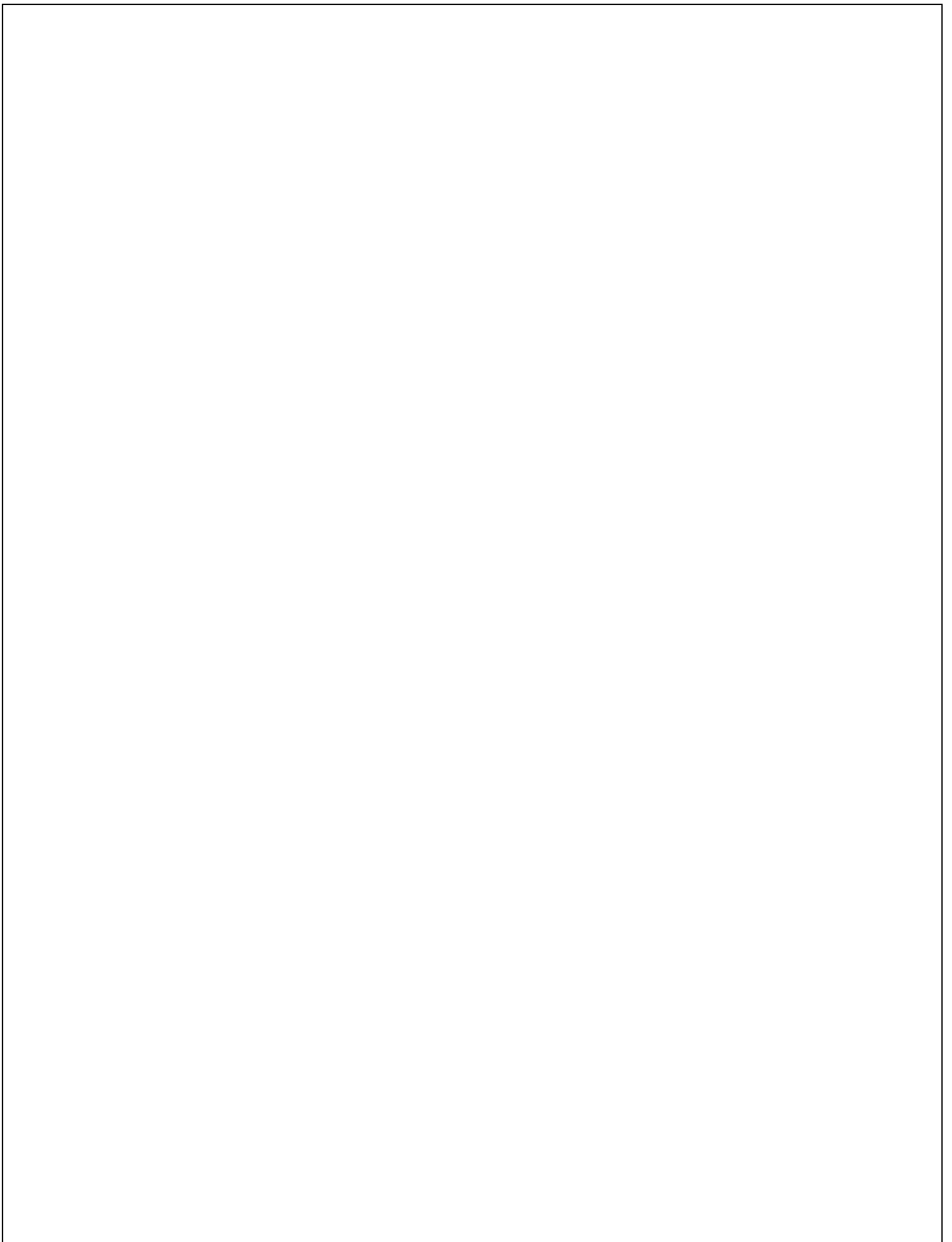




KALMANOVITZ
SCHOOL OF
EDUCATION

Education Specialist Student Teaching Handbook

2011-2012



Saint Mary's College of California
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KALMANOVITZ
SCHOOL OF
EDUCATION

WELCOME!!

Dear Education Specialist Student:

Welcome to Saint Mary's College Kalmanovitz School of Education. It is with great pleasure that we extend a warm welcome on behalf of all faculty and staff in the Kalmanovitz School of Education. The faculty and staff in the Education Specialist Credential Program take special pride in welcoming you to our program. It is important to us that you know that you each have our support during this journey. Of course we hope that your classes prove to be both productive and enjoyable but our hopes for you extend beyond. You are now a part of the Saint Mary's family—a community of learning and growth. As you progress through your teaching career, the associations that you make here during your teacher training will support you in the community. Please take advantage of programs and activities that are available to you. And please let us know how things are going for you as you move along — in short, stay in touch! Your advisor and others are here to help so let us know of your needs.

This manual in combination with the Saint Mary's College Course Catalog should provide you with all the information that you need regarding policies and procedures. Should you have any questions or concerns, please refer to these reference guides for information. It is recommended that you schedule an appointment with your advisor early in the term to plan ahead.

Have a wonderful year!

Sincerely,

David Krapf, Ed.D.
Director, Education Specialist Credential Program

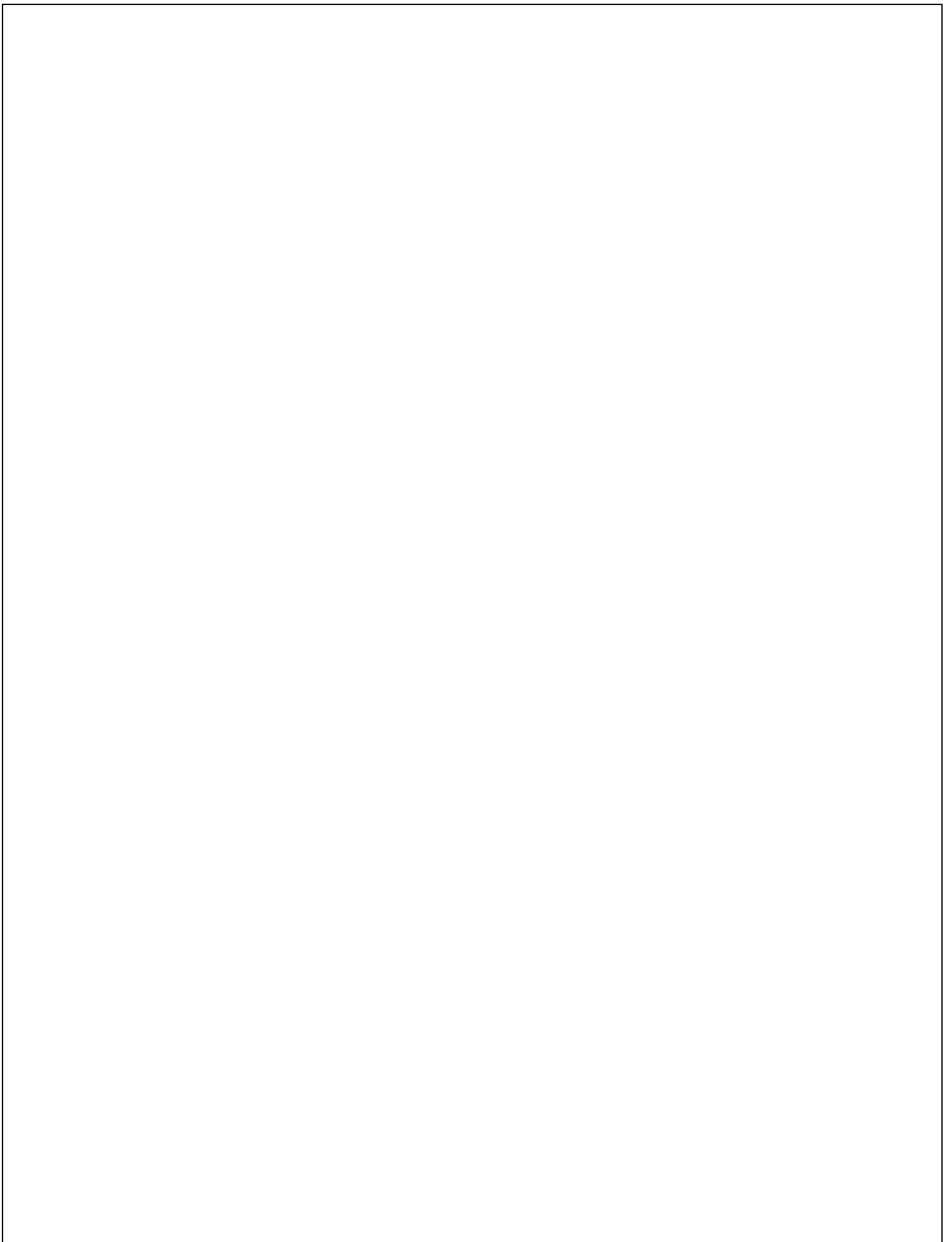


TABLE OF CONTENTS

KALMANOVITZ SCHOOL OF EDUCATION	3
VISION	3
MISSION STATEMENT.....	3
ADMINISTRATION AND FACULTY	4
EDUCATION SPECIALIST CREDENTIALS	5
AREAS OF SPECIALIZATION.....	5
REQUIREMENTS FOR THE PRELIMINARY CREDENTIAL.....	5
EDUCATION SPECIALIST – MILD/MODERATE PRELIMINARY CREDENTIAL COURSE OF STUDY	6
EDUCATION SPECIALIST PROGRAM STUDENT TEACHING EXPERIENCES	7
SUPERVISED STUDENT TEACHING.....	7
THE ROLE OF THE MENTOR TEACHER/FIELD SUPERVISOR	8
PREPARATION BEFORE THE STUDENT TEACHER ARRIVES	8
ORIENTATION: TOPICS TO DISCUSS WHEN THE STUDENT TEACHER ARRIVES	8
SUGGESTED ACTIVITIES FOR THE STUDENT TEACHER DURING THE FIRST WEEK.....	8
TO SUPPORT STUDENT TEACHING REQUIREMENTS OF STUDENT TEACHER	8
THROUGHOUT THE STUDENT TEACHER'S PLACEMENT.....	9
EVALUATION	10
THE ROLE OF THE COLLEGE SUPERVISOR.....	11
LIAISON BETWEEN STUDENTS AND KALMANOVITZ SCHOOL OF EDUCATION	11
REPRESENTING SAINT MARY'S COLLEGE.....	11
COMMUNICATE WITH COLLEGE ADMINISTRATION AND STAFF	11
INITIAL CONTACT WITH SCHOOL SITE	11
INITIAL CONTACT WITH STUDENT TEACHER.....	11
FIRST SCHOOL VISIT	11
DURING OBSERVATIONS	12
THE FINAL CONFERENCE	12
FINAL PROCEDURES	12
EDUCATION SPECIALIST STUDENT TEACHING CLASSROOM OBSERVATION GUIDELINES AND INSTRUCTIONS.....	13
CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS	14
EDUCATION SPECIALIST FIELD EXPERIENCE AND STUDENT TEACHING.....	14
SUPERVISED TEACHING SEMINAR I.....	14
SUPERVISED TEACHING SEMINAR II	15
APPENDIX.....	17
PERSONAL & PROFESSIONAL COMPETENCIES EDUCATION SPECIALIST PROGRAM.....	19
EDUCATION SPECIALIST PROGRAM PLACEMENT VERIFICATION	23
PROFESSIONAL DEVELOPMENT PLANNING.....	25
INFORMATION FOR SUBSTITUTE TEACHER	27
CLASSROOM INFORMATION (ELEMENTARY).....	28
ROOM PROCEDURES (ELEMENTARY)	29
INFORMATION FOR SUBSTITUTE TEACHER.....	30
LESSON PLAN.....	33
GOALS TO BE COMPLETED	35

MID-SEMESTER REVIEW FORM.....	37
OBSERVATION AND CONFERENCE REPORT	39
MENTOR TEACHER OBSERVATION REPORT	43
SUPERVISED STUDENT TEACHING I.....	45
SUPERVISED STUDENT TEACHING II	47
FINAL EVALUATION.....	49

KALMANOVITZ SCHOOL OF EDUCATION

VISION

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 pre-eminent 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 an 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 Baptiste de LaSalle more than 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 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.

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.

ADMINISTRATION AND FACULTY

Dean	Phyllis Metcalf-Turner, Ph.D...	pmm4@stmarys-ca.edu	925-631-4309
Assistant to the Dean	Edy Bizot	ebizot@stmarys-ca.edu	925-631-4033
Interim Associate Dean.....	Gerald J. Brunetti, Ph.D.....	jbrunett@stmarys.edu.....	925-631-4029
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Supervisor	Sharon Panagotacos, MS	sharonandmilton@hotmail.com	925-283-1638

EDUCATION SPECIALIST CREDENTIALS

AREAS OF SPECIALIZATION

Mild/Moderate Disabilities includes specific learning disabilities, mild to moderate intellectual disability, attention deficit disorder, other health impairment (OHI), autism spectrum disorder (ASD), traumatic brain injury (TBI), and emotional disturbance and authorizes serving individuals in kindergarten, grades one through twelve, and in classes organized primarily for adults through age 22.

REQUIREMENTS FOR THE PRELIMINARY CREDENTIAL¹

- **Baccalaureate or higher degree** from a regionally accredited institution of post-secondary education
- Passage of the **California Basic Educational Skills Test (CBEST)**
- **An accredited professional preparation program completed in California** (individuals with out-of-state preparation or credentials should contact either Mel Hunt in the SOE or the California Commission on Teacher Credentialing)
- **Verification of subject matter competence.** Subject matter competence can be demonstrated by passing the California Subject Examination for Teachers (CSET) in Multiple Subjects or by passing CSET in a core academic discipline as identified by the No Child Left Behind (NCLB) legislation or by successfully completing a CTC approved subject matter program (SMP) in a core academic discipline. Verification of subject matter competence can be complicated, and requirements can change, so it is best that applicants consult their academic advisor, Education Specialist Program Director, or the Credential Analyst for information. Applicants are encouraged to complete their subject matter requirements through CSET or SMP as soon as possible, preferably before entering the credential program. None of the course work in the credential program is designed to address subject matter competence.
- **Completion of a comprehensive** reading instruction course which is incorporated in the program of study
- **Passage of the Reading Instruction Competence Assessment (RICA)**
- Passage of a course of at least two semester units in the provisions and principles of **The United States Constitution** or passage of an approved examination.
- **An offer of employment.** If applicant has no offer of employment, a Certificate of Eligibility will be issued.

¹ Additional options exist for out-of-state special educators. Contact the California Commission on Teacher Credentialing for more information.

EDUCATION SPECIALIST – MILD/MODERATE PRELIMINARY CREDENTIAL COURSE OF STUDY

SUMMER START- INTENSIVE PROGRAM

Summer Term (meets the 120 hour pre-service coursework for the intern option)

SPED 290	Learning & Development for the Education Specialist	2 units
SPED 291	Introduction to Inclusive Education: Legal, Ethical, & Educational Foundations	2 units
SPED 292	Best Practices for the Education Specialist: Introduction to Assessment, Curriculum & Case Management	3 units
SPED 282A	Positive Behavior Support I	2 units
SPED 293	Educational and Assistive Technology for Mild/Moderate Disabilities	1 unit

Fall Term

SPED 299	Assessment & Program Planning	3 units
SPED 294	Teaching & Learning for Mild/Moderate Disabilities I (with fieldwork component)	4 units
SPED 295*	Universal Access for English Learners	2 units
SPED 296**	Health Education	1 unit

Jan Term

SPED 285	Advanced Reading Preparation	2 units
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Spring Term

SPED 282B	Positive Behavior Support II	2 units
SPED 297	Consultation, Collaboration, and Communication for the Education Specialist	2 units
SPED 298	Teaching and Learning for Mild/Moderate Disabilities II (with Fieldwork component)	6 units

Total Units	32
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* Will be cross listed with SSTE 274 (Universal Access to Education)

** Will be cross listed with SSTE (Health)

EDUCATION SPECIALIST PROGRAM **STUDENT TEACHING EXPERIENCES**

A vital component of the training program is student Teaching or Field Experience. Candidates are able to choose their cooperating teachers. The student teaching and field experience components are described below.

SUPERVISED STUDENT TEACHING

Four units of Student Teaching I and 6 units of Student Teaching II are required. Student teaching is required at both the elementary and secondary levels for a total of ten units. Student Teaching I requires 90 hours of classroom experience. Student Teaching II requires 180 hours of classroom experience. Fulfillment of the total ten units may be accomplished in one semester with six weeks at the elementary level and six weeks at the secondary level. (*One placement must be English Learner [EL] approved*)

A one-week ½ day takeover is required for Student Teaching I and a one-week all day take-over is required for Student Teaching II. During the take-over week the student teacher has responsibility for all aspects of the classroom, including lesson planning, supervising instructional assistants and other personnel, teaching students, and all day-to-day activities. The cooperating teacher should be out of the room but on campus during the take-over. Specific arrangements for the take-over should be discussed and agreed upon by the student teacher, cooperating teacher and supervisor prior to the beginning of the take-over.

A final three-way conference is conducted at the end of the supervised teaching experience for both Student Teaching I and II. The candidate, the supervisor and the cooperating teacher jointly discuss the competencies of the candidate.

A required seminar and related assignments accompany both of these student teaching options. Seminars meet weekly during the candidate's student teaching experience.

Candidates may be placed in a classroom with a cooperating teacher or may receive supervision in both options while actually teaching in a classroom. Selection of cooperating teachers is conducted jointly by the Education Specialist Student Teaching Placement Coordinator and the candidate, following observations in selected classrooms.

Supervision of student teaching or field experience is provided by a faculty member of the College. Supervisors are professional educators who have had practical experience as teachers, administrators and curriculum specialists. Supervisors work with the Student Teaching Placement coordinator and meet as a group on a regular basis (at least once a semester) to be trained in procedures and to refine and improve the supervisory process.

The spirit of the supervised teaching experience is a collaborative one with the candidate, supervisor, cooperating teacher and administrator working together to insure the success of the credential candidate.

THE ROLE OF THE MENTOR TEACHER/FIELD SUPERVISOR

PREPARATION BEFORE THE STUDENT TEACHER ARRIVES

- Prepare your students for the arrival of another teacher who will gradually assume many of the teaching tasks.
- Collect curriculum materials for the student teacher's use.
- Plan to gradually involve the student teacher in the design and implementation of classroom instruction and activities.

ORIENTATION: TOPICS TO DISCUSS WHEN THE STUDENT TEACHER ARRIVES

- Background of the students and community
- Orientation to the school, personnel, policies, and procedures
- Explanation of daily routines and weekly schedule as well as classroom management system
- Student teacher's course requirements and other obligations to the Kalmanovitz School of Education
- Mentor teacher's teaching style and curricular goals.
- Work and storage space for the student teacher
- Use of duplicating equipment, copy machines, computers, AV equipment, as well as clerical procedures within the school.
- A scheduled time for regular planning and conferencing between the mentor teacher and the student teacher.

SUGGESTED ACTIVITIES FOR THE STUDENT TEACHER DURING THE FIRST WEEK

- Observation of students and of mentor teacher teaching prior to working with the students.
- Review of cumulative records, IEPs and other pertinent student information.
- Call roll, tutor individual students, conduct assessments, correct assignments, arrange bulletin boards or displays, supervise small groups, prepare supplies or equipment for lessons.
- Instruct a small group of students.

TO SUPPORT STUDENT TEACHING REQUIREMENTS OF STUDENT TEACHER

- Review lesson plan with student teacher prior to supervisor observing lesson.
- If possible, observe lesson being taught and provide constructive feedback to the student teacher using the Mentor Teacher Observation Report form.

- If possible, participate in the conference following the observed lesson. Sign the observation form. A copy will be provided for you to keep.
- Allow the student teacher to assume increasing responsibility throughout the placement in preparation for the five day take-over period at the end of the student teaching assignment
- Participate in final three-way conference.

THROUGHOUT THE STUDENT TEACHER'S PLACEMENT

Assist your student teacher in the development of the strategies and skills to:

- Link and convey subject matter concepts with accuracy and coherence.
- Use instructional materials appropriately.
- Collect resource materials.
- Consider students' prior knowledge, skills, abilities, interest and experiences when designing lessons and learning experiences.
- Present content in a variety of ways.
- Consider parent/caretaker needs and desires when designing instructional goals. Communicate with parents regarding student progress.
- Design lessons that include manipulatives, artifacts and meaningful activities, including community-based activities, when appropriate.
- Develop long-range plans and create a lesson plan book.
- Purposefully structure room environment to maximize classroom management.
- State clear expectations (behavioral and learning) for students.
- Facilitate smooth transitions between activities.
- Handle disruptive behavior appropriately, including the development of individual behavior plans, if necessary and appropriate.
- Develop positive relationships with and among students. Support and bolster student self-esteem.
- Assure equity in the classroom.
- Affirm the positive value of students' linguistic, cultural and learning differences.
- Use a variety of instructional activities to respond to diverse learning styles, needs and levels of English language proficiency and/or non-oral communication.
- Develop a repertoire of instructional strategies.

- Recognize when a lesson is not going well and adapt accordingly.
- Assess student work in a variety of ways to insure that instructional goals are met.
- Collect student work and provide appropriate feedback.
- Become knowledgeable about mentor teacher's grading and/or evaluation practices.
- Participate in school-wide planning or curriculum development activities.
- Recognize the value of working with the community including CCS, Regional Center, etc.
- Build professional relationships with other teachers. Seek guidance, when appropriate.
- Demonstrate effective interpersonal skills.
- Participate in parent-teacher communications, conferences and IEPs.
- Convey own learning in progress.

EVALUATION

- Review, as appropriate, your student teacher's portfolio.
- Complete the Student Teaching Evaluation form prior to the final three-way conference. (Remember to evaluate the performance of the candidate as a student teacher, rather than as an experienced teacher).
- Write a letter of recommendation and give one copy to your student teacher, and one copy to the placement coordinator as soon as possible after the placement has ended.

NOTE: A three-way conference (master teacher, student teacher and supervisor) may be requested at any time if you have concerns or questions about the process, the performance of the student teacher or the supervisor. Any problem areas should be addressed early in the student teaching experience.

THE ROLE OR THE COLLEGE SUPERVISOR

LIAISON BETWEEN STUDENTS AND KALMANOVITZ SCHOOL OF EDUCATION

REPRESENTING SAINT MARY'S COLLEGE

- Reflect the philosophy of the college, school and program.
- Present a professional attitude and appearance.
- Attend supervisor and/or faculty meetings.
- Coordinate the needs of the College, the School and the student teacher.
- Complete forms, letters and other written materials in a timely fashion.

COMMUNICATE WITH COLLEGE ADMINISTRATION AND STAFF

- Contact Placement Coordinator if potential difficulties arise that could result in a recommendation for termination of placement or removal from the program.
- If a strike occurs, contact Placement Coordinator to determine whether a new placement is necessary.

INITIAL CONTACT WITH SCHOOL SITE

- Call the principal of the cooperating school to confirm the placement of the student teacher before the assignment begins. Clarify the length of the placement and expectations for take-over.
- Make personal contact, either by phone or in person, with the master teacher prior to or during the first week of the placement.

INITIAL CONTACT WITH STUDENT TEACHER

- Make personal contact, either by phone or in person, with the student teacher prior to the beginning of the placement.
- Ask student teacher about his/her previous experience and tell the student teacher about yourself.
- Discuss your communication procedures.
- Review your expectations and discuss course expectations related to all courses the student is currently taking.

FIRST SCHOOL VISIT

- Check in at the school office; introduce yourself to the school principal and the secretary. Leave your business card.
- Have a three-way conference with the student teacher and cooperating teacher. Review expectations and clarify any necessary information. Review the following:

- The goals for the placement
- Integration of the student teacher into the classroom
- Course expectations, assignments
- Observations, take-over and final conference
- Evaluation process

DURING OBSERVATIONS

- Review the lesson plan and, if included, a task analysis.
- Observe the student, write comments and make constructive suggestions on the designated Observation and Conference form.
- Hold a follow-up conference. Encourage the student to self-evaluate. For your discussion use the lesson plan, task analysis (if used) and observation notes.
- Encourage student to incorporate your suggestions into future planning. Be specific about what you would like to see on your next visit (writing on the observation sheet, if necessary).
- Encourage the cooperating teacher to participate in the conference, if at all possible, reinforcing the role of the teacher in monitoring the lesson plans and sharing insights.
- Distribute the Observation form after it has been signed by all parties.
- Provide resources, when appropriate, to support the student teacher.
- Confirm the date, time and lesson content for the next observation.

THE FINAL CONFERENCE

- Complete your Student Teaching Evaluation form prior to the meeting.
- Facilitate participation from each person in the conference regarding the student teacher's growth progress and areas of need. Encourage participants to refer to their evaluation forms.
- Have the student share portfolio entries, if appropriate.
- Complete the Consensus form for the three-way evaluation process.
- Express appreciation to the mentor teacher.

FINAL PROCEDURES

- Write a letter of recommendation for the student teacher and give it to him/her.
- Within two weeks after the final three-way conference, submit to the Placement Coordinator the file with all necessary documentation.
- Write short letters of appreciation to the mentor teacher and, if appropriate, the principal.

- Provide information to other supervisors, as appropriate, concerning students you have previously supervised.
- Provide encouragement for students during their job search.

EDUCATION SPECIALIST STUDENT TEACHING CLASSROOM OBSERVATION GUIDELINES AND INSTRUCTIONS

1. During observation visits the following general competencies will be noted and discussed:

- ♦ interactions with students
- ♦ interactions with instructional assistants and other support personnel, e.g., volunteers, parents, therapists, peer or cross-age tutors, administrators,
- ♦ classroom control and student management techniques.
- ♦ curriculum content, activities and materials
- ♦ instructional strategies
- ♦ communication skills
- ♦ classroom organization: scheduling, room arrangement, transition procedures

(For details regarding competencies, see the Final Three-Way Competency Evaluation in the Appendix)

2. For each scheduled observation, prepare a lesson plan. Use one of the Lesson Plan forms in the Appendix. Lessons should include group instruction. In classrooms for students with severe disabilities, where group instruction may not be appropriate, lesson plans may be modified accordingly.

- ♦ Allow 5-10 minutes prior to the lesson to review the lesson plan with the supervisor
- ♦ Allow 20-30 minutes for discussion following the observation.

3. Prepare a written task analysis for one of the objectives for one of your observed lessons. Submit the task analysis with the lesson plan to the supervisor.

4. Following the final observation, a three-way evaluation conference will be held. The meeting will include the supervisor, the student teacher and the mentor teach (or an administrator familiar with the student teacher's teaching if s/he is the master teacher).

Prior to the meeting each member will complete the Student Teaching Evaluation Form (see Appendix). The ratings on the form reflect the candidate's competence as a Education Specialist.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

TPEs At-A-Glance

A MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

1. Specific Pedagogical Skills for Subject Matter Instruction
 - a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
 - b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
 - a. Developmentally Appropriate Practices in Grades K-3
 - b. Developmentally Appropriate Practices in Grades 4-8
 - c. Developmentally Appropriate Practices in Grades 9-12
7. Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

8. Learning about Students
9. Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

10. Instructional Time.
11. Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

12. Professional, Legal, and Ethical Obligations –
13. Professional Growth

EDUCATION SPECIALIST FIELD EXPERIENCE AND STUDENT TEACHING SUPERVISED TEACHING SEMINAR I

Credential candidates will:

1. Participate in discussion and collaborative problem-solving relating to issues in the teaching experience. (2.2.2.1, 2.2.3.2)

2. Document self-reflections on the teaching experience. (2.2.4.4)
3. Formulate personal objectives to be accomplished during the supervised teaching experience. (2.2.4.4.)
4. Attend, view and critique an IEP meeting. (2.2.4.2)
5. Demonstrate the ability to complete and execute lesson plans using the format provided.
6. Demonstrate the ability to complete a task analysis. (2.1.1.2)
7. Plan and implement an individual and/or small group on-going instructional program using formative assessment. (2.1.1.2, 2.1.1.3, 2.1.2.1, 2.1.3.1, 2.2.1.4)
8. Write a mini case-study of one student.

SUPERVISED TEACHING SEMINAR II

Credential candidates will:

1. Participate in discussion and collaborative problem-solving relating to issues in the teaching experience. (2.2.2.1, 2.2.3.2)
2. Formulate personal objectives to be accomplished during the supervised teaching experience. (2.2.2.1, 2.2.3.2)
3. Complete a personal-professional development plan that contains a way to implement and document the development. (2.2.4.4)
4. Present detailed project report to the class on the above plan.

APPENDIX

PERSONAL & PROFESSIONAL COMPETENCIES EDUCATION SPECIALIST PROGRAM

The faculty members in the Education Specialist Program at Saint Mary's College of California are committed to being exceptional educators and to preparing students to be capable practitioners and agents for positive change on personal and professional levels. We believe in the principles defined and discussed below and we use these principles to guide our teaching and practice. Student teachers should be proactive to achieve maximum benefits from the credential program. Additionally, they must be able to integrate the learned skills with their own developed philosophical and theoretical constructs. Successful evaluation under these criteria is an integral part of students' progress through this program. Each student will review and sign this document during the Summer Intensive course and beginning of Spring Term.

Personal & Professional Competencies

1. As a teacher candidate, I demonstrate the following skills *in the Saint Mary's College classroom*:
 - _____ a. focus and attention.
 - _____ b. punctuality
 - _____ c. active listening to both instructors and classmates
 - _____ d. the ability to be self-reflective as a means of continual professional growth.

2. Student teachers demonstrate the following skills *in the field placement*:
 - _____ a. adherence to professional teaching norms: confidentiality, punctuality, and appropriate attire.
 - _____ b. active listening to field supervisor, college supervisor, administrators and students.
 - _____ c. demonstration (through class discussions and written assignments) of the ability to be self-reflective as a means of continual professional growth.

3. Credential responsibilities: student teachers provide proof of subject matter competency prior to enrolling in Student Teaching II courses.

At the end of the field experience courses candidates will:

 - _____ a. demonstrate competency in the six Standards for the Teaching Profession (see Education Specialist Handbook) in supervised field experience settings.
 - _____ b. demonstrate the ability to integrate these skills, along with relevant teaching and learning theories, into my professional practice.

4. Student teachers know and abide by professional codes of ethics, the Saint Mary's Honor Code, and civil laws; demonstrate professional analysis and resolution of ethical issues; and relate to peers, professors, supervisors, and students in a manner consistent with professional standards.

5. Student teachers demonstrate sensitivity to real and ascribed differences of student and teacher roles, and manage role differences professionally and ethically. Candidates

explore ideas and attitudes freely, respectfully and appropriately.

6. Student teachers actively listen and incorporate suggestions in challenging situations. They recognize that the final responsibility for the completion of the program resides with them.
7. Student teachers advocate for the protection of their students and demonstrate respect for individual differences, including those related to age, gender, race/ ethnicity, culture, national origin, religion, sexual orientation, disability, language, class, and socioeconomic status. Respect refers to the ability to value and hold individual differences in high regard. Advocacy refers to being proactive on behalf of students' individual needs and rights. Student teachers will be able to identify their own beliefs, values and prejudices and be aware of how these may interfere with understanding a student's values, beliefs and behavior.
8. Student teachers who fail to show the level of competence necessary to pass student teaching, will be required to have additional supervisor visits or may need to repeat student teaching hours, as deemed necessary by Saint Mary's College staff. This will require students to pay an additional stipend to cover additional supervisor time.

PERSONAL RESPONSIBILITY

9. Student teachers meet with the Credential Analyst, Mel Hunt, to insure that all credential documents are taken care of, current and on schedule. Failure to address credential issues in a timely fashion could result in suspension of credential application.
10. Student teachers have an accurate assessment of their own personal and professional competencies and take responsibility for their personal and professional conduct. In student teaching placements and in discussion with college supervisors, regarding ongoing development in California Standards for the Teaching Profession.
11. A grade of less than a B- in any course will prevent progress until a meeting has been held with the Program Director and Instructor to review a candidate's standing.
12. Registration in the Instructional Design or Teaching and Learning II courses will be held up if any work is incomplete.

TEACHER PRESENCE

13. Student teachers exhibit appropriate levels of self-assurance and confidence. In the classroom and in the field placement they ask questions and seek help when a required action is unclear.
14. Student teachers realize that their professionalism is reflected in their dress and in their behavior.

(Adapted from the "Personal and Professional Competencies" developed by the Department of Counseling and School Psychology, College of Education, Seattle University, as cited in Corey, Corey, & Callanan, 2007)

ADMISSION

By signing below, I am certifying that I have read the 14 Personal and Professional Competencies and I understand that this document will be used as part of an ongoing, collaborative assessment process throughout the program and prior to acceptance into Student Teaching II:

Student _____ Date _____ (copy to student file)

(print name)

STUDENT TEACHING II

By signing below, I am certifying that I: 1) have discussed subject matter competency; 2) have passed the CBEST exam; 3) have approved finger print documentation in my file at the School of Education; 4) I have passed the RICA; 5) understand competencies that have been met; and 6) have a strategy for meeting unmet competencies.

Student _____ Date _____

(print name)

Faculty _____ Date _____ (copy to student file)

RECOMMENDATION:



EDUCATION SPECIALIST PROGRAM PLACEMENT VERIFICATION

Thank you for agreeing to have one of our student teachers work at your school with a cooperating teacher. This supervised teaching placement will last from _____ to _____. If you have any questions or concerns, about the program or our students, please contact Kelly Stack (Education Specialist Placement Coordinator) at 925-285-6682. You may also contact the Educations Specialist Program Director, David Krapf, at 925-631-8177.

Principal's Signature _____

Cooperating Teacher _____ **Grade Level** _____
(Must be approved by the Principal)

District _____

School _____

Address _____ **Zip** _____

Phone _____

Student Teacher _____

Address _____ **Zip** _____

Phone _____ **Date** _____

White: Credential Candidate Yellow: Field Supervisor Pink: Supervisor

PROFESSIONAL DEVELOPMENT PLANNING

1. List three topics/areas you would like to know more about:
 - a.
 - b.
 - c.
2. Describe a personal assumption or belief that you would like to test:
3. Write a goal that involves improving an area in which you are already very skilled or knowledgeable one in which you would like to become a recognized expert.
4. Write a goal that involves becoming proficient in an area in which you feel relatively weak.
5. Write a goal that is challenging which might involve some degree of risk.
6. Choose one of the goals above that you would like to pursue.
 - a. Look at that goal and indicate how you will know whether or not you have achieved it.

- b. How long would you estimate would be needed to accomplish the goal?

- c. What resources would be needed to accomplish the goal?

- d. What do you anticipate the reactions, attitudes and support would be from your colleagues and administration regarding this goal?

- e. What is the likelihood that you (and others) might benefit from your work on this goal? Explain.

- f. Having addressed the foregoing questions, do you wish to modify your goal in any way? If so, please describe the modification below.

INFORMATION FOR SUBSTITUTE TEACHER

Format #1

Welcome to:

Room

Class

Teacher

Your Assignment

Additional Duties (*e.g., yard duty*)

Neighboring Teacher

Discipline Polices:

Location of School Rules/Policy Book/Lesson Plan Book:

Audio/Visual Resources:

Location of Teacher Lunchroom

Restrooms

Supplies

Work Room

Library

**Classroom Information
(ELEMENTARY)**

Daily Program (*include library, academic periods, recess, etc.*):

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Pupil Information

Health considerations (<i>seizures, medication, etc.</i>)	
Individual Behavior Management Plans	
Dependable Students	

**ROOM PROCEDURES
(ELEMENTARY)**

Method of Classroom Control

Where to meet the students

Manner of Leaving Room:

At Recess

At Noon:

After School

Use of Bathroom during Class Time

Other Classroom Procedures (*Sharpening Pencils, etc.*)

Rainy Day Procedures

Bell Signals

Quiet Games and Their Locations

INFORMATION FOR SUBSTITUTE TEACHER

Format #2

Principal	Secretary
Assistant Principal	Nurse

For information on classroom procedures or these students:

Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #
Student or Procedure	Teacher	Room #

Daily Schedule:

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>

Recess:

Morning		Noon		Afternoon	
From	To	From	To	From	To

Student with Special Needs	Physical, Emotional, Medical, etc.
Student with Special Needs	Physical, Emotional, Medical, etc.

Students Who Go to Therapy

_____	_____	_____	_____
Name	Time	Name	Time
_____	_____	_____	_____
Name	Time	Name	Time

Where to Find

Teacher Edition of Texts _____

Lesson Plans _____

Extra Pencils and Crayons _____

School Supply Room _____

AV Equipment _____

Class List _____

Procedures

Openings (*lunch count, attendance, chores, etc.*) _____

Lunch (*time, duty, do you eat w/students?*) _____

Dismissal (*exact time, buses involved*) _____

Fire Drill (*where class reports, hot it gets there*) _____

Discipline (*specific information on all procedures*) _____

Student Illness During Day: _____

Rainy Days _____

Class signals (*voice, light, etc.*) _____

Parents or Helpers

_____	_____
Name	Duties
_____	_____
Name	Duties

Supportive People in Times of Need

_____	_____
Name	Name
_____	_____
Name	Name

LESSON PLAN

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):
Academic language demands: <ul style="list-style-type: none">• What academic language is used in the lesson? (vocabulary, language structure & conventions, genres, symbols, etc.)• What are the language demands of the task? Please address receptive (listening, reading) and productive (speaking, writing) skills.
Access to the curriculum / modifications: <ul style="list-style-type: none">• How will you make the academic language accessible to all students?• How will address the specific needs of your English learners?• How will you address the specific needs of your 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	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>
	Developing Content:
	Checks for Understanding / On-going informal assessment: <i>How will you know what students are understanding? (questioning and observing throughout the lesson)</i>
	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>
	Homework (option):



GOALS TO BE COMPLETED

Credential Candidate (print name)

Date

Grade Level M/M

School

GOALS TO BE COMPLETED DURING THIS PLACEMENT (*MATCH GOALS TO THE THREE-WAY EVALUATION FORM, AND TO SPECIFIC COMPETENCY NUMBERS.*):

1. **TPE** _____

2. **TPE** _____

3. **TPE** _____

Supervisor

Credential Candidate

Field Supervisor

White: Credential Candidate

Yellow: Field Supervisor

Pink: Supervisor

Saint Mary's College of California
P.O. Box 4350, Moraga, CA 94575-4350
tel. 925.631.4700 fax 925.376.8379
www.stmarys-ca.edu/soe



KALMANOVITZ
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EDUCATION

MID-SEMESTER REVIEW FORM

1. To be completed and forwarded immediately following the second visit.
2. Use with the Three-way Evaluation form

Strengths:

Areas of Concern:

Additional Comments:

_____ Credential Candidate (print name)	_____ Grade Level M/M
_____ Field Supervisor	_____ School
_____ Supervisor	

White: Credential Candidate Yellow: Field Supervisor Pink: Supervisor



OBSERVATION AND CONFERENCE REPORT

Credential Candidate _____
Time: _____ **to** _____ **Group Size** _____ **Subject/Grade Level** _____
School _____ **Date** _____
Teaching and Learning _____ **(I/II) Observation #** _____

Comments/Description

LP Notebook

- TPE 1
- Pedagogical Skills
- TPE 2
- Monitor Student Learning
- TPE 3
- Assessment
- TPE 4
- Making Content Accessible
- TPE 5
- Student Engagement
- TPE 6
- Developmentally Appropriate Teaching
- TPE 7
- Teaching English Learners
- TPE 8
- Learning about Students
- TPE 9
- Instructional Planning
- TPE 10
- Instructional Time
- TPE 11
- Social Environment
- TPE 12
- Professional, Legal and Ethical Obligations
- TPE 13
- Professional Growth

- Reading Comprehension

Candidate (signature)

(Print name)

College Supervisor (signature)

(Print name)

Field Supervisor/Mentor (signature)

(Print name)

White: Credential Candidate Yellow: Field Supervisor Pink: Supervisor

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OBSERVATION AND CONFERENCE REPORT Educational Specialist

White: Credential Candidate

Yellow: Field Supervisor

Pink: Supervisor

FIELD SUPERVISOR OBSERVATION REPORT

Check the statement below according to your analysis of the candidate during his/her lesson:

Candidate:	Yes	No	Partially
Provided Readiness			
Gave Clear Directions			
Was enthusiastic			
Used Pro-active management			
Motivated students			
Made smooth transitions			

Students:	Yes	No	Partially
Paid attention			
Completed task			
Met Objectives			
Behaved appropriately			

List three or four strengths of the lesson (*What went well?*):

List areas for growth (*What could be improved upon?*):

Additional comments:

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KALMANOVITZ
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SUPERVISED STUDENT TEACHING I

Credential Candidate (*print name*) _____
Date

Grade Level _____
School

Progression of goal obtainment: Complete at the end of each observation by the supervisor as an update of goal progression. Also copied onto the Observation Form under "GOALS" with each observation and signed by all parties.

Observation One **Date** _____

Observation Two **Date** _____

Observation Three **Date** _____

Observation Four **Date** _____

Supervisor

Credential Candidate

Field Supervisor

White: Credential Candidate Yellow: Field Supervisor Pink: Supervisor

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KALMANOVITZ
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SUPERVISED STUDENT TEACHING II

Credential Candidate (*print name*) _____
Date

Grade Level _____
School

Progression of goal obtainment: Complete at the end of each observation by the supervisor as an update of goal progression. Also copied onto the Observation Form under "GOALS" with each observation and signed by all parties.

Observation One **Date** _____

Observation Two **Date** _____

Observation Three **Date** _____

Observation Four **Date** _____

Observation Five **Date** _____

Observation Six **Date** _____

Supervisor

Credential Candidate

Field Supervisor

White: Credential Candidate Yellow: Field Supervisor Pink: Supervisor

FINAL EVALUATION



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Candidate
(Print name) _____ **Date:** _____

Completed by (Check one of the following):

Check only one below:

<input type="checkbox"/> Candidate (print name):	<input type="checkbox"/> Teaching and Learning I Fieldwork Component
<input type="checkbox"/> College Supervisor (print name):	<input type="checkbox"/> Teaching and Learning II Fieldwork Component
<input type="checkbox"/> Field Supervisor (print name):	

(Signature of person completing form)

DEFINITION OF TERMS

- Beginning (1):** is aware of, or is beginning to develop the practices described in this element
- Developing (2):** is moving toward more self-direction and independence in his/her practice
- Maturing (3):** is building competence in this element
- Integrating (4):** is building competence in this element, 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 describes current practice. This will serve as a guide for self-reflection, conversation and goal setting.**
- **Candidates should demonstrate consistent practice at a given level.**
- **Please note: candidates completing T & L I are expected to score mostly 2s with a few 1s and 3s, while candidates completing T & L II are expected to score mostly 2s and 3s. After teaching for several years, candidates may raise to a level 4.**

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

a. 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 |
|--|---|---|---|
-

b. 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 |
|--|--|---|---|
-

c. 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 |
|--|---|---|---|
-

d. 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 |
|--|--|---|---|
-

e. 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

a. 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 |
|--|---|--|---|
-

b. Understanding and using multiple assessments, formal, informal and information from families

- | | | | |
|---|--|--|--|
| <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 |
|---|--|--|--|
-

c. 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 |
|---|--|---|--|
-

d. 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 |
|--|--|---|--|
-

e. 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 |
|--|---|--|---|
-

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

a. 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 |
|---|--|--|---|
-

b. Using a variety of instructional strategies and resources to respond to students' diverse needs

- | | | | |
|--|---|---|--|
| <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 |
|--|---|---|--|
-

c. Facilitating learning experiences that promote autonomy, interaction and choice

- | | | | |
|---|--|---|---|
| <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 |
|---|--|---|---|
-

d. 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 |
|---|--|--|---|
-

e. 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 |
|---|--|--|---|
-

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

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

- | | | | |
|---|---|---|--|
| <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 |
|---|---|---|--|

b. 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 |
|--|--|---|---|

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

- | | | | |
|---|---|---|---|
| <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 |
|---|---|---|---|

d. 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 |
|---|--|---|--|

e. Modifying instructional plans to adjust for student needs

- | | | | |
|---|---|--|---|
| <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

a. Creating a physical environment that engages all students

- | | | | |
|---|--|---|---|
| <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 |
|---|--|---|---|

b. Establishing a climate that promotes fairness and respect

- | | | | |
|---|---|--|---|
| <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 |
|---|---|--|---|

c. Promoting social development and group responsibility

- | | | | |
|--|--|--|--|
| <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 |
|--|--|--|--|

d. Establishing and maintaining standards for student behavior

- | | | | |
|--|---|--|--|
| <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 |
|--|---|--|--|

e. Planning and implementing classroom procedures and routines that support student learning

- | | | | |
|--|--|--|---|
| <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 |
|--|--|--|---|

f. Using instructional time effectively

- | | | | |
|---|--|---|---|
| <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 |
|---|--|---|---|

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

a. Reflecting on teaching practice and planning professional development

- | | | | |
|---|---|---|--|
| <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 |
|---|---|---|--|
-

b. Working with communities and families to improve professional practice

- | | | | |
|--|--|---|--|
| <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 |
|--|--|---|--|
-

c. 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 |
|---|--|--|--|
-

d. Communicates in a timely and professional manner (phone calls, e-mail, fieldwork journals, etc.)

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

Remarks:

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

1 2 3 4

(This section is to be completed by the Field Supervisor and College Supervisor)
Please provide a statement regarding the candidate's skills and overall preparedness for teaching
(complete for all students):

(This section is to be completed by the College Supervisor)

1. For Students Completing Teaching and Learning I:

In order for this student to enroll in Instructional Design and then Teaching and Learning II, he/she must: *(complete for students in Teaching and Learning I)*:

- Pass Teaching and Learning I
- Have Subject Matter Competency
- Other considerations:

2. For Students Completing Teaching and Learning II:

The following student has satisfactorily completed the Fieldwork Component Requirements for a Single Subject Teaching Credential (*Teaching and Learning I and II*)

(Print student name)

_____ Signature <i>(of College Supervisor)</i>	_____ Print Name	_____ Date
_____ Signature <i>(of College Supervisor)</i>	_____ Print Name	_____ Date
_____ Signature <i>(of College Supervisor)</i>	_____ Print Name	_____ Date