to the *California Teacher Performance Expectations* and the *California Standards for the Teaching Profession* (See Appendix)
- Encourage candidate to incorporate your suggestions into future planning and be specific about what you would like to see next time
- Review the observation comments with the master teacher, if possible, reinforcing the role of the teacher in monitoring the lesson plans and sharing insights
- Distribute the *Observation and Conference* form after all parties have signed it
- Confirm the date and lesson content for the next visit

MID SEMESTER REVIEW/TPE SUMMARY

The Mid Semester Review/TPE Summary is to be completed by the college supervisor after the Mid Semester Review in Supervised Teaching I and Supervised Teaching II/III.

FIELD PLACEMENT ASSESSMENT

- Review the *Field Placement Assessment* form responses from each participant making sure that the levels 1–4 are indicated
- Encourage candidate to reflect upon what he/she has learned and how he/she has grown professionally and personally
- Encourage the candidate and master teacher to share strengths and suggest areas of focus for further development, whether in the next supervised teaching assignment or in the first year of teaching
- Express appreciation

FINAL PROCEDURES

- Submit the *Field Placement Assessment* forms (attached to the “*Supervisor Copy*” of the observation forms) to the Field Experience Coordinator

- Write a letter of recommendation and give a copy to the candidate
- Provide information to other college supervisors, when needed, concerning students you have previously supervised
- Provide encouragement and resources for students during their job search

EVALUATION PROCESS FOR SUPERVISED TEACHING

The evaluation process is multifaceted and is composed of the following:

OBSERVATION AND CONFERENCE REPORT

The college supervisor reviews the candidate's written lesson plans and observes lessons. The *Observation and Conference Report* is a record of the observable evidence and the candidate's strengths and weaknesses in each of the Teacher Performance Expectations (TPEs). College supervisors make suggestions and help decide on the next steps.

MID SEMESTER REVIEW/TPE SUMMARY

At the mid-point of Supervised Teaching I and Supervised Teaching II/III, the college supervisor conducts a reflective assessment using the *Mid Semester Review/TPE Summary*. A copy of each is sent to the Field Experience Coordinator.

FIELD PLACEMENT ASSESSMENT

The candidate, master teacher and the college supervisor each complete and review the *Field Placement Assessment form* prior to the final three-way conference and rate the student from "Beginning" to "Integrating," 1–1. At the closure conference, the college supervisor will facilitate a discussion of the candidate's accomplishments and areas of development. The college supervisor collects these evaluations and submits them along with observation notes and lesson plans to the Field Experience Coordinator.

LETTERS OF RECOMMENDATION

We expect master teachers and college supervisors to write letters of recommendation for the student. They submit these letters to the student after the placement has ended. It is important that these letters reflect the actual progress of a candidate. Please be as specific as possible about both positive and questionable traits of the candidate. A candidate may request that a principal observe him/her teaching and request a letter of recommendation. This letter can be of benefit to the candidate, by providing an additional evaluation from an administrator. (see Letter of Recommendation guidelines)

APPENDIX



KALMANOVITZ
SCHOOL OF
EDUCATION

OBSERVATION AND CONFERENCE REPORT

Credential Candidate _____ Date _____

College Supervisor _____ Signature _____

School _____ District _____

Start time _____ End time _____ Group Size _____ Subject/Grade Level _____

Standard _____

MSTE 310 Field Experience I MSTE 320/330 Field Experience II/III MSTE 440 Field Experience

<input type="checkbox"/> TPE 1A Pedagogical Skills
<input type="checkbox"/> TPE 2 Monitor Student Learning
<input type="checkbox"/> TPE 3 Assessment
<input type="checkbox"/> TPE 4 Making Content Accessible
<input type="checkbox"/> TPE 5 Student Engagement
<input type="checkbox"/> TPE 6 A/B Developmentally Appropriate Teaching
<input type="checkbox"/> TPE 7 Teaching English Learners
<input type="checkbox"/> TPE 8 Learning about Students
<input type="checkbox"/> TPE 9 Instructional Planning
<input type="checkbox"/> TPE 10 Instructional Time
<input type="checkbox"/> TPE 11 Social Environment
<input type="checkbox"/> TPE 12 Professional, Legal and Ethical Obligations
<input type="checkbox"/> TPE 13 Professional Growth

Questions/Next Steps:

Candidate (White Copy)

Master Teacher (Yellow Copy)

College Supervisor (Pink Copy)



MID SEMESTER REVIEW/TPE SUMMARY

Student Teacher:		Date:	
Check one:		<input type="checkbox"/> Supervised Teaching I	<input type="checkbox"/> Supervised Teaching II/III
Teacher Performance Expectations		Student Teacher is making sufficient progress towards meeting this standard	Student Teacher is NOT making sufficient progress towards meeting this standard
A. Making Subject Matter Comprehensible to Students TPE 1. Specific Pedagogical Skills for Subject Matter Instruction TPE 1A. Subject Pedagogical Skills for Multiple Subject			
B. Assessing Student Learning TPE 2. Monitoring Student Learning During Instruction TPE 3. Interpretation and Use of Assessments			
C. Engaging and Supporting All Students in Learning TPE 4. Making Content Accessible TPE 5. Student Engagement TPE 6. Developmentally Appropriate Teaching Practices TPE 6A. Developmentally Appropriate Teaching Practices in Grades K-3 TPE 6B. Developmentally Appropriate Teaching Practices in Grades 4-8 TPE 7. Teaching English Learners			
D. Planning Instruction and Designing Learning Experiences for All Students TPE 8. Learning About Students TPE 9. Instructional Planning			
E. Creating and Maintaining Effective Environments for Student Learning TPE 10. Instructional Time TPE 11. Social Environment			
F. Developing As A Professional Educator TPE 12. Professional Legal and Ethical Obligations TPE 13. Professional Growth			
College Supervisor			

Concerns

FIELD PLACEMENT ASSESSMENT



KALMANOVITZ
SCHOOL OF
EDUCATION

MID SEMESTER REVIEW

CLOSURE CONFERENCE

Candidate: _____ Date: _____

Completed by: _____ Signature: _____

Candidate

Supervised Teaching I

College supervisor

Supervised Teaching II

Master Teacher

Supervised Teaching III

DEFINITION OF TERMS

Beginning: is aware of, or is beginning to develop the practices described in this standard

Developing: is moving toward more self-direction and independence in his/her practice

Maturing: is building competence in this standard

Integrating: is building competence in this standard, can teach independently and is becoming a reflective practitioner

Directions: *Read across each element of the standards from left to right. Select the descriptor that best describe s current practice. This will serve as a guide for self-reflection, conversation and goal setting.*

This assessment is designed to monitor growth in *The California Teacher Performance Expectations*, and *The California Program Standards*

TEACHER PERFORMANCE EXPECTATION 1

A. Making Subject Matter Comprehensible to Students

1. Demonstrating pedagogical skills; subject matter content , student learning and development

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Beginning: Has a basic knowledge of subject matter, student development and language demands of students | <input type="checkbox"/> Developing: Uses knowledge of subject matter to identify key concepts and academic language | <input type="checkbox"/> Maturing: Uses knowledge of subject matter and language demands to support student learning | <input type="checkbox"/> Integrating: Uses knowledge of subject matter and academic language demands to support student cognitive and linguistic abilities |
|--|---|---|---|

2. Planning and scheduling instruction to ensure that students meet or exceed the standards

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Beginning: Uses knowledge of curriculum to support students understanding of core concepts | <input type="checkbox"/> Developing: Uses knowledge of subject matter to connect to students' understanding of key concepts | <input type="checkbox"/> Maturing: Uses units/themes to facilitate students' understanding of content standards and frameworks | <input type="checkbox"/> Integrating: Uses the curriculum to coordinate content standards within and across subject matter |
|--|--|---|---|

3. Interrelating ideas and information within and across subject matter areas

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Beginning: Focuses on core curriculum and skills | <input type="checkbox"/> Developing: Identifies some key concepts and relates content to previous learning | <input type="checkbox"/> Maturing: Relates content to previous learning for the purpose of extending students' understanding | <input type="checkbox"/> Integrating: Integrates curriculum themes within and across standards |
|--|---|---|---|

4. Developing student understanding through instructional strategies that are appropriate to the subject matter

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Beginning: Uses instructional strategies to support subject matter and/or concepts | <input type="checkbox"/> Developing: Uses instructional strategies to make the content accessible to students | <input type="checkbox"/> Maturing: Uses instructional strategies to challenge students to think critically | <input type="checkbox"/> Integrating: Uses instructional strategies to assist students to individually construct their own knowledge |
|--|--|---|---|

5. Using materials, resources, and technologies to make subject matter accessible to students

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Beginning: Uses instructional materials to present concepts and support the curriculum | <input type="checkbox"/> Developing: Uses instructional materials to promote an understanding of content | <input type="checkbox"/> Maturing: Selects instructional materials and technologies to support the curriculum and to reflect diverse learning styles | <input type="checkbox"/> Integrating: Selects instructional strategies that reflect linguistic and cultural diversity of students |
|--|---|---|--|

Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating):

1 2 3 4

TEACHER PERFORMANCE EXPECTATIONS 2 AND 3

B. Assessing Student Learning

6. Pacing instruction and re-teaching content based on evidence gathered by using an assessment

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Beginning: Pacing is inadequate and there is little connection between assessments and re-teaching | <input type="checkbox"/> Developing: Makes reasonable attempts to match assessment results to pacing and re-teaching | <input type="checkbox"/> Maturing: Provides clear connections between re-teaching strategies and assessment results | <input type="checkbox"/> Integrating: Paces instruction and re-teaches content based on evidence gathered by assessment results so that students develop a deeper understanding of content |
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7. Understanding and using multiple assessments, formal, informal and information from families

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|---|--|--|--|
| <input type="checkbox"/> Beginning: Uses one or two sources of information to assess learning and monitor progress | <input type="checkbox"/> Developing: Uses several assessments to monitor student progress | <input type="checkbox"/> Maturing: Uses several appropriate assessment strategies to identify patterns of student skills, errors and progress | <input type="checkbox"/> Integrating: Uses multiple assessments to guide long and short-term planning |
|---|--|--|--|
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8. Teaching students how to use self assessment strategies

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Beginning: Checks and monitors work in progress | <input type="checkbox"/> Developing: Encourages some student reflection and provides opportunities for students to be involved in correcting student work | <input type="checkbox"/> Maturing: Guides student reflection and self-assessment in most learning activities | <input type="checkbox"/> Integrating: Integrates student self-assessment and reflection to guide planning and lessons |
|---|--|---|--|
-

9. Using the results of assessments to develop and modify instruction

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Beginning: Uses the required assessments | <input type="checkbox"/> Developing: Uses information from a range of assessments to plan or guide activities | <input type="checkbox"/> Maturing: Uses information from a variety of assessments to target individual student needs | <input type="checkbox"/> Integrating: Uses information from assessments to identify student understanding and adjust teaching during a lesson |
|--|--|---|--|
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10. Communicates with students, families, and other audiences about student progress

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Beginning: Provides students with information about their progress | <input type="checkbox"/> Developing: Provides students with information about their progress as they engage in learning activities | <input type="checkbox"/> Maturing: Provides students with information about learning in ways that improve understanding and encourage academic progress | <input type="checkbox"/> Integrating: Able to explain to students and their families academic and behavioral strengths and areas for academic growth |
|--|---|--|---|
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1 2 3 4

TEACHER PERFORMANCE EXPECTATIONS 4, 5, 6, AND 7

C. Engaging and Supporting Students in Learning

11. Connecting students' prior knowledge, life experiences, and interests with learning goals

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Beginning: Makes few connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Developing: Asks questions to make some connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Maturing: Makes substantial connections between what the students already know and the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Integrating: Uses questions and activities to extend students' abilities to integrate what they know with the learning objectives |
|---|--|---|---|
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12. Using a variety of instructional strategies and resources to respond to students' diverse needs

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|--|---|---|--|
| <input type="checkbox"/> Beginning: Uses a few instructional strategies | <input type="checkbox"/> Developing: Uses instructional strategies that are appropriate to students' needs and instructional goals | <input type="checkbox"/> Maturing: Elicits student participation through a variety of instructional strategies that are largely appropriate to students' academic and linguistic needs | <input type="checkbox"/> Integrating: Uses a variety of instructional strategies and differentiates learning to accommodate students' diverse learning styles |
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13. Facilitating learning experiences that promote autonomy, interaction and choice

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|---|--|---|---|
| <input type="checkbox"/> Beginning: Directs the learning experiences | <input type="checkbox"/> Developing: Directs the learning experiences and allows limited student autonomy, interaction, or choice | <input type="checkbox"/> Maturing: Facilitates the learning experiences using individual and group instruction | <input type="checkbox"/> Integrating: Uses a variety of learning experiences to assist students in making appropriate choices for learning |
|---|--|---|---|
-

14. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Beginning: Focuses the questions on fact and key concepts to support learning in subject matter | <input type="checkbox"/> Developing: Provides opportunities for students to engage in problem solving, analysis, or inquiry | <input type="checkbox"/> Maturing: Provides support for students to engage in problem solving, analysis, or inquiry within or across subject matter areas | <input type="checkbox"/> Integrating: Facilitates regular opportunities for students to initiate problem solving, analysis, or inquiry within or across subject matter areas |
|---|--|--|---|
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15. Promoting self-directed, reflective learning for all students

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Beginning: Directs learning opportunities and assistance is provided as requested by students | <input type="checkbox"/> Developing: Directs students' learning and provides some opportunities for students to reflect on their progress | <input type="checkbox"/> Maturing: Supports students in developing the skills needed to monitor their own learning | <input type="checkbox"/> Integrating: Structures learning activities that enable students to demonstrate, monitor, and reflect on progress |
|---|--|---|---|
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1 2 3 4

TEACHER PERFORMANCE EXPECTATIONS 8 AND 9

D. Planning Instruction and Designing Learning Experiences for Students

16. Drawing on and valuing students' backgrounds, interests and developmental learning needs

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|---|---|---|--|
| <input type="checkbox"/> Beginning: Plans include available resources, curriculum outlines and content standards | <input type="checkbox"/> Developing: Plans are partially drawn from information about students' backgrounds, interests and experiences | <input type="checkbox"/> Maturing: Plans are based on assessment data and identification of students needing specialized instruction | <input type="checkbox"/> Integrating: Plans build upon students' prior knowledge, interests, instructional and linguistic needs |
|---|---|---|--|

17. Establishing and articulating goals for student learning

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Beginning: Goals for lessons are explained to students | <input type="checkbox"/> Developing: Goals and expectations for learning are communicated to students | <input type="checkbox"/> Maturing: Goals are linked to instructional activities and high expectations are maintained | <input type="checkbox"/> Integrating: Goals address students' language levels, home experiences, and school expectations |
|--|--|---|---|

18. Developing and sequencing instructional activities and materials for student learning

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|---|---|---|---|
| <input type="checkbox"/> Beginning: Lessons and materials are appropriate to the students and/or learning goals and available resources are utilized | <input type="checkbox"/> Developing: Lessons and materials are logically sequenced and connected | <input type="checkbox"/> Maturing: Lessons and materials make content and concepts relevant and considers linguistic and instructional needs | <input type="checkbox"/> Integrating: Lessons are sequenced to subject matter complexity and interrelatedness to ensure student learning |
|---|---|---|---|

19. Designing short-term and long-term plans to enhance student learning

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Beginning: Plans for daily lessons and activities are only based on available materials | <input type="checkbox"/> Developing: Plans for daily and sequential lessons use required lesson plan format | <input type="checkbox"/> Maturing: Daily and sequential plans explain content clearly and promote conceptual understanding | <input type="checkbox"/> Integrating: Plans for daily and sequential lessons integrate goals, content standards and learning activities |
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20. Modifying instructional plans to adjust for student needs

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|---|---|--|---|
| <input type="checkbox"/> Beginning: Plans are followed | <input type="checkbox"/> Developing: Plans are modified to address some components of the lesson | <input type="checkbox"/> Maturing: Plans incorporate assessment results to inform modifications of lessons in advance | <input type="checkbox"/> Integrating: Plans are modified to enhance student learning based on formal and informal assessment on an ongoing basis |
|---|---|--|---|

Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1 2 3 4

TEACHER PERFORMANCE EXPECTATIONS 10 AND 11

E. Creating and Maintaining Effective Environments for Student Learning

21. Creating a physical environment that engages all students

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|---|--|---|---|
| <input type="checkbox"/> Beginning: The physical environment is arranged for teacher accessibility and/or visibility of students | <input type="checkbox"/> Developing: The physical environment is arranged for safety and accessibility of materials | <input type="checkbox"/> Maturing: The physical environment ensures safety, accessibility, and facilitating student engagement in learning | <input type="checkbox"/> Integrating: The physical environment is designed to accommodate involvement in individual and group learning |
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22. Establishing a climate that promotes fairness and respect

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|---|---|--|---|
| <input type="checkbox"/> Beginning: Establishes rapport with individual students | <input type="checkbox"/> Developing: Uses some strategies to respond to inappropriate behavior | <input type="checkbox"/> Maturing: Encourages students to take risks; responses to inappropriate behavior are equitable | <input type="checkbox"/> Integrating: Maintains a caring and respectful climate and supports students in developing skills to respond to inequity and disrespect |
|---|---|--|---|
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23. Promoting social development and group responsibility

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| <input type="checkbox"/> Beginning: Encourages students' social development, self-esteem, and respect for diversity | <input type="checkbox"/> Developing: Uses some strategies to develop students' individual and group responsibilities that promote student effort and engagement | <input type="checkbox"/> Maturing: Provides opportunities for student leadership in large and small groups that creates a positive climate for learning | <input type="checkbox"/> Integrating: Supports students in developing skills that promote responsibility to the classroom community |
|--|--|--|--|
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24. Establishing and maintaining standards for student behavior

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|--|---|--|--|
| <input type="checkbox"/> Beginning: Responds to disruptive behavior during a lesson | <input type="checkbox"/> Developing: Promotes and supports positive behaviors and implements the established classroom management plan | <input type="checkbox"/> Maturing: Supports and monitors student behavior and establishes rapport with all students for academic and personal success | <input type="checkbox"/> Integrating: Supports students in monitoring their own and each other's behavior equitably |
|--|---|--|--|
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25. Planning and implementing classroom procedures and routines that support student learning

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|--|--|--|---|
| <input type="checkbox"/> Beginning: Establishes some standards for behavior | <input type="checkbox"/> Developing: Implements procedures and routines for most activities | <input type="checkbox"/> Maturing: Monitors students' behavior in following procedures and routines | <input type="checkbox"/> Integrating: Uses strategies to assist students in developing and maintaining equitable routines and procedures |
|--|--|--|---|
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26. Using instructional time effectively

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|---|--|---|---|
| <input type="checkbox"/> Beginning: Pacing results in loss of instructional time | <input type="checkbox"/> Developing: Pacing provides most students time to complete learning activities, and transitions are timely | <input type="checkbox"/> Maturing: Pacing provides time for presentation, completion of learning, and transitions are smooth | <input type="checkbox"/> Integrating: Pacing includes ongoing review and closure of lessons and transitions are integrated in to learning activities |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating):

1 2 3 4

TEACHER PERFORMANCE EXPECTATIONS 12 AND 13

F. Developing As a Professional Educator

27. Reflecting on teaching practice and planning professional development

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| <input type="checkbox"/> Beginning: Reflects on specific problems or areas of concern about practice | <input type="checkbox"/> Developing: Reflects on instructional successes and identifies areas for growth | <input type="checkbox"/> Maturing: Reflects on areas of concern about student learning | <input type="checkbox"/> Integrating: Reflects on practice regularly looking at various sources of evidence |
|---|---|---|--|
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28. Working with communities and families to improve professional practice

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|--|--|---|--|
| <input type="checkbox"/> Beginning: Shows respect for students' families and/or their backgrounds | <input type="checkbox"/> Developing: Develops an understanding of students' diverse backgrounds | <input type="checkbox"/> Maturing: Works collaboratively in the school community | <input type="checkbox"/> Integrating: Provides opportunities for families to participate in the classroom |
|--|--|---|--|
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29. Working with colleagues to improve professional practice

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Beginning: Has a positive attitude in the classroom | <input type="checkbox"/> Developing: Engages in dialogue with colleagues and participates in some school and district learning events | <input type="checkbox"/> Maturing: Identifies district resources in support of student learning | <input type="checkbox"/> Integrating: Demonstrates professional integrity and has an understanding of professional responsibilities |
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30. Communicates in a timely and professional manner (phone calls, e-mail, etc.)

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|--|--|---|--|
| <input type="checkbox"/> Beginning: Communication skills are inconsistent | <input type="checkbox"/> Developing: Identifies and recognizes that communication with college supervisor, master teacher, instructors, students, parents, administrators and program personnel is important, but has few procedures in place | <input type="checkbox"/> Maturing: Procedures in place for communication with college supervisor, master teacher, instructors, students, parents, administrators and program personnel | <input type="checkbox"/> Integrating: Procedures in place for communication with college supervisor, master teacher, instructors, students, parents, administrators and program personnel and integrates these communications to positively impact their teaching |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating):

1 2 3 4

TEACHING PERFORMANCE EXPECTATIONS

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

California Commission on Teacher Credentialing September 6, 2001

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

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

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

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

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

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

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

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates

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

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates

encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

TPE 6A: Developmentally Appropriate Practices in Grades K-3 During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's

Immediate world; draw on key content from more than one subject area; and include hands on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8 During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 7: Teaching English Learners Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content. 3 Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on

assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and Feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p>STANDARD 1: ENGAGING ALL STUDENTS IN LEARNING</p> <p>1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching</p> <p><i>TPE 4, 5, 6, 7</i></p>	<p>STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe. 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning</p> <p><i>TPE 10, 11</i></p>
<p>STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p> <p><i>TPE 1</i></p>	<p>STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p> <p><i>TPEs 8, 9</i></p>
<p>STANDARD 5: ASSESSING STUDENTS FOR LEARNING</p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <p><i>TPEs 2,3</i></p>	<p>STANDARD 6: DEVELOPING AS AN EDUCATOR</p> <p>6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <p><i>TPEs 12,13</i></p>

A DESCRIPTION OF PROFESSIONAL PRACTICE FOR CALIFORNIA TEACHERS
 Adopted by the California Commission on Teacher Credentialing 2009
 Adopted by the State Superintendent of Public Instruction, January, 2009
 Endorsed by the State Board of Education, July, 2009

A COMPARISON—TPE AND CSTP

TEACHER PERFORMANCE EXPECTATIONS	CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
<p>A: Making Subject Matter Comprehensible to Students</p> <p>TPE 1. Specific Pedagogical Skills for Subject Matter Instruction</p> <p>TPE 1A. Subject Specific Pedagogical Skills for Multiple Subject</p>	<p>STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>
<p>B: Assessing Student Learning</p> <p>TPE 2. Monitoring Student Learning During Instruction</p> <p>TPE 3. Interpretation and Use of Assessments</p>	<p>STANDARD 5: ASSESSING STUDENTS FOR LEARNING</p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>
<p>C. Engaging and Supporting All Students in Learning</p> <p>TPE 4. Making Content Accessible</p> <p>TPE 5. Student Engagement</p> <p>TPE 6. Developmentally Appropriate Teaching Practices</p> <p>TPE 6A. Developmentally Appropriate Teaching Practices in Grades K-3</p> <p>TPE 6B. Developmentally Appropriate Teaching Practices in Grades 4-8</p> <p>TPE 7. Teaching English Learners</p>	<p>STANDARD 1: ENGAGING ALL STUDENTS IN LEARNING</p> <p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>

TEACHER PERFORMANCE EXPECTATIONS	CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
<p>D. Planning Instruction and Designing Learning Experiences for all Students</p> <p>TPE 8. Learning About Students</p> <p>TPE 9. Instructional Planning</p>	<p>STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p>E. Creating and Maintaining Effective Environments for Student Learning</p> <p>TPE 10. Instructional Time</p> <p>TPE 11. Social Environment</p>	<p>STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>
<p>F. Developing As A Professional Educator</p> <p>TPE 12. Professional, Legal and Ethical Obligations</p> <p>TPE 13. Professional Growth</p>	<p>STANDARD 6: DEVELOPING AS AN EDUCATOR</p> <p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

LETTER OF RECOMMENDATION



KALMANOVITZ
SCHOOL OF
EDUCATION

Candidate: _____

Credential: **MULTIPLE SUBJECT PRELIMINARY**

Signature of Writer of Evaluation

Type/Print Name of Writer of Evaluation

GUIDELINES FOR THE PREPARATION OF LETTERS OF RECOMMENDATION

WE JUDGE OURSELVES BY WHAT WE FEEL CAPABLE OF DOING, WHILE OTHERS JUDGE US BY WHAT WE HAVE ALREADY DONE.

HENRY WADSWORTH LONGFELLOW

1. It is appropriate and advisable when recommending an outstanding Candidate to begin the letter with a statement reflecting the candidate's excellence.
2. When making reference to the candidate it is appropriate to use either titles or their first name; however, be consistent by using the same reference throughout the recommendation.
3. Note the characteristic of the experience. Information such as:
 - a. grade level, school, district
 - b. number of students
 - c. length of assignment
 - d. classroom assignment
 - e. classroom organization
 - f. diversity of populations
4. Discuss over all strengths and weaknesses of the candidate as well as special talents and accomplishments
5. Characterize the candidate's total experience
6. Evaluate the candidate in terms of his/her effectiveness
7. Include statements regarding the candidate's potential for employment substantiating your prediction with evidence of past performance
8. Try to limit the letter of recommendation to a one-page narrative



CLASS PROFILE

Candidate: _____

Master Teacher: _____

School: _____ District: _____

Grade: _____ Supervised Teaching Dates: _____

A. Class Composition

- 1. Boys (*number*): _____
- 2. Girls (*number*): _____
- 3. Left Handed (*number*): _____
- 4. Right Handed (*number*): _____
- 5. Ethnic Diversity (*List ethnicities and number of students in each*)
 - a. _____
 - b. _____
 - c. _____
 - d. _____

B. Oral Language (*Identify students by initial*)

- 1. English Proficient _____
- 2. English Language Learners _____
 - a. Level 1-Beginning _____
 - b. Level 2-Early Intermediate _____
 - c. Level 3-Intermediate _____
 - d. Level 4-Early Advanced _____
- 3. Cannot speak any English _____
- 4. Fluent in English and another language (FEP) _____

C. Resources to assist ELs

- 1. Program _____
- 2. Text Adoption _____

D. Social Interaction (*Identify students by initial*)

- 1. Leaders _____
- 2. Followers _____
- 3. Cliques _____
- 4. Loners _____

E. Students with Special Needs

- 1. Gifted _____
- 2. Learning Disabled _____
- 3. Mainstreamed _____
- 4. Resource Specialist _____
- 5. Language Disability _____
- 6. Visual/Auditory disability _____
- 7. Developmentally Disabled _____
- 8. Physical/Medical Disability _____

F. Community Characteristics

1. Socio-economic context (Circle)

a. rural

b. urban

c. suburban

d. other

G. Technology

1. Number of computers in classroom _____

2. School computer lab/instructor _____

H. Grouping Strategies

1. Reading/Language Arts

- a. What is the range of reading ability among the students in the class?
- b. How many students are reading below grade level? Above grade level?
- c. How will students be grouped for reading in this class? (i.e. by ability or heterogeneous groups)

2. Math

- a. What is the range of math ability among the students in the class?
- b. How many students are working below grade-level in math? Above grade-level?
- c. How will students be group for math in this class?

I. Classroom Support

- a. What classroom support is available for language learners, struggling or learning disabled students?

CANDIDATE PROFILE



KALMANOVITZ
SCHOOL OF
EDUCATION

NAME:	
ADDRESS:	
TELEPHONE:	

EDUCATIONAL BACKGROUND:

--

EXPERIENCE WITH CHILDREN:

--

OCCUPATIONAL HISTORY:

--

PERSONAL HISTORY:

--

REASON FOR ATTENDING SAINT MARY'S COLLEGE:

--

VISION FOR THE FUTURE:

--

ENGLISH LANGUAGE IMMERSION CHECKLIST

ENGLISH LANGUAGE DEVELOPMENT/SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH



KALMANOVITZ
SCHOOL OF
EDUCATION

LESSON OBJECTIVE:	CONTENT STANDARD:
OBSERVED STRATEGIES	EVIDENCE
1. Modeling Gives a clear example of expectations, shows a finished product	Student work sample Mini demonstration
2. Bridging Weaves to existing schema, engages students in "into" activities, builds on prior knowledge, skills and experience, provides a personal connection	Questions in: Think-pair-Share Anticipatory Chart Round robin Brainstorming
3. Contextualizing Uses concrete referents (pictures, realia) and engages students in collaborative activities	Open mind diagrams Posters Uses synonyms, antonyms, metaphors, analogies, anecdotes, examples, descriptions, and storytelling
4. Building Schema Provides graphic organizers to help students establish the connection between and across concepts	Silent Reading with a purpose Mapping, Venn diagram Concept Review Jigsaw
5. Developing Metacognition Teaches strategies for learner autonomy through self-monitoring and self-assessment	Reciprocal teaching Linguistic Modeling Charts Debrief
6. Reframing Teaches same concept in different context	Collaborative Poster Postcard, letters Drama
7. Checking for Comprehension, Monitoring, Assessing Employs specific interactive activities to see if students have achieved understanding	Allows for multiple ways to show understanding Assesses frequently (multiple intelligences) Observes student behaviors and language Collects student samples, writing, audio tapes Asks questions that have multiple possible responses
8. Adjusting Speech Register Addresses students with NNS (Non-Native Speaker) in mind	Faces students when speaking Incorporates nonverbal behaviors to support verbal presentation Enunciates clearly, highlights key words Allows for more pause time in answering questions
9. Orchestrating All Modalities for Learning Activates all senses in the learning process	Supports auditory learning with visual and hands on experiences Interacts (Teacher/Student, Student/Student, Student/Material, Student/Self)

CANDIDATE: _____ SCHOOL: _____ GRADE: _____

COLLEGE SUPERVISOR: _____ MASTER TEACHER: _____

COMMENTS:

MASTER TEACHER EVALUATION BY CANDIDATE

Candidate Name: _____
 Master Teacher Name: _____
 Grade Level: _____ School Site: _____
 Student Teacher Name: _____ Semester/Year _____

1. Indicate the curriculum strength/s of this Master Teacher

Language Arts Science Social Studies Math

2. Indicate the areas of strength in the Teacher Performance Expectations (*TPEs*):

<input type="checkbox"/> A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	<input type="checkbox"/> D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
<input type="checkbox"/> B. ASSESSING STUDENT LEARNING	<input type="checkbox"/> E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
<input type="checkbox"/> C. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	<input type="checkbox"/> F. DEVELOPING AS A PROFESSIONAL EDUCATOR

3. Would you recommend using this Master Teacher again?

Yes No

If no, please explain

4. I would rank this Master Teacher in the following way: (*Please circle—4 is highest ranking.*)

1 2 3 4

Comments:

MASTER TEACHER EVALUATION BY COLLEGE SUPERVISOR



KALMANOVITZ
SCHOOL OF
EDUCATION

College Supervisor Name: _____

Master Teacher Name: _____

Grade Level: _____ School Site: _____

Student Teacher Name: _____ Semester/Year _____

5. Indicate the curriculum strengths of this Master Teacher

Language Arts Science Social Studies Math

6. Indicate the areas of strength in the Teacher Performance Expectations (*TPEs*):

<input type="checkbox"/> A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	<input type="checkbox"/> D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
<input type="checkbox"/> B. ASSESSING STUDENT LEARNING	<input type="checkbox"/> E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
<input type="checkbox"/> C. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	<input type="checkbox"/> F. DEVELOPING AS A PROFESSIONAL EDUCATOR

7. Would you recommend using this Master Teacher again?

Yes No

If no, please explain _____

8. I would rank this Master Teacher in the following way: (*Please circle—4 is highest ranking.*)

1 2 3 4

Comments:

COLLEGE SUPERVISOR EVALUATION BY CANDIDATE

College Supervisor's Name _____ Term /Year _____

Candidate's Name _____

	Most of the time	Some of the time	Rarely	Not at All	Doesn't Apply
Communication					
1. I was in regular contact with my college supervisor	4	3	2	1	X
2. The college supervisor was available for discussion of problems and concerns	4	3	2	1	X
3. The college supervisor was open and receptive to my concerns and ideas	4	3	2	1	X
4. Feedback and recommendations provided by the college supervisor were consistent with the philosophy and concepts introduced in my coursework	4	3	2	1	X
5. The college supervisor had open and on-going communication with my master teacher(s)	4	3	2	1	X
6. The college supervisor was aware of the problems, events and issues which affect my placement	4	3	2	1	X
Nature of Evaluation and Feedback					
1. The college supervisor provided clear concrete examples of areas where I am doing well	4	3	2	1	X
2. The college supervisor provided clear concrete examples of ways in which I can improve my teaching	4	3	2	1	X
3. The college supervisor discussed with me all evaluations within 24-48 hours	4	3	2	1	X
Responsiveness and Professionalism					
1. The college supervisor returned my calls within 24-48 hours	4	3	2	1	X
2. The college supervisor acted promptly to set up the initial placement meetings	4	3	2	1	X
3. The college supervisor conducted him/herself in a professional manner at all times	4	3	2	1	X
4. Observations were regularly scheduled and evenly spaced throughout the semester	4	3	2	1	X
5. The college supervisor acted as a liaison between the, the school site and me	4	3	2	1	X
6. The college supervisor was well versed in the policies and procedures of the Multiple Subject Credential Program at Saint Mary's College	4	3	2	1	X
Content Area Knowledge					
1. The college supervisor was well versed in the academic content standards	4	3	2	1	X
2. The college supervisor provided ideas and resources which strengthened my teaching	4	3	2	1	X

Comments:

COLLEGE SUPERVISOR EVALUATION BY MASTER TEACHER



KALMANOVITZ
SCHOOL OF
EDUCATION

College Supervisor's Name	Term /Year
Master Teacher's Name	
Candidate's Name	

	Most of the time	Some of the time	Rarely	Not at all	Doesn't apply
Communication					
1. During the semester I was in regular contact with the college supervisor.	4	3	2	1	X
2. The college supervisor was available for discussion of problems and concerns.	4	3	2	1	X
3. The college supervisor was open and receptive to my concerns and ideas.	4	3	2	1	X
4. The college supervisor had open and on-going communication with the master teacher (s)	4	3	2	1	X
5. The college supervisor was aware of the problems, events and issues which affected the placement	4	3	2	1	X
6. The college supervisor clearly stated the school site's role and responsibilities	4	3	2	1	X
7. The college supervisor clearly stated her/his role and responsibilities	4	3	2	1	X
8. The college supervisor clearly stated the student's role and responsibilities	4	3	2	1	X
Responsiveness and Professionalism					
1. The college supervisor returned my calls within 24-48 hours	4	3	2	1	X
2. The college supervisor acted promptly to set up the initial placement meetings	4	3	2	1	X
3. The college supervisor conducted him/herself in a professional manner at all times	4	3	2	1	X
4. The college supervisor was well versed in the policies and procedures of the Multiple Subject Credential Program at Saint Mary's College	4	3	2	1	X

Comments:

LESSON PLAN



KALMANOVITZ
SCHOOL OF
EDUCATION

Planning Statement

Lesson Title:	
Grade:	Content Area:
Time Allotted:	Classroom organization:
Resources and materials:	

Central Focus or 'Big Idea' of Learning Segment:
California Content Standard(s):
Specific Learning Objectives: <ul style="list-style-type: none">• What do you want students to learn in this lesson?• What should students be able to do after the lesson? (observable learning outcomes)
Prerequisites: <ul style="list-style-type: none">• What skills, knowledge and prior experience do students need for this lesson? How will you determine whether students have these?• How will you connect to students' interests, backgrounds, strengths, needs?

Key ELD Standard(s):
Challenging Academic language and concepts:
Access to the curriculum / modifications: <ul style="list-style-type: none">• How will you make the lesson accessible to English learners?• How will you make the lesson accessible to students with special needs?

Assessment: <ul style="list-style-type: none">• What evidence of student learning will you collect?• How will you use this evidence? What criteria will you use to interpret the evidence? How will the evidence affect next steps in teaching?

Instructional Sequence

TIME	<p>Set or introduction: <i>How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i></p>
	<p>Developing Content: <i>How will you develop new concepts, skills or strategies through teacher directed instruction, such as critical questioning, teaching how to use graphic organizers, giving instruction for group work or activities modeling activities?</i></p> <p>Student Learning Activities: <i>What will students be doing and how will you help them get started?</i></p> <p><i>Guided Practice: begin working on the assignment together (brainstorming ideas, doing a problem together, starting writing together, beginning to fill in a graphic organizer, etc.)</i></p> <p><i>Independent Practice: (students continuing to work individually or with peers)</i></p>
	<p>Checks for Understanding / On-going informal assessment: <i>How will you know what student are understanding? (questioning and observing throughout the lesson)</i></p>
	<p>Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i></p>
	<p>Homework (option):</p>

NOTES