



KALMANOVITZ
SCHOOL OF
EDUCATION

Single Subject Program



Fieldwork Handbook

2011-2012

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SAINT JOHN BAPTIST DE LA SALLE

(Founder of the Christian Brothers)



KALMANOVITZ
SCHOOL OF
EDUCATION

SOME THOUGHTS ON SAINT MARY'S COLLEGE AND THE LASALLIAN TRADITION

The word "*Lasallian*" appears in Saint Mary's College literature and is used in presentations describing the College's educational tradition and mission. In fact, it is a term which has gained worldwide currency in the international Institute of the Brothers of the Christian Schools, or the Christian Brothers, who conduct this College. It has rightly been asked, just what does the term "*Lasallian*" mean?

To invest the word "*Lasallian*" with some concrete meaning which will prevent it from becoming merely an ideology (we don't use the word "*Lasallianism*," for example) it is best to begin with the person from whose name "*Lasallian*" comes, namely John Baptist de La Salle. The Brothers honor him as their Founder, the Catholic Church honors him as a saint, and in 1950, Pope Pius XII declared him "Patron of All Christian Teachers."

"*Lasallian*" refers to—a person, St John Baptist de La Salle

"*Lasallian*" refers to—his original educational vision and mission

"*Lasallian*" refers to—that vision and mission in the world today

John Baptist De La Salle

Recent scholarship has enabled us to know and understand this man of 17th century France and his educational vision and achievement better than ever before. We know he was a devout young cleric of the cathedral of Rheims. At the age of 21, because of the death of his parents, he took charge of his younger brothers and sisters. He became skilled in managing financial matters for their care and looked after his father's estate. While taking care of these family matters he continued his personal studies and completed the requirements for ordination to the priesthood and a doctorate in theology, at the Sorbonne in Paris.

This 30-year-old priest, with academic credentials, from a well-to-do family, with influential friends, and prospects for a distinguished ecclesiastical career, gradually became involved in an educational enterprise without any clear idea of where it might lead. He suddenly found himself involved with a small group of young men trying to teach poor young boys in the substandard charity schools of the city. In those days school teachers had no social or professional status, and with little motivation to stay with the job any longer than necessary, they were ill-prepared for their work and transient.

De La Salle gradually assumed the leadership of that uncultured, gauche group of teachers. He proceeded by stages, not knowing what each successive stage might be. At first he helped pay their rent. Then he installed them into his own house, to the shock and chagrin of his distinguished family and social circle. Finally, in 1682, he moved with the teachers to a rented house in a poor neighborhood. From that center this first community of teachers staffed three parish schools. It was a beginning.

To appreciate the significance of what this reluctant newcomer on the educational scene was eventually able to achieve, we must remind ourselves of the school situation in late 17th century France. Education was accessible only to those who were socially and financially in a position to afford it. As for the children of the working class and the poor, nobody much cared. Their general illiteracy was joined by idleness and vice, and a lack of understanding of their dignity as human beings. De La Salle was willing to sacrifice his personal ambition, his family fortune, his ecclesiastical honors, and his comfortable lifestyle, even his reputation, for the service of these young people.

People thought he was crazy, his family disowned him. Educational authorities of the time had him hailed in court, condemned, and fined because the educational policies he introduced threatened to break down the established social barriers of the time and to provide competition for students. In his determination to give *rich and poor the same education in the same classroom, and for free*, he had to act against the law. Church authorities -pastors, bishops, and cardinals—attempted to interfere with the autonomy of the Community. They could neither understand nor control De La Salle, who did not want his Brothers to be priests, who had his own ideas about how to run a school, and how to make the Good News of the Christian message appealing to those who rarely heard good news of any kind.

In the process he created a new type of school that would transform teaching into a profession *and a vocation*, and a new community of lay teachers as a new form of religious life in the Church, called the Institute of the Brothers of the Christian Schools - a community of laymen, not monks or priests, who sought the glory of God in their profession of teaching.

Well-trained teachers were high on John Baptist de La Salle's list of priorities. In addition to training the members of his community of Brothers who would work together in towns and cities, he established training schools for lay teachers destined to work alone in rural areas. He also founded a Sunday program of advanced courses in practical subjects for working teenagers. He opened a boarding school with offerings in advanced technical or pre-professional courses, unavailable and unheard of in the colleges and universities. He pioneered in what we now call programs in special education for backward students. He opened one of the first institutions in France to specialize in the care and education of young delinquents. He provided instruction and lodging for a group of Irish boys who had followed King James II of England into exile and were in need of more advanced instruction. The city Council of Calais petitioned King Louis XIV for help supporting two Brothers to open a school, which opened in 1705, by the harbor for the sons of sailors. To pay for a third Brother the king agreed with the request of the Council to use money from buccaneer raids on enemy shipping. At the request of church authorities, he opened a school in a remote Protestant outpost in the south of France to teach children of the Huguenots.

John Baptist de La Salle's vision for education was revolutionary for the times, inclusive of all social status, mental capacities, and religious persuasion. He was a true model for today's teachers.

De La Salle's Educational Vision and Mission

De La Salle's educational vision and mission emerged from a double contemplation: on the one hand from a theological perspective, he contemplated the goodness and power of the divine will

that everyone should be saved; on the other hand, he saw first-hand the situation of the neglected children of the working class and the poor, “far from salvation” as he perceived them to be. Their poverty and ignorance was a barrier to their salvation in this world; their street vices a barrier to salvation in this world and in the next.

De La Salle knew that it would not be enough to lead the neglected children to hope for salvation in the next world if something wasn’t done to give them some hope of fulfillment in this world. He envisioned the school as the ideal context for them to acquire the skills they would need to be saved from the hopelessness of their humane condition and to grow in dignity as children of God. He wanted the school to be engaged in the struggle against human ignorance and injustice as well as in the struggle against unbelief and sin.

De La Salle knew he had to form a community of competent and professional teachers whose vocation would be to provide the disadvantaged youth with a human and Christian education in schools he called “Christian Schools.” The term “Christian” carried its full weight in the title the Institute had adopted for itself, “Brothers of the Christian Schools.” Christian schools for a neglected area of a society which was officially Christian were what De La Salle and his Institute provided. In organizing his schools, De La Salle was enabling the working class and poor to become integrated into the French social structure and the Church. He realized that the school could provide a unique opportunity to integrate the full human and spiritual potential of the youth the school would serve.

In De La Salle’s view, the Christian School, or as we would put it today, the Lasallian school, would have several characteristics:

- ❖ it would meet urgent educational needs, especially the needs of the most neglected, and it would be open to all, irrespective of their social status—the poor and the rich sat on the same bench;
- ❖ it would be centered on the person of the student, not on what he had or where he came from—there was to be no discrimination whatsoever in the school—students would experience what today we would call “social justice education”—the word “Brother” not “Master” expressed the relationship De La Salle wanted his teachers to have toward their students;
- ❖ it would offer a practical education—a school of quality where students really learn, where culture, values, and faith are effectively transmitted—where students are oriented toward service and the good of society—where they would become, as De La Salle put it, “good citizens of the State and the Church;”
- ❖ it would be a school well-run, based on consultation, and shared responsibility—by educators working “together and by association,” to use a well-known phrase in the Lasallian tradition;
- ❖ it would proclaim the Good News of salvation, both in this world and hereafter.

The Lasallian Mission Today

We are not in 17th century France—we are in the United States at the beginning of the third millennium. However, the creative vision of De La Salle has survived for more than 300 years and it continues to inspire Brothers and their colleagues in more than 80 countries all over the world. We are part of a worldwide Lasallian family, an international network of educational institutions, and of a world that De La Salle could never have imagined. This worldwide extension of his work has provided opportunities to apply De La Salle’s vision to new times and new circumstances. The Institute’s international educational service is offered in, developed countries and in countries which are extremely poor to thousands of students of all religious affiliations—Catholics, Orthodox, Protestant, Jewish, Muslim, Buddhist, Hindu, and those with no religious alliance.

Our educational mission in the world today is caught in a process of evolution in a world in evolution. One of the most significant aspects of the evolution the Lasallian educational tradition is experiencing is what we call “shared mission.” By this concept we mean that the educational mission of the Brothers, as stated in the Brothers’ Rule, “takes place in an educational community in which all the functions, including positions of responsibility, are shared” (Rule, Art. 17a). This became a major and dramatic theme of our General Chapter of 1993 in Rome (a General Chapter is a meeting every seven years of Brother-delegates from all over the world). Twenty persons, who were not Brothers, “consultants” as they were called, were invited to participate in the Chapter for two weeks. These men and women from various parts of the world were explicit in their desire to belong to an international, cross-cultural movement in which they would be partners, in an educational mission that cannot be realized fully without them. They were clear that the Lasallian vision and mission were something integral to their personal and professional lives.

The distinctive Lasallian character of the schools is also in a process of evolution. The problem has been aggravated over the last twenty-five years by the dwindling number of Brothers in the schools. We used to speak of *Brothers’ schools*; now we speak of *Lasallian schools*, where Brothers and their colleagues work together in a common educational mission. The Brothers are called to be primary witnesses to the richness of the Lasallian heritage and to help give spirit to all who work in institutions inspired by the Lasallian tradition.

De La Salle wanted his teachers to be called “*Brothers*.” Even though most teachers in Lasallian institutions today are not formally members of the Order, there is nothing to prevent the tradition and meaning of brotherhood, which indeed implies sisterhood, from being applied to them. This characteristic of a Lasallian educational community—fellowship, friendliness—applies to the relationship of the teachers to their students and to each other. An authentic spirit of brotherhood and sisterhood means mutual respect, friendly relationships between administrators, staff, faculty, and students.

In today’s complex educational scene, here at Saint Mary’s College, for instance, not all who serve the cause of education are teachers, yet all contribute to our mission. In a particular way, this mission is entrusted to the Board of Trustees. Without this mission as a driving force behind all we do here, the rest of the fiducial responsibility of the trustees loses its meaning. It is the

mission of Saint Mary's College, shaped and inspired by the Lasallian vision as it has developed for over three hundred years, that the Board holds "in trust."

As the mission of the college creatively defines its educational service, the fundamental Lasallian characteristics must continue to animate that mission. Saint Mary's College must be:

- ❖ an institution open to all and meeting needs of students of differing ages, backgrounds, and goals;
- ❖ an institution attentive to social justice as a crying need in our world today;
- ❖ an institution well-run, "together and by association," in a spirit of fellowship and mutual support, in a spirit of brotherhood and sisterhood, in a spirit of diversity and creativity;
- ❖ an institution where students are convinced of their fundamental dignity, where knowledge, culture, values, faith, and a commitment to service are effectively transmitted.

The question of commitment to the Lasallian mission could create difficulties in a Lasallian institution that has on its staff or faculty or Boards persons who are not practicing Catholics, not Catholics, not Christians or other believers, or even who are non-believers. An important observation at this point is the following: the mission of a Lasallian institution enjoys an objectivity that is, in a certain sense, independent of an individual person's attitude toward it. Whoever contributes to the smooth functioning and operation of the institution contributes to its mission. Obviously, to engage a person in a Lasallian institution that would be totally opposed to the mission as it is defined would be senseless. This does not mean, however, that every aspect of the tradition in which the mission is formulated is understood or assimilated by everyone.

Perhaps the point of this presentation can be summed up with a comment on what John Baptist de La Salle wanted the spirit of the Institute of the Brothers to be, namely the "Spirit of Faith." By that he meant faith in God, faith in education, faith in one another, and faith in our students and in the potential that education can awaken and nurture in them. But the "Spirit of Faith" also means that we should earn and deserve the faith that our students and friends put in us.

To buy into that "Spirit of Faith" is to be part of the Lasallian educational tradition. Without that "Spirit of Faith" we would not be here today. It is that "Spirit of Faith" that led Brothers to California and to Saint Mary's College more than a hundred years ago. It is that "Spirit of Faith" that inspired—and continues today to inspire—other Brothers and many lay colleagues to serve at this College over many years, and to be part of the development of the institution into what is now Saint Mary's College of California. It is that "Spirit of Faith" that sustains all—Board members, faculty, staff, friends, and supporters—who serve to make the written Mission Statement of this College a reality for the students who come to us and for those who support us.

In one of the slums in a large city in India, the Brothers and their colleagues recently worked together to build some cinder block rooms in which to teach poor children. The driving force behind this project was a wonderful Hindu widow whom everyone called "Auntie." In a small courtyard of her apartment building is a statue of St. John Baptist de La Salle with his hands on the shoulders of a child. The inscription on the pedestal sums up, perhaps, what the Lasallian educational tradition is all about. It reads: "*Child, put your hand in mine and let the faith you have in me be the light that guides us both.*"

Bro. Michael F. Meister, FSC

(Special thanks to Bro. Donald Mouton, FSC, whose articulation of the Lasallian mission forms the core of this presentation.)

THE CHARACTERISTICS OF A LASALLIAN EDUCATION

- Quality programs
- Personal attention to students
- A caring, learning community
- Collaboration
- Community support and involvement
- Ethical and Christian values
- Teaching as a vocation

THE MISSION OF THE KALMANOVITZ SCHOOL OF EDUCATION

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 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 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 Baptist 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.

CORE BELIEFS

As we "Create the Future Together," we believe in:

The liberation of the spirit and mind

- ◆ through understanding our professional, personal, and spiritual purpose

The necessity of building and maintaining a healthy community

- ◆ through collaboration and meaningful discourse
- ◆ through interdependence with each other
- ◆ through receptivity to and anticipation for change
- ◆ through respect for multiple voices and perspectives
- ◆ through a shared vision and culture
- ◆ through an appreciation for our own unique educational environment

A strong foundational base

- ◆ through an understanding of the mission of the college and of the school
- ◆ through an understanding of new and traditional research
- ◆ through an understanding of educational origins
- ◆ through an understanding of our own institutional past
- ◆ through the framing of personal and institutional concepts

A strong curricular component

- ◆ through faculty who continually update courses and research
- ◆ through faculty who share their knowledge with each other
- ◆ through the infusion of multiple and diverse strategies in courses
- ◆ through the respect for multiple learning styles and special needs of all students
- ◆ through the promotion of modeling, critical thinking, problem solving and reflection
- ◆ through melding theory with practice
- ◆ through the cultivation of the imagination and the whole person

Students as agents of change

- ◆ through promotion and discussion of equity and social justice issues
- ◆ through tapping into the great resources our students bring
- ◆ through our connections with schools and the larger community
- ◆ through ethical and Christian values
- ◆ through curricular and leadership decisions
- ◆ through democratic responses
- ◆ through an appreciation for diversity animated by action in schools

Service as central to who we are

- ◆ through quality interactions
- ◆ through personal attention
- ◆ through supportive responses
- ◆ through engagement and the building of trust
- ◆ through active listening
- ◆ through a caring, learning community

Community support and involvement

- ◆ through partnerships

- ◆ through new teacher support
- ◆ through programs in schools
- ◆ through programs for the larger community

The effective achievement of goals

- ◆ through quality programs
- ◆ through embracing theoretical assumptions
- ◆ through prioritizing needs and placing students first
- ◆ through attention to detail
- ◆ through joint collaboration

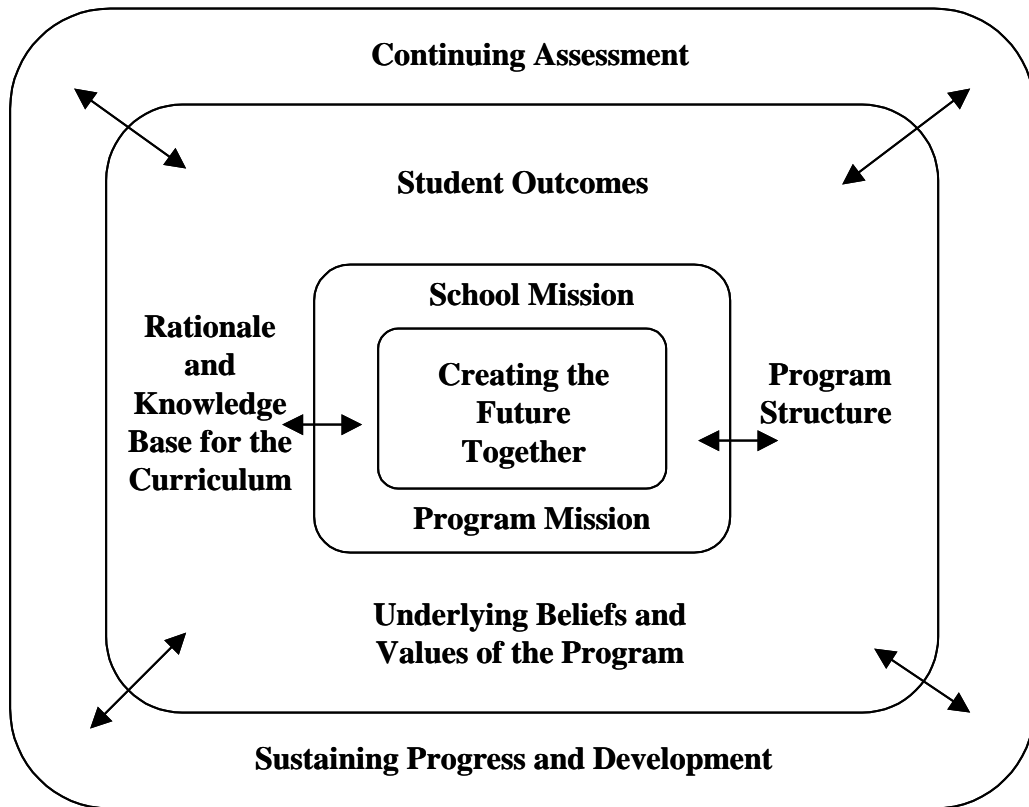
Student development

- ◆ through the offering of challenging courses
- ◆ through empowering rather than enabling
- ◆ through fostering independence
- ◆ through encouraging the taking of risks
- ◆ through setting up journeys of discovery
- ◆ through viewing teaching as avocation

A continuous commitment to education

- ◆ through faculty research and development
- ◆ through outreach
- ◆ through programs that meet the needs of a changing society

FRAMEWORK FOR PROGRAM DESIGN





Single Subject

Full-time schedule (1 year plan)

(For a Part-time schedule please meet with your Program Director)

COURSE TEMPLATE: FALL START

Fall Term

Jan Term

Spring Term

Foundations of Secondary Education
SSTE 215
Lasallian Tradition
1st Day of School
Overview of TPEs & TPAs
Special Needs
Teaching EL
Classroom Management
(3 units)
2 week early Fall intensive

Instructional Design
SSTE 225
(Must have Subject Matter Competency before enrolling)
(3 units)

Teaching & Learning II
SSTE 356
(Includes Fieldwork Component at Partnership School)
(11 units)

Universal Access to Education
SSTE 274
(3 units)

Health Education
SSTE 276
(1 unit)

Teaching & Learning I
SSTE 346
(Includes Fieldwork Component)
(8 units)

Social & Psychological Foundations of Education
SSTE 211
(3 units)

PACT Preparation
SSTE 226
(2 units)

Foundations of Literacy
SSTE 254
(1 unit)

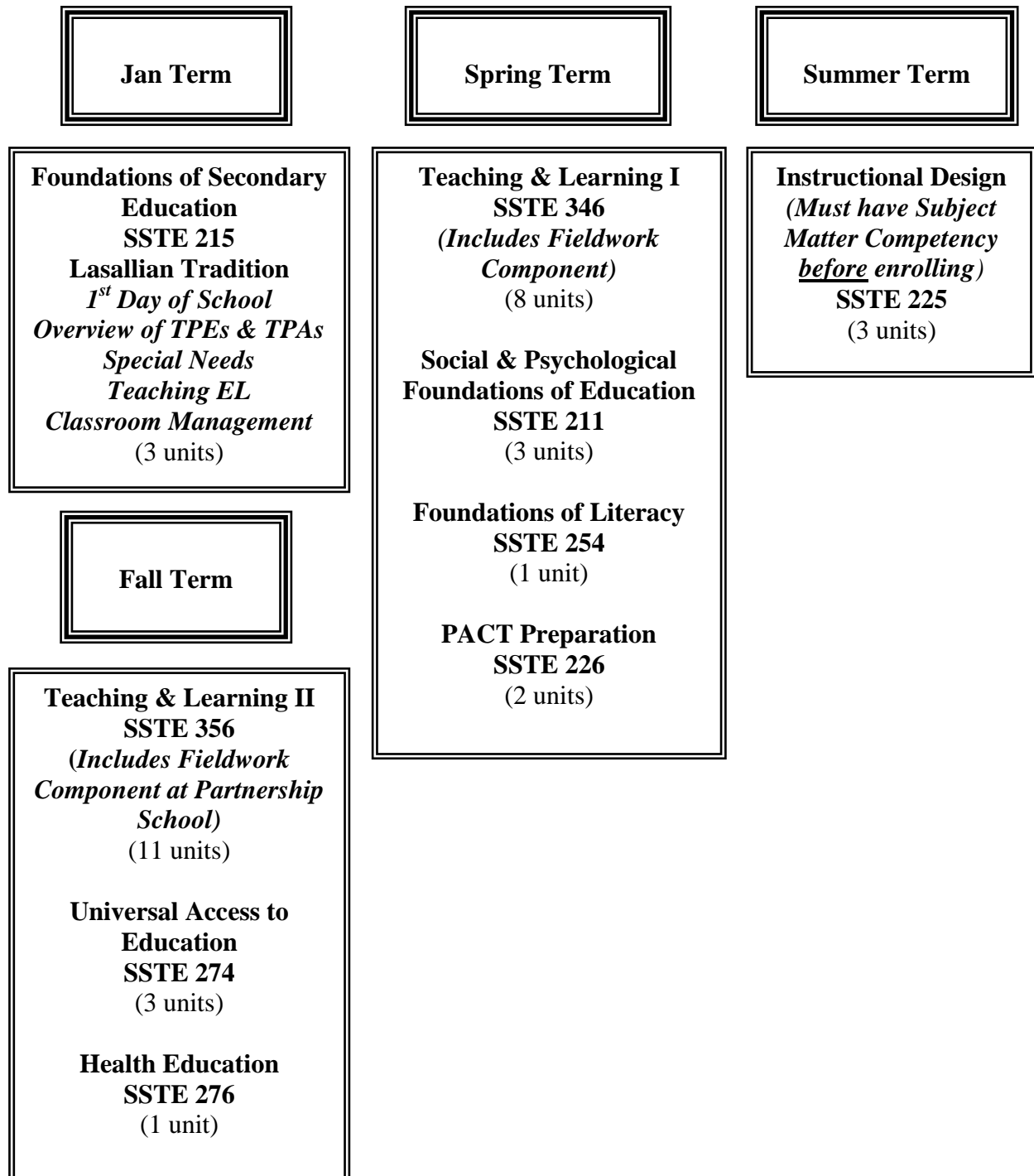


Single Subject

Full-time schedule (1 year plan)

(For a Part-time schedule please meet with your Program Director)

COURSE TEMPLATE: SPRING START



THE KALMANOVITZ SCHOOL OF EDUCATION SINGLE SUBJECT

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2011–2012

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OUR COMMITMENT TO STUDENTS

Our College Traditions and our conceptual framework lead the faculty to make the following three commitments to students entering the teacher preparation program at Saint Mary's College.

Commitment to Foster Stewardship

As we work with our constituents to "create the future together," we nurture and develop prospective teachers, administrators, and counselors who are holistic in their view of education and humanistic in their interactions with students. We believe that students are given to our care, and we grow spiritually and professionally as we work with them. Learning from the Lasallian, Liberal Arts, and Catholic traditions the College's goal is that students will view themselves as having a commitment to stewardship, individual responsibility for educational leadership and social justice.

To achieve this aim, our Credential programs require that students: 1) be provided with a learning environment which is supportive and conducive to inquiry, 2) examine their own beliefs about learning in the context of educational theory, and 3) have an opportunity to develop the field-based competencies necessary to implement these beliefs. Our continued support of our graduates when they are employed reinforces this commitment to stewardship, excellence in practice and the Lasallian ideal of a student-centered educational community.

Commitment to Create A Sense of Community

Our programs are student-centered in that program administration, coursework, and field placement are determined with student needs in mind. Faculty members in each program model the types of practices that are consistent with a holistic view of learning, a humanistic approach to students and a sense of living in community. They endeavor to create productive learning environments by ensuring that their words and actions convey the same message.

Also central to the learning environment is communication. Program faculty maintains open lines of communication with all constituencies, especially students. This communication allows for the exchange of information, the free flow of ideas, and the opportunity for collaborative inquiry and service. Communication, in its true form, is based upon trust, and trust is developed only when the expectations for students are clear and faculty members respect and honor those expectations.

Commitment to Linking Theory, Research and Practice

Finally, in order to achieve the broad purposes of the Kalmanovitz School of Education and of Saint Mary's College, students must be given an opportunity to develop their teaching skills in real classrooms, with real students. Our objective here is to have students come in contact with

K-12 students in as many contexts as possible: in public, as well as private schools; in urban, as well as suburban areas; and with elementary, middle school, and high school students. Only

through practical apprenticeships will students come to understand the connections between theory and practice. The centrality of fieldwork to your programs is consistent with the Mission of the School and Saint Mary's College.

As students work in practicum settings, they must reflect upon themselves as learners. They must experience the pressures and constraints that inhibit or facilitate learning. This contemplation and inquiry is consistent with both the Mission of the School and the philosophy of the College. The habit of "looking twice" and "asking why" is a required component of the education provided in all Kalmanovitz School of Education programs. Students are expected to carry out their professional responsibilities, once they are employed, in ways that are consistent with these values.

Fieldwork experiences foster students' personal and professional growth, and at the same time provide them with the opportunity to offer service to their communities. It is our expectation that our students' experiences with their students will help to deepen and broaden their commitment to service, particularly with regard to disadvantaged and at-risk students.

In each of the areas discussed above (stewardship, creating a sense of community, reflection and practice), the student takes central stage. Activities and curricula within each of these areas are designed to assist students with their own personal and professional growth. Just as we model what we believe to be appropriate educational practice, our aim is that our students will take the same path.

SINGLE SUBJECT PROGRAM FIELDWORK OVERVIEW

The Saint Mary's College Kalmanovitz School of Education has a long-standing commitment to excellence in student teacher preparation and experience in the field. Partnerships and collaborative relationships are in place with service area districts. Public and private school teachers and administrators meet with college personnel for planning and fine tuning of the fieldwork experience. Exemplary secondary school programs and individual teachers are nominated and observed by Saint Mary's College personnel and staff. This selection process ensures each student teacher is provided an experience of support, modeling and encouragement during the field experience.

The Single Subject Program at Saint Mary's College includes a developmental sequence of carefully planned and substantive field experiences in public and private schools. Saint Mary's College personnel carefully select these schools as potential field experience sites. These field experiences allow candidates to connect theory and practice and to begin developing their skills as reflective practitioners. Participation in these field experiences promotes active learning as the candidates transition from being students to being teachers. Candidates see firsthand how theory from coursework is implemented practically in schools. Candidates are asked to reflect on the reasons they went into teaching and whether the reality of being in the field has strengthened their desire to become a teacher.

Communication between the student teacher, the college supervisor, the field supervisor and the college course instructors keeps the focus on the skills, strategies, and methods necessary for excellent and effective teaching while working towards satisfying the Teacher Performance Expectations (TPEs).

The Single Subject Program begins with a two-week **Foundations of Secondary Education** intensive course in which student teachers are given instruction and practical experience in the basics of teaching. The topics introduced in this course include the Teacher Performance Expectations (TPEs) and Performance Assessment for California Teachers (PACT), classroom management, planning for instruction, basic assessment tools, needs of EL and special needs students and student teaching.

Candidates will be on site to observe the first and last day of a school site semester. They will use guided observation assignments from the **Teaching and Learning I** course to aid in focusing their observations.

In an effort to expose our new credential candidates to a wide variety of schools, additional school site observations will be included in the **Teaching and Learning I** course. These guided observations include a focus on classroom management, lesson management, and teacher-student interaction. These school site visits will include our targeted partnership schools and include high schools and middle schools, public and private schools, urban and suburban schools. The primary objective of these site visits is to expose our new candidates to a wide variety of schools, teachers, teaching philosophies, administrators, and districts.

For the Teaching and Learning I field placement candidates will be assigned to work with a field supervisor (classroom teacher) who has been selected by personnel of the Kalmanovitz School of

Education at Saint Mary's College. College supervisors recommend field supervisors and confirm that these teachers:

- are teacher models with standards-based curriculum
- are grounded in subject matter expertise
- have a willingness to mentor a beginning teacher and work with Saint Mary's College
- have a minimum three years classroom teaching experience
- are teaching in their credentialed field
- integrate reading methods consistent with Reading/LA Framework and ELD Standards

It is critical that the field placements provide an opportunity for our candidates to work with EL and Special Needs students and for our candidates to experience diversity in ethnicity and socioeconomic status. College personnel approve all field placement sites to ensure they meet these criteria.

Partnerships with the Mt. Diablo Unified School District and Pittsburg Unified School District ensure that candidates are placed in regionally accredited, diverse, and multicultural settings.

Teaching and Learning I consists of a ten-to-eleven week field placement during which candidates assume progressively more developmentally appropriate responsibility for two periods. Realizing that teachers develop over time and need time to reflect on their teaching experiences, **Teaching and Learning I** takes a structured, yet flexible approach to the sequence of fieldwork experiences. During the **Teaching and Learning I** ten-to-eleven week fieldwork experience, candidates are asked to move through a continuum from observation, to working with small groups, to teaching short lessons, and to teaching entire lessons. Candidates begin to demonstrate that they know how to make content accessible. They are also able to demonstrate knowledge of the Content Standards and Frameworks. During these field experiences, candidates participate in activities where they begin to practice exercises that help them prepare for the 5 tasks of the PACT assessment. See the section Performance Assessment for California Teachers in this Fieldwork Handbook for more information on PACT. There is a systematic, developmental approach taken to preparing candidates for the PACT assessment. Candidates will have multiple opportunities in both the **Teaching and Learning I** course and the **Social and Psychological Foundations of Education** course to prepare for the PACT assessment.

In the **Teaching and Learning I** and **II** courses, candidates plan lessons that show they are able to connect what they know about how students learn to the lesson; they administer and interpret assessments; they make instructional decisions based on their students' language or special needs. These elements of the **Teaching and Learning I** and **II** courses are applied during the fieldwork field experiences. The college supervisors play a critical role as the liaison between the school sites and the College. They are responsible for the summative assessment based on the TPEs as well as formative informal assessments throughout the fieldwork experience. Multiple opportunities to work towards and prepare for the PACT TPA are provided in courses and through work in the field.

Once candidates have successfully completed their ten-to-eleven week fieldwork placement for **Teaching and Learning I**, passed PACT, and have subject matter competency, they enroll in the **Instructional Design** course. The purpose of this course is to lay a foundation for a successful

fieldwork component of **Teaching and Learning II** in which the candidate takes on full teaching responsibilities. During the Instructional Design course, student teachers spend a minimum of 20 on-site hours preparing for their new Teaching and Learning II assignment. There is also a service learning component integrated into the Instructional Design course.

Candidates fulfilling Saint Mary's requirements for the fieldwork component of **Teaching and Learning II** take over the teaching of two classes and team-teach a third class. Candidates enrolled in Teaching and Learning II are expected to spend a minimum of 5 hours, 5 days per week at their partnership school site. Candidates are placed in classrooms with the field supervisor observing on a regular basis. While candidates are required to follow the adopted curriculum for the relevant content area at their school site, they are encouraged to design lesson plans and units, under the direction of their field supervisor and college supervisor. During the fieldwork portion of the **Teaching and Learning II** course, candidates demonstrate their developing professionalism, participating in a minimum of ten hours of extracurricular student activity, observing a minimum of four teachers in their subject areas, and attending faculty meetings, department meetings, and other all-school events such as Open House and/or Back-to-School Night.

The college coursework, especially in the seminar portion of the **Teaching and Learning I** and **II** courses provides an arena for shared discussions and reflection on experiences, choices and challenges the student teacher meets on a day to day basis in the field. The coursework offers instruction in educational theory and research based models while providing multiple opportunities for the candidate to practice, demonstrate, question, and create. Self-assessment, reflection, and modification of practice lead to increased confidence and competence. Each step of the candidate's progress is monitored, assessed and supported by the field supervisor, the college supervisor, and the course instructors.

The integrated coursework and structured fieldwork experience of **Teaching and Learning I** and **Teaching and Learning II** provide a framework to help candidates meet the TPEs and prepare for the PACT assessment. During this process, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

TEACHING AND LEARNING I: FIELDWORK COMPONENT

Teaching and Learning I consists of a ten-to-eleven week field placement (Table 1) during which candidates assume progressively more developmentally appropriate responsibilities. Candidates will be assigned to one field supervisor (classroom teacher). The candidate visits the field supervisor to observe and discuss guidelines and expectations. If the field supervisor and candidate are compatible and agree to work together, the college supervisor is notified and a placement meeting is scheduled. The candidate is responsible for setting up the placement meeting. Typically these placement meetings take place on the site campus during the field supervisor's lunch or preparation period. The college supervisor is responsible for notifying a site administrator, and keeping them informed of the placement.

PACT

Teaching and Learning I: Fieldwork Component

Table 1

Ten-to-Eleven Week Field Placement, 3–4 hours per day on site campus

Teaching and Learning I placements are for a minimum of 10 weeks. Student teachers are tentatively matched with field supervisors. Once they observe and meet with the field supervisor, contracts are signed that define expectations and responsibilities. Placements may be extended or repeated to give student teachers an opportunity to demonstrate competency in the Teacher Performance Expectations (TPEs). Each student teacher will assume full responsibility for teaching one period (weeks 3 - 10) and add an additional period of teaching responsibility during week four. The template below provides a minimal guideline; student teachers are urged to proactively take on teaching responsibilities as soon as possible.

Weeks 1	Guided Observation 2 periods/day Work with individuals and small groups	Actively observe & Assist Discuss Teaching Event with Master Teacher
Week 2	Teach two 10 to 15-minute lessons Within the take- over period Continue to observe and help out in the 2 nd period	Teach 2 short lessons Become familiar with taping equipment Confirm taping permission sheets CS will schedule first observation during week 2 or 3
Week 3	Assume teaching responsibility for one period, 5 days per week Continue to observe and help out in the 2 nd period	
Week 4	Add responsibility for the 2 nd period All student teachers teaching 2 periods, 5 days a week	CS will schedule second observation during week 4, 5, or 6 Confirm Teaching Event lessons with field supervisor
Week 5	All student teachers continue teaching 2 periods, 5 days a week	Mid-Semester Review (week 5 or 6)
Weeks 6 - 10	↓	3 rd observation by college supervisor Week 6, 7, or 8
Week 10		Final Evaluation (end of week 10) 4 th observation by college supervisor

Because of STARR testing, in the spring, the spring Teaching and Learning I placements will be for 11 weeks (10 weeks of actual teaching).

The college supervisor is responsible for conducting the placement meeting. During the placement meeting the field supervisor is given a copy of the Fieldwork Handbook (the student teacher has already received a copy of this document). The purpose of the placement meeting is to sign contracts and review responsibilities and expectations for the student teacher, the field supervisor, and the college supervisor. All paperwork is returned to the Coordinator of

Supervision and Placements. The following paperwork should be completed during the placement meeting:

- Placement Information Sheet
- **Teaching and Learning I:** Fieldwork Component contract
- Public, Multicultural, EL, API Verification

The above paperwork is returned to the Coordinator of Supervision and Placements as soon as possible.

During the **Teaching and Learning I** fieldwork experience, candidates are asked to move through a continuum from observation, to work with small groups, to teaching short lessons, and to teaching entire lessons. During week two of the ten-to-eleven week placement, the candidate teaches two 15-minute lessons. If possible, the field supervisor and college supervisor observe at least one of these lessons. The college supervisor will schedule a first observation during week two or three; a second observation during week 4, 5, or 6; a third observation during week 6, 7, or 8 and a final fourth observation during week ten.

The college supervisor, with input from the field supervisor, completes the Mid-Semester Review during week 5 or 6. The Mid-Semester Review establishes whether the student teacher is making sufficient progress towards meeting the TPEs. The Coordinator of Supervision and Placements is contacted, if there are any areas of concern.

The third and fourth observations by the college supervisor are scheduled at their professional discretion. Each of the four post-observation conferences between the student teacher, college supervisor, and when possible the field supervisor, is used to clarify, to support, to suggest, to question, and to encourage the student teacher relating to his/her fieldwork.

During the latter part of the placement, the fourth observation and Final Evaluation meeting take place. The student teacher and field supervisor are given copies of the Final Evaluation form during the placement meeting and asked to complete the form prior to the Final Evaluation meeting. After the Final Evaluation meeting, the college supervisor completes a CONSENSUS Final Evaluation.

All paperwork from the **Teaching and Learning I** experience is returned to the Coordinator of Supervision and Placements. This paperwork includes:

- **Teaching and Learning I:** Fieldwork Component Contract
- Placement Information Sheet
- Public, Multicultural, EL, API Verification
- Mid-Semester Review
- Observation Reports 1–4
- Final Evaluations:
 - one by student teacher
 - one by field supervisor
 - consensus from college supervisor

INSTRUCTIONAL DESIGN

Once candidates have successfully completed their ten-to-eleven week fieldwork placement for **Teaching and Learning I**, have passed PACT, and has subject matter competency, they will enroll in the **Instructional Design** course. Student teachers meet and observe their master teacher prior to beginning the **Instructional Design** course. The purpose of this course is to lay a foundation for a successful field placement for the **Teaching and Learning II** course in which the candidate takes on increased teaching responsibilities. The **Instructional Design** course must be complete before **Teaching and Learning II**. The **Instructional Design** course consists of an integration of coursework and fieldwork, with students spending a minimum of 20 on-site hours preparing for their **Teaching and Learning II** placement. Student teachers are asked to actively prepare for the responsibilities of their second and final field placement, which consists of teaching two periods and team-teaching a third period for an entire site semester.

Student teachers study the special needs of the students they will be teaching and develop a planning sequence that address these needs. They spend time in the classroom with their field supervisor, becoming familiar with the classroom routines that are already in place. Classroom management plans are formalized and a classroom policy handout is designed for the first day of class. Candidates meet with the field supervisor at least twice, to familiarize themselves with the curriculum. The candidates meet with their college supervisor at least once during this design course for additional curriculum support. The planning sequence that candidates create with their field supervisor is reviewed by the college supervisor and taught during the fieldwork component of **Teaching and Learning II**.

TEACHING AND LEARNING II: FIELDWORK COMPONENT

During **Teaching and Learning II**, candidates in the Single Subject Program at Saint Mary's College take full responsibility for teaching two classes and team-teaching a third class for a site semester. A site semester is typically 15 to 18 weeks.

During this semester-long placement, the student teacher follows the site calendar, in terms of holidays. For example, if Saint Mary's College observes a holiday and the school site does not observe the same holiday, the candidate is still responsible for continuing teaching duties.

The Coordinator of Supervision and Placements assigns student teachers to a fieldwork placement in their subject area. **Teaching and Learning II** field placements are at partnership school sites. Candidates who complete **Teaching and Learning II** at partnerships school sites satisfy all SMC field requirements (public, EL, multicultural, and low API). The only exception would be student teachers that are employed full-time at non-partnership school sites. Candidates who do not complete their **Teaching and Learning II** placement at a partnership school site must enroll in CLAD 440 during the summer to satisfy the four field requirements.

The candidate is responsible for setting up the placement meeting between the candidate, the field supervisor and the college supervisor. These placement meetings take place on the site campus at times that are convenient for all parties involved. The placement meeting for

Teaching and Learning II should, if possible, take place before the candidate enrolls in the **Instructional Design** course.

The college supervisor is responsible for notifying a site administrator, keeping them informed of the placement. The college supervisor is also responsible for conducting the placement meeting. During the placement meeting, the field supervisor is given a copy of the Fieldwork Handbook, the student teacher has already received a copy of this document.

The purpose of the placement meeting is to sign contracts and review responsibilities and expectations for the student teacher, the field supervisor, and the college supervisor. The following paperwork should be completed during the placement meeting:

- Placement Information Sheet
- **Teaching and Learning II:** Fieldwork Component contract
- Public, Multicultural, EL, API Verification

The above paperwork is returned to the Coordinator of Supervision and Placements as soon as possible.

While candidates are required to follow the adopted curriculum for the relevant content area at their school site, they are encouraged to design lesson plans and units, under the direction of their field supervisor and college supervisor. During the **Teaching and Learning II** fieldwork placement, candidates demonstrate their developing professionalism by submitting a video tape of their teaching, participating in a minimum of ten hours of extracurricular student activity, observing a minimum of four teachers in their subject areas, and attending faculty meetings, department meetings, and other all-school events such as Open House or Back-to-School Night.

The college supervisor will complete a minimum of six observation visits. Four of the site visits, for observation of the candidate, are mandatory. The two additional visits can be used for observation, curriculum planning, or demonstrating a teaching technique. The decision of how to best use these two additional site visits will be left to the professional discretion of the college supervisor. The observation reports that are completed by the field and college supervisors serve as formative assessments. Summative assessments are completed in the middle and at the end of the semester. The Mid-Semester Review establishes whether the student teacher is making sufficient progress towards meeting the Teacher Performance Expectations (TPEs). The Coordinator of Supervision and Placements is contacted, if there are any areas of concern.

Each of the four to six post-observation conferences between the student teacher, college supervisor, and when possible the field supervisor, are used to clarify, to support, to suggest, to question, etc. the student teacher about their fieldwork.

During the latter part of the semester-long placement, the Final Evaluation meeting takes place. The student teacher and field supervisor are given copies of the Final Evaluation form during the placement meeting and asked to complete the form prior to the Final Evaluation meeting. After the Final Evaluation meeting, the college supervisor completes a CONSENSUS Final Evaluation.

All paperwork from the **Teaching and Learning II** Fieldwork Component experience is returned to the Coordinator of Supervision and Placements. This paperwork includes:

- **Teaching and Learning II:** Fieldwork Component contract
- Placement Information Sheet
- Public, Multicultural, EL, API Verification
- Mid-Semester Review
- Observation Reports 1–6
- Final Evaluations:
 - one by student teacher
 - one by field supervisor
 - consensus from college supervisor

Table 2
Teaching and Learning II: Fieldwork Component

Site-Semester Field Placement, 4–5 hours per day on campus
(This is a model)

Weeks 1–2 or 3	Student Teachers teach 2 periods and team-teach a third period with their field supervisor	Teach unit from Instructional Design course (college supervisor and field supervisor observe at least one time)
Weeks 4-6	↓	Observations by college supervisor
Weeks 7 or 8	↓	Mid-Semester Review Observations by college supervisor
Weeks 8 thru 16	↓	Continue Student Teaching
Final week of site semester placement		Final observation by college supervisor Final Evaluation

TEAM TEACHING IN THE SINGLE SUBJECT PROGRAM

During the Teaching and Learning II fieldwork, student teachers teach two periods and team teach a third period for the site semester (usually 15 to 18 weeks). The team teaching situation is very flexible and may be crafted to accommodate the needs of a particular teacher, student teacher, and/or school. The suggestions listed below might help in framing the team teaching experience.

- ❖ Use the team teaching opportunity to do more group work. Divide the class into 2 groups (reading, assignment, discussion) and each teacher can take one group. Not necessarily 50/50 (Language help, special ed., absentees, etc.) Groups do not remain the same, but change over time and days.
- ❖ One teacher teaches while the other takes time for one-on-one conferencing (project update, writing help, etc.). Roles and assignments should rotate throughout the term.
- ❖ Work together on presentations. Alternate teaching in a shared lesson.
- ❖ Each teacher could take the class on alternate days or on alternate units. Trade off roles—leader vs. helper—divide class in half and work on different types of activities. One group might be outside or at the library for a while, then change places with the group that was inside or working in the classroom.
- ❖ Divide curriculum to take advantage of each teacher's strengths and interests.
- ❖ Debates—each teacher takes a side to coordinate arguments.
- ❖ Share paperwork and grading duties. Schedule consistent planning time to work together.
- ❖ Student teachers need to participate in:
 1. Lesson design
 2. Teaching
 3. Preparation and research of materials
 4. Classroom management
 5. Assessment (formal and informal)
 6. Classroom routines
 7. Grading and Parent contacts
 8. Knowing school policies and emergency procedures

Use the team teaching experience to be creative. This is an opportunity to try something new.



SINGLE SUBJECT PROGRAM

PERSONAL & PROFESSIONAL COMPETENCIES

The faculty members in the Single Subject 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 actively engaged to achieve maximum benefits from the credential program. Additionally, they must be able to integrate the learned skills with their own developing pedagogical, philosophical and theoretical constructs. Successful evaluation and reflection on these criteria is an integral part of each candidate's progress through the credential program.

PERSONAL & PROFESSIONAL COMPETENCIES

Please initial each component, acknowledging that you understand the component and recognize its importance in the development of sound, professional practice.

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 fieldwork journals, writings, and discussions) 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 the Instructional Design and Teaching and Learning II courses.
At the end of the field experience courses candidates will:
 - _____ a. demonstrate competency in the six Standards for the Teaching Profession (see the Single subject Fieldwork 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 recognize the importance of reflection as a critical component of teacher development. The weekly Fieldwork Journals will be thoughtfully completed and submitted to college supervisor on time.

8. ____ 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.

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 develop an accurate assessment of their own personal and professional competencies and take responsibility for their personal and professional conduct.
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)

I. 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 the Instructional Design course and Teaching and Learning II:

Candidate's Signature _____ Date _____ (copy to student file)

Print Candidate's name _____

II. Pre-Instructional Design and Teaching and Learning II: By signing below, I am certifying that I: 1) have completed subject matter competency; 2) have passed the CBEST exam; 3) have approved finger print documentation in my file at the School of Education; 4) have grades of B/pass or higher in all credential coursework; 5) understand competencies that have been met; and 6) have a strategy for meeting unmet competencies.

Candidate's Signature _____ Date _____

Print Candidate's name _____

Faculty _____ Date _____ (copy to student file)



KALMANOVITZ
SCHOOL OF
EDUCATION

SINGLE SUBJECT PROGRAM PLACEMENT INFORMATION

Teaching and Learning (I or II): Field Component _____

Term and Year _____ Subject(s) _____

School Site _____ District _____

School Address _____ City _____ State _____ Zip Code _____

Student's Name _____ Email _____

Student's Address _____ City _____ State _____ Zip Code _____

Home Telephone Number _____ Work Telephone Number _____

Student's Permanent Address _____ City _____ State _____ Zip Code _____

Home Telephone Number _____ Work Telephone Number _____

Beginning Date _____ Ending Date _____

Teaching and Learning I or II: Field Component _____ Employed or Traditional _____

Field Supervisor _____ Email: _____

College Supervisor _____ Email: _____

Schedule _____

Extra Curricular Activity (*Teaching and Learning II only*) _____

Placement Verification:

EL _____ (School) _____ (Term & Year)

API _____ (School) _____ (Term & Year)

Public _____ (School) _____ (Term & Year)

Multi-cultural _____ (School) _____ (Term & Year)

Verification Letter to Administrator Date: _____

**VERIFICATION:
PUBLIC, MULTICULTURAL, API, EL**



KALMANOVITZ
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_____ **Term**
_____ (*Name of Student Teacher*) **will be completing his/her**

Teaching and Learning: Field Component (I or II) placement at _____
(*school site*) **with** _____ **as his/her field supervisor.**

The student teacher will fulfill the following field requirements during this placement
(*check applicable requirements*).

- EL—Class has significant number of English Learners**

- School Site with API 5 or below.**

- Multicultural—Class is 40% or more diverse**

- Public—School site is public**

Signatures:

Student Teacher _____

Field Supervisor _____

College Supervisor _____



KALMANOVITZ
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CLAD 440: FIELDWORK COMPONENT CONTRACT

Candidate's Name: _____ Date _____
Print Name

Subject Areas: _____ Term _____

School & District: _____ Date of Placement _____

Field Supervisor(s): _____ College Supervisor _____
Print Name(s) Print Name

This additional field placement for the Preliminary SP 2042 Single Subject credential at Saint Mary's College of California requires the student teacher be in a classroom for a total of 50 hours, as the teacher of record or as a traditional student teacher. The candidate will be meeting the following specified credential requirements:

- Public school
 - Significant English Learners
 - $API \leq 5$
 - Diversity
1. I will prepare written lesson plans for each of the classes that I teach during the placement. I will make these plans available to both the field supervisor and/or the college supervisor.
 2. I will notify the field supervisor and college supervisor, as soon as possible, if I am to be absent.
 3. I will abide by the policies of the school site and comply with the requirements for field placements as outlined in the *Single subject Fieldwork Handbook*.
 4. I understand that the College supervisor will make three observation visits during my 50 hour CLAD 440 placement.
 5. I understand that I must also attend a weekly CLAD 440 seminar class.

Placement details (dates, hours, courses taught, etc.):

I certify that I understand and agree to follow the above stated guidelines.

Candidate

College Supervisor

Field Supervisor

VERIFICATION: FIRST AND LAST DAY OF SCHOOL EXPERIENCES



KALMANOVITZ
SCHOOL OF
EDUCATION

Single Subject Program

Candidates in the Single Subject Credential Program are required to “experience” the First and Last Day of School. Please complete this verification and return it to the Coordinator of Supervision. You may satisfy these requirements during your student teaching, or you may need to make special arrangements.

Candidate’s Name: _____

I had a **First Day of School** “experience” at _____
Name of school

During _____ on _____
A one day visit, T&L I placement, or T&L II placement *Date*

Authorize signature (*SMC faculty, site teacher, etc.*)

Position

I had a **Last Day of School** “experience” at _____
Name of school

During _____ on _____
A one day visit, T&L I placement, or T&L II placement *Date*

Authorize signature (*SMC faculty, site teacher, etc.*)

Position

PETITION TO REPEAT FIELDWORK

Single Subject Program



KALMANOVITZ
SCHOOL OF
EDUCATION

Name and email: _____

Date: _____

Phase of Student Teaching: _____

Original Placement (site, teacher, and date): _____

Due: _____

Please address the following questions in writing and submit to the Coordinator of Supervision:

What factors contributed to the problems in your original placement?

What part did you play in the lack of success in your original placement?

What will you need to do differently to ensure that a second placement is successful?

What have you done to develop as a teacher since your original placement was terminated?

Please assist us in understanding your situation and in helping us with program development, so that future candidates are better prepared for placements. Once you have submitted your Petition to Repeat Fieldwork, a Single Subject committee will meet to review your petition. The goal is to reflect on the challenges you faced in the original placement, what you have done to improve as a teacher, and your chances for success in a second placement. We want to do everything in our power to assist you and ensure your success in your second field placement. We also want you to understand that you must be pro-active in communicating with your new field supervisor, learning about your new school, and meeting the daily challenges inherent in the art of teaching.

Single Subject Program EMPLOYED STUDENT TEACHERS

Teachers develop over time. We would prefer our student teachers work in the credential program, solely as a student teacher for a year, without teaching part or full-time. At the same time, we realize that some student teachers will accept teaching positions while they are enrolled in our credential program. We would caution that our one year program was designed as a full-time program. Being enrolled in a full-time credential program and teaching full-time, often puts excessive pressures on a person at a time when the person is trying very hard to learn the art of teaching.

One student wrote "The demands on your time and energy for both (teaching job and credential program) are overwhelming." Another student teacher wrote, "You have the stress of being a new teacher and the stress of the credential program at the same time. There is less time to focus on the reflective process of teaching."

As faculty at Saint Mary's College (SMC), we believe student teachers who are enrolled in our program full-time should consider delaying their teaching job or teaching part-time. We also believe student teachers, who need to teach full-time, should consider completing the credential program on a part-time basis, maybe one class at a time. A student teacher wrote ". . . It is very hard to teach full-time and give adequate time to the readings and assignments in the credential program." Another student teacher wrote "I have had many breathless moments and sleepless nights. It has been more stress than I want or imagined."

As student teachers decide whether to accept part or full-time teaching positions, they might consider the following list of questions that were suggested by other student teachers who have faced the same dilemma.

What questions should a Teaching and Learning I or Teaching and Learning II candidate ask of the administration of a school and of themselves before deciding to work part-time or full-time for that school?

1. What **resources** are available to me in regards to curriculum mapping, lesson plans, etc.?
 - Are there books?
 - Is there a curriculum prepared for the class?
 - How much collaboration is there?
 - Will there be someone at the school who will serve as my mentor? How much time will they put in working with me?
 - How many preps will I have? If I have more than two, will someone be helping me plan for my classes?
 - Is there someone in my department that will share lessons/ activities with me?
 - Will I have access to past handouts and lesson plans for the classes I will be teaching?
 - How is the department organized? Do all of those teaching the same subject have the same set curriculum or does the teacher have to come up with their own?

- Does the department I am teaching with collaborate often? Is there a collaboration schedule? Can other members of the department assist me when I am bogged down with class work?
 - Will I have an orientation to the school?
2. How much faculty **support** will I have?
 - How much support is there for new teachers? How often will I be observed?
 - Find out if your school is really supportive of and understanding that you are a beginning teacher—do they really give you the slack, support, materials you need and back you up with parents !
 - What kind of support will I have?
 - How flexible will you be with my other commitments such as SMC classes? Can I do observations as such as required for SMC?
 - How much time will I have to turn in goals and objectives? I am not given enough time and it usually coincides with a huge T & L assignment due.
 - Will I be able to go to someone specific if I am having problems teaching? Who?
 - Will the school respect my commitment to my credential program in the case that I cannot attend a faculty meeting, parent night, etc.?
 - Will the administration respond to my needs?
 - Will I have staff support?
 3. Does the school meet the **four fieldwork credential requirements**?
 - Will the placement satisfy SMC criteria?
 - What is the API?
 4. What are the **after school commitments** for teachers? Will I be able to get out of them to attend class?
 - How much extra time will I need to spend at the school site?
 - Do you understand that I am in school and will not be able to cover after school assignments?
 - What other responsibilities are required by the school for me to do? Meetings? Office hours?
 5. What is the **Principal** like? What is their vision for the future?
 6. How long does a teacher typically stay? (Are teachers happy?)
 7. What is your **benefits package**?
 8. What are the **disadvantages & advantages** of working **part or full-time**?
 9. Can my schedule be only mornings or afternoons?
 10. Should I try to balance the pressures of simultaneously teaching and working full time on my credential or
 - Should I just take it a little slower by teaching and continuing in the credential program on a part-time basis or
 - Should I just focus on the credential program and use this time to develop as a teacher?



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Single Subject Program VERIFICATION: SUPPORT AND RESOURCES FOR PART OR FULL-TIME EMPLOYED STUDENT TEACHERS

We are concerned about the level of on-site mentoring and resources our student teachers will receive when teaching either part-time or full-time. We want to work with the mentors at the school sites to ensure that our student teachers are able to successfully teach their classes and work towards completing their credential.

As faculty at St. Mary's College, we believe student teachers need on-site support as well as support from the College to enhance their development as teachers.

Candidate's Name (printed): _____

Will be teaching _____ (part-time or full-time)

at _____ (name of school). On-site mentoring will be

_____ provided by (mentor's name printed)



_____ (Mentor's signature)

Print Name

_____ (Mentor's position)

_____ (Administrator's signature)

Print Name

_____ (Administrator's position)

_____ (Candidate's signature)

_____ (Date)



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Single Subject Credential Program PACT

GUIDELINES FOR TEACHING AND LEARNING I: FIELDWORK COMPONENT

The fieldwork component of **Teaching and Learning I** begins with a developmental sequence of carefully planned and substantive field experiences for student teachers in the Single Subject Program. Building on collaborative relationships and partnerships which have developed over time, Saint Mary's College staff and personnel select schools as potential field experience sites which will allow student teachers to connect theory and practice and to begin developing their skills as reflective practitioners. In addition, college supervisors select field supervisors who are expert teacher mentors, who teach a standards based curriculum and who demonstrate subject matter expertise.

The Single Subject Program begins with a **Foundations of Secondary Education** course, an intensive two-week course in which potential student teachers are given instruction and practical experience in the basics of teaching. These topics include the Teacher Performance Expectations (TPEs) and the Performance Assessment for California Teachers (PACT), classroom management, planning for instruction, basic assessment tools, and needs of EL and special needs students. Student teachers then take **Teaching and Learning I** that includes a ten-to-eleven week field placement. The course is designed to help student teachers connect what they are learning about students in their placement to the lessons, information, and research of the course content. As part of this coursework, candidates administer and interpret assessments, make instructional decisions based on their students' language or special needs, and prepare for the Performance Assessment for California Teachers (PACT) in a systematic, developmental way.

The fieldwork component of **Teaching and Learning I** consists of a ten-to-eleven week field placement during which candidates assume progressively more developmentally appropriate responsibility for teaching two periods. Student teachers are required to be on their site campus five days per week for three to four hours per day.

Communication between the college supervisor, the student teacher, the field supervisor, and the college course instructors keeps the focus on the skills, strategies, and methods necessary for effective teaching while working towards satisfying the TPEs and preparing for the PACT.

Candidates also begin to demonstrate that they know how to make content accessible to students as well as demonstrate knowledge of the content standards and frameworks. They participate in activities in which they begin to practice exercises that simulate the Performance Assessment for California Teachers (PACT)

In order to ensure a successful experience, the following guidelines are offered to credential candidates, field supervisors, college supervisors, and school administrators. It is essential that the specific expectations be agreed upon by the individuals cited above at the time of the initial placement meeting.

RESPONSIBILITIES OF STUDENT TEACHER

1. Coordinate setting up (time and place) the placement meeting. Establish two meeting times that are available for the field supervisor and coordinate these times with the college supervisor.
2. Plan to be on the school site campus 3 – 4 hours per day, 5 days per week. Time will be devoted to preparing, teaching, and collaborating.
3. Complete Fieldwork Journals each week of the ten-to-eleven week field placement. These Fieldwork Journals should be emailed to the college supervisor and copied to the Teaching and Learning I seminar instructor.
4. Assume increasing instructional responsibility for two class periods a day as outlined in Table 1. By week 4 of the placement, the candidate assumes full teaching responsibility for two class periods, five days a week.
5. Observe the field supervisor teach and, through the guided observations, reflect on what you are learning.
6. As you begin to assume more instructional responsibility, work closely with the field supervisor in the preparation of your daily lesson plans. All lesson plans are to be maintained in a folder and provided for the college supervisor prior to each site observation. (see Lesson Plan Notebook)
7. Meet regularly with the field supervisor to plan, obtain ideas and resources, recognize how standards are a part of the curriculum, and receive feedback. Keep the field supervisor informed of your curriculum plans, teaching practices and strategies and any problems you are experiencing.
8. Work with the field supervisor to prepare **daily lesson plans**. Student teachers are required to have a lesson plan available for their college supervisor to review prior to the lesson. Some college supervisors will ask that the daily lesson plans be emailed to them the evening before an observation. Others will ask to be given a copy of the daily lesson plan as they arrive for the observation. If the college supervisor does not receive the daily lesson plan prior to the lesson, the observation will be rescheduled (at an additional cost of \$125 to the student teacher).
9. Demonstrate competence in planning, implementing, and evaluating individual lessons, while working with the field supervisor.
10. Communicate regularly with the college supervisor to discuss progress toward meeting the TPEs. Returning telephone calls and emails within 24 hours demonstrates professionalism, Standard VI of the Final Evaluation. Keep the college supervisor informed of all aspects of the Fieldwork Component of **Teaching and Learning I** experience and schedule classroom observations so that they are able to provide useful data and a range of instruction meeting the TPEs.

11. Keep a Lesson Plan Notebook, of daily lesson plans. The Lesson Plan Notebook should include lesson plans for the two mini-lessons taught during week 2 and daily lesson plans for weeks 3-10. The college supervisor will specify the format (electronic or paper). (see Lesson Plan Notebook)
12. Attend and satisfactorily complete all course work for the **Teaching and Learning I** course.
13. Notify the field supervisor and college supervisor, as soon as possible, in the event of absence.
14. Take part in a Mid-Semester Review meeting with the field supervisor and college supervisor in which the student teacher's progress towards meeting the TPEs is assessed.
15. Complete the Final Evaluation form (grounded in the TPEs), assessing his/her performance in the Fieldwork Component and participating in a final, three-way evaluation conference with the field supervisor and college supervisor.

RESPONSIBILITIES OF FIELD SUPERVISOR

The field supervisor plays an essential role in the student teacher's field experience. To ensure that the placement is a success for all concerned, it is important that the field supervisor follow these guidelines:

1. Take time before the placement begins to clearly explain your expectations.
2. Help the candidate become familiar with school policies and procedures: organization, staff, curriculum, facilities, classroom practices, and special programs.
3. Communicate with the student teacher daily to plan and evaluate lessons and other classroom activities. Inform the student teacher of how to integrate standards into instruction and how to assist students in meeting those standards.
4. Help the student teacher choose a sequence of lessons with a compelling focus, which will fit into the curriculum and give the student teacher ample opportunity to engage students and extend their understanding of the topic at hand. In addition, the field supervisor should review the lesson plans created by the student teacher for the Teaching Event, and help the student teacher choose scaffolding strategies and activities to meet the needs of individual students in the class.
5. Observe the student teacher as he/she engages in classroom instruction. It is important that the field supervisor establish an appropriate presence, one that allows the pupils to see the student teacher as the authority figure and yet allows the student teacher consistent access to the field supervisor's support and guidance.
6. As appropriate, provide the candidate quality feedback, grouped in the TPEs.

7. Communicate with the college supervisor about the student teacher's performance, including both observed growth and any concerns about the placement.
8. Verify the number of hours of field experience completed by the student teacher. This information should be shared with the college supervisor. Student teaches should be on campus 3–4 hours each day during **Teaching and Learning I**.
9. Collaborate with the college supervisor to complete the Mid-Semester Review form.
10. Complete the Final Evaluation form assessing the student teacher's growth and progress towards meeting the TPEs. Participate in a final conference with the student teacher and the college supervisor.
11. Write a letter, on school letterhead evaluating the student teacher's growth and competence at the conclusion of the Teaching and Learning experience. This letter can be given directly to the student teacher, with a copy going to the college supervisor.

RESPONSIBILITIES OF COLLEGE SUPERVISOR

1. Serve as liaison between Saint Mary's College and the school site.
2. Conduct an initial placement meeting with the candidate, field supervisor, and whenever possible a representative of the administration. Clearly explain the importance of this placement as an essential experience in preparing the candidate in the TPEs, practicing for the PACT, and integrating standards into the curriculum and daily teaching practices.
3. The following paperwork should be completed during the placement meeting and returned to the Coordinator of Supervision and Placements after the placement meeting:
 - Placement Information sheet
 - **Teaching and Learning:** Fieldwork Component contract
 - Public, Multicultural, EL, and API Verification
4. Respond to Fieldwork Journals that are submitted weekly by the student teacher.
5. Observe the student teacher instructing students in the classroom. The college supervisor makes four visits to the school site during this fieldwork placement. These four visits should be scheduled throughout the ten-to-eleven week placement. The college supervisor shares a written report of each observation with the student teacher, field supervisor, and the Coordinator of Supervision and Placements. The observation reports are grounded in the California Standards for the Teaching Profession and the TPEs.
6. Maintain close contact with the student teacher, communicating by telephone and/or e-mail on a regular basis. Provide the student teacher with feedback and advice regarding the TPEs as well as your experience as a classroom teacher.

7. Provide support, encouragement, feedback, and constructive criticism to the student teacher concerning the field experience. Be prepared to provide alternative methods and strategies to help meet the differentiated needs of EL students and special needs students.
8. Maintain contact and encourage open communication with school administrators and field supervisors in order to address their questions and to assess the candidate's progress.
9. Submit the following paperwork to the Coordinator of Supervision and Placements:

	Due
• Teaching and Learning I: Fieldwork Component contract	◆ After Placement Meeting
• Placement Information Sheet	◆ After Placement Meeting
• Public, Multicultural, API, EL Verification	◆ After Placement Meeting
• Mid-Semester Review	◆ After Mid Semester Review
• Observation Reports 1–4	◆ As Completed
• Final Evaluation	◆ End of Term
○ one from student teacher	
○ one from field supervisor	
○ consensus from college supervisor	

10. Write a letter, on Saint Mary's College letterhead, for the student teacher's placement file evaluating the student teacher's growth and progress at the conclusion of the Teaching and Learning experience. This letter may be given directly to the student teacher.

PACT
Teaching and Learning I: Fieldwork Component

Table 1

Ten-to Eleven Week Field Placement, 3–4 hours per day on site campus

Teaching and Learning I placements are for a minimum of 10 weeks. Student teachers are tentatively matched with field supervisors. Once they observe and meet with the field supervisor, contracts are signed that define expectations and responsibilities. Placements may be extended or repeated to give student teachers an opportunity to demonstrate competency in the Teacher Performance Expectations (TPEs). Each student teacher will assume full responsibility for teaching one period (weeks 3 - 10) and add an additional period of teaching responsibility during week four. The template below provides a minimal guideline; student teachers are urged to proactively take on teaching responsibilities as soon as possible.

Weeks 1	Guided Observation 2 periods/day Work with individuals and small groups	Actively observe & Assist Discuss Teaching Event with Master Teacher
Week 2	Teach two 10 to 15-minute lessons Within the take- over period Continue to observe and help out in the 2 nd period	Teach 2 short lessons Become familiar with taping equipment Confirm taping permission sheets CS will schedule first observation during week 2 or 3
Week 3	Assume teaching responsibility for one period, 5 days per week Continue to observe and help out in the 2 nd period	
Week 4	Add responsibility for the 2 nd period All student teachers teaching 2 periods, 5 days a week	CS will schedule second observation during week 4, 5, or 6 Confirm Teaching Event lessons with field supervisor
Week 5	All student teachers continue teaching 2 periods, 5 days a week	Mid-Semester Review (week 5 or 6)
Weeks 6 - 10	↓	3 rd observation by college supervisor Week 6, 7, or 8
Week 10		Final Evaluation (end of week 10) 4 th observation by college supervisor

Because of STARR testing, in the spring, the spring Teaching and Learning I placements will be for 11 weeks (10 weeks of actual teaching).



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SINGLE SUBJECT PROGRAM
PACT
TEACHING AND LEARNING I:
FIELDWORK COMPONENT CONTRACT

Candidate's Name (print) _____ Date _____

Subject Areas _____ Term _____

School and District _____ Dates of Placement _____

College Supervisor (print) _____

Field Supervisor(s) (print) _____

1. For ten to eleven weeks, I agree to observe, participate, and teach:

Class #1	Period
Time of class	From _____ to _____

Class #2	Period
Time of class	From _____ to _____

- I will maintain a Lesson Plan Notebook for review by both the field supervisor and college supervisor that contains:
 - Daily lesson plans for 2 mini-lessons during week 2
 - Daily lesson plans for weeks 3-10
- I will complete weekly fieldwork journals (due Friday).
- I will return phone calls and emails within 24 hours.
- I will notify the field supervisor and college supervisor, as soon as possible, if I am to be absent.
- I understand that my college supervisor will observe me teaching 4 times during my ten to eleven week placement. I will have an up-to-date Lesson Plan Notebook available for my college supervisor to review each time they visit. In the event that I need to reschedule an observation visit, I will give my college supervisor 24 hours advance notice.
- If my college supervisor arrives and a detailed lesson plan is not ready, the observation will be rescheduled and I will be charged \$125 to cover costs.
- I will abide by the policies of the school site and comply with the requirements for **Teaching and Learning I** as outlined in the *Single Subject Fieldwork Handbook*.

I certify that I understand and agree to follow the above stated guidelines:

Candidate

College Supervisor

Field Supervisor

SINGLE SUBJECT CREDENTIAL PROGRAM
GUIDELINES FOR TEACHING AND LEARNING II:
FIELDWORK COMPONENT

The fieldwork component of **Teaching and Learning II** is the second, and final field experience for candidates in the Single Subject Credential Program. Candidates enrolled in this course **Teaching and Learning II** have completed a 10-week fieldwork placement and the **Instructional Design** course. In **Teaching and Learning I**, candidates observed teaching practices in a variety of schools and student taught with a field supervisor for the equivalent of two periods each day, assuming both instructional and non-instructional roles for ten weeks.

Prior to beginning the fieldwork component of the **Teaching and Learning II**, candidates complete the **Instructional Design** course. The purpose of this course is to lay a foundation for a successful Fieldwork Component of **Teaching and Learning II** experience by systematically familiarizing the student teacher with the responsibilities and expectations.

Field assignments for the fieldwork component of **Teaching and Learning II** will be made by the Coordinator of Supervision and Placements. All **Teaching and Learning II** field placements will be completed at partnership school sites. All four of the fieldwork requirements (low API, EL, Public, and Multicultural) are satisfied by a **Teaching and Learning II** placement at a partnership school site.

During the fieldwork component of **Teaching and Learning II**, candidates in the Single Subject Program at Saint Mary's College take full responsibility for teaching two classes and team-teaching a third class for a site semester. A site semester is typically 15 to 18 weeks. During this semester long placement, the student teacher follows the site calendar, in terms of holidays. For example, if Saint Mary's College observes a holiday and the school site does not observe the same holiday, the candidate is still responsible for continuing his/her duties at the site school. With teaching and preparation time, candidates can expect to be involved at the school site for approximately five hours a day, five days a week.

In order to ensure a successful experience, the following guidelines are offered to credential candidates, field supervisors, college supervisors, and school administrators. It is essential that the specific expectations be agreed upon by the individuals cited above at the time of the initial placement.

RESPONSIBILITIES OF STUDENT TEACHER

1. Coordinate setting up (time and place) the placement meeting. Establish two meeting times that are available for the field supervisor and coordinate these times with the college supervisor. Ideally, the placement meeting for the **Teaching and Learning II** partnership placement takes place before the **Instruction Design** course begins.
2. Plan to spend 5 hours per day on campus.

3. Assume full responsibility for two classes for an entire semester (as defined by the field site's academic calendar). Fieldwork Component of **Teaching and Learning II** responsibilities begin on the first day of the site semester.
4. Assume shared instructional responsibility (i.e., team teaching) for a third class. Team teaching enables the student teacher to work closely with an experienced teacher in planning, teaching, and evaluating a class. The team teaching experience will be individual and crafted with input from the field supervisor, student teacher, and college supervisor.
5. Complete **Fieldwork Journals** each week of the semester-long field placement. These Fieldwork Journals should be emailed to the college supervisor and copied to the Teaching and Learning II seminar instructor.
6. Work with the field supervisor to complete a semester long **Block Plan**. This semester Block Plan should be submitted electronically to the Teaching and Learning II seminar instructor and the college supervisor.
7. Work with the field supervisor in the preparation of **weekly lesson plans**. Each weekend student teachers should send their Teaching and Learning II instructor the weekly plan for the upcoming week. College supervisors may also require that these weekly plans be forwarded to them for comments and suggestions.
8. Work with the field supervisor to prepare **daily lesson plans**. Student teachers are required to have a lesson plan available for their college supervisor to review prior to any observation. Some college supervisors will ask that the daily lesson plans be emailed to them the evening before an observation. Others will ask to be given a copy of the daily lesson plan as they arrive for the observation. If the college supervisor does not receive the daily lesson plan prior to the lesson, the observation will be rescheduled (at an additional cost of \$125 to the student teacher).
9. Meet informally, daily, with the field supervisor to plan, obtain ideas and resources, and receive feedback on classroom performance. Inform the field supervisor of classroom plans, practices and problems, and, as appropriate, seek the field supervisor's advice and approval.
10. Learn the way the school is organized and the resources—human and physical—that are available: the media center (library), counseling services, skills center, hall monitors, school nurse, reading specialist, resource specialist, etc. This will be in addition to the Becoming Familiar with Your School Site assignment that is part of the **Instructional Design** course.
11. Keep a Lesson Plan Notebook, of both daily and weekly lesson plans. The Lesson Plan Notebook should include weekly lesson plans for the entire semester and daily lesson plans for each time the college supervisor observes. The Lesson Plan Notebook will be checked by the college supervisor each time they observe. The college supervisor will specify the format (electronic or paper).

12. Become acquainted with members of the faculty and staff; know what individual staff members do: what classes they teach, what additional responsibilities they have.
13. Provide copies of lesson plans to the college supervisor at each of the six formal observations. At the discretion of the college supervisor two of the six formal observations can be crafted to better meet the candidate's needs in the classroom.
14. Demonstrate competence in planning, implementing, and evaluating individual lessons.
15. Demonstrate competence in planning, implementing, and evaluating a sequence of lessons. Generally, lessons and longer units will be planned with input from the field supervisor.
16. Demonstrate competence in classroom management, including the handling of discipline problems and other problems with students (low motivation, difficulties handling the subject matter, emotional responses). Student teachers should know how to use school discipline procedures, referral processes, individual conferences, counselors' records, etc. Candidates ensure a safe environment in the classroom apart from harassment of any nature.
17. Demonstrate competence in diagnosis, prescription, and evaluation of individual and group-learning performance levels.
18. Document student progress using multiple types of assessment. This includes assuming major responsibility for final course grades.
19. Provide ongoing opportunities for students and families to learn about student progress based on student work. Conduct or participate in at least one parent conference.
20. Make himself/herself available to students outside of class time.
21. Become involved with some form of student co-curricular activities: clubs, student government publication, intramural sports, athletics, etc. Many student teachers assist with after-school clubs or sports; however, it is perfectly acceptable to be involved with students' out-of-class activities during the school day. (10 hours minimum.)
22. Take part in a Mid-Semester Review meeting with the field supervisor and college supervisor in which the student teacher's progress towards meeting the Teacher Performance Expectations (TPEs) is assessed.
23. Attend department and faculty meetings
24. Participate in a Back-to-School night or Open House.
25. Observe other classes. This can include classes outside the subject area. Student teachers are required to observe at least four classes over the course of the semester, or as assigned by the Teaching and Learning II instructor. It is highly recommended that at least two of these observations take place within the first 9-weeks of the semester.

26. Attend and satisfactorily complete all coursework for the on-campus **Teaching and Learning II** course.
27. Communicate regularly with the college supervisor to discuss progress towards meeting the Teacher Performance Expectations (TPEs). The student teacher will keep the supervisor informed of all aspects of the teaching experience, will help schedule classroom observations so that they provide useful data for both parties, and will seek the supervisor's advice and assistance as needed.
28. Notify the field supervisor and college supervisor, as soon as possible, in the event of an absence.
29. Complete the Final Evaluation form (grounded in the TPEs), assessing his/her performance in Teaching and Learning and participating in a final, three-way evaluation conference with the field supervisor and college supervisor.

RESPONSIBILITIES OF FIELD SUPERVISOR

The field supervisor plays an essential role in the student teacher's field experience. To ensure that the placement is a success for all concerned, it is important that the field supervisor follow these guidelines:

1. Actively participate in the placement meeting and clearly explain your expectations.
2. Help the candidate become familiar with school policies and procedures: organization, staff, curriculum, facilities, classroom practices, and special programs.
3. Discuss, informally, the daily field experiences with the student teacher. Meet formally with the student teacher at least twice weekly to plan and evaluate lessons and other classroom activities.
4. Observe the student teacher as she/he engages in classroom instruction. It is important that the field supervisor establish an appropriate presence, one that allows the pupils to see the student teacher as the authority figure and yet allows the student teacher consistent access to the field supervisor's support and guidance.
5. Provide the candidate with feedback on such skills as lesson planning, instructional delivery, discipline, and other classroom practices and policies.
6. Work with the student teacher and college supervisor to craft a team teaching model that is beneficial to all parties and gives the student teacher another perspective on teaching. The field supervisor and student teacher will team-teach one class for the entire semester.
7. Provide regular feedback to the college supervisor concerning the progress of the student teacher, especially related to the Teacher Performance Expectations (TPEs).

8. Verify the number of hours (approximately 5 hours per day) of field experience completed by the student teacher. This information should be shared with the college supervisor.
9. Collaborate with the college supervisor to complete the Mid-Semester Review form .
10. Complete the Final Evaluation form assessing the student teacher's growth and progress towards meeting the Teacher Performance Expectations (TPEs). Participate in a final conference with the student teacher and the college supervisor.
11. Write a letter, on school letterhead evaluating the student teacher's growth and competence at the conclusion of the Teaching and Learning experience. This letter can be given directly to the student teacher, with a copy going to the college supervisor.

RESPONSIBILITIES OF COLLEGE SUPERVISOR

1. Conduct the placement meeting. The following paperwork should be completed during the placement meeting and returned to the Coordinator of Supervision and Placements, after the placement meeting:
 - Placement Information sheet
 - **Teaching and Learning II:** Fieldwork Component contract
 - Public, Multicultural, API, EL Verification
2. Respond to Fieldwork Journals that are submitted weekly by Student Teacher.
3. Observe the student teacher at work in the classroom. Normally, the supervisor will make six visits to the school site during Teaching and Learning II. These visits are in addition to the initial placement visit. At least four of the six visits are formal with observation reports. The remaining two-visits will be designed by the college supervisor to meet the special needs of the student teacher.
4. Consult with the student teacher regarding plans, methods of presenting materials, classroom communications, and problem-solving strategies.
5. Provide support, encouragement, feedback, and constructive criticism to the student teacher concerning the classroom experience. To this end, the supervisor will maintain close contact with the student teacher, communicating with him/her by telephone and/or email.
6. Meet and conference often with both the student teacher and field supervisor as part of the open communication necessary for a successful student teaching experience.
7. Collaborate with the field supervisor to complete the Mid-Semester Review form.
8. Complete the Final Evaluation and participate in a final, three-way evaluation conference with the student teacher and field supervisor. During this conference, the three parties evaluate the Teaching and Learning experience and the progress of the student teacher.

9. Either during or following the final, three-way evaluation conference, complete a consensus Final Evaluation form incorporating information from each participant's Final Evaluation form as well as other information gathered during the evaluation conference.

10. Submit the following paperwork to the Coordinator of Supervision and Placements:

	Due
• Teaching and Learning II: Fieldwork	◆
Component contract	After Placement Meeting
• Placement Information Sheet	◆
	After Placement Meeting
• Public, Multicultural, API, EL Verification	◆
	After Placement Meeting
• Mid-Semester Review	◆
	After Mid Semester Review
• Observation Reports 1–6	◆
	As Completed
• Final Evaluation	◆
○ one from student teacher	End of Term
○ one from field supervisor	
○ consensus from college supervisor	

11. Write a letter, on Saint Mary's College letterhead, for the student teacher's placement file evaluating the student teacher's growth and progress at the conclusion of the Teaching and Learning experience. This letter may be given directly to the student teacher, with a copy forwarded to the Coordinator of Supervision and Placements.

Table 2
Teaching and Learning II: Fieldwork Component

Site-Semester Field Placement, 4–5 hours per day on campus
(This is a model)

Weeks 1–2 or 3	Student Teachers teach 2 periods and team-teach a third period with their field supervisor	Teach unit from Instructional Design course (college supervisor and field supervisor observe at least one time)
Weeks 4-6	↓	Observations by college supervisor
Weeks 7 or 8		Mid-Semester Review
Weeks 8 thru 16		Observations by college supervisor
		Continue Student Teaching
Final week of site semester placement		Final observation by college supervisor
		Final Evaluation



KALMANOVITZ
SCHOOL OF
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SINGLE SUBJECT PROGRAM

TEACHING AND LEARNING II: FIELDWORK COMPONENT CONTRACT

Candidate's Name (print) _____ Date _____
Subject Areas _____ Term _____
School and District _____ Dates of Placement _____
College Supervisor (print) _____
Field Supervisor(s) (print) _____

1. I agree to teach

Class #1 _____ **Period** _____
Time of class From _____ to _____

2. I agree to teach

Class #2 _____ **Period** _____
Time of class From _____ to _____

3. I agree to team-teach

Class #3 _____ **Period** _____
Time of class From _____ to _____

4. I will maintain a Lesson Plan Notebook for review by both the field supervisor and college supervisor that contains: Weekly lesson plans and Daily lesson plans for each time my college supervisor observes
5. I will be actively involved in an extra-curricular activity, faculty meetings, department meetings, and parent conferences.
6. I understand that I must be on campus approximately five hours each day.
7. I will complete weekly fieldwork journals (due Friday).
8. I will return phone calls and emails within 24 hours.
9. I will notify the field supervisor and college supervisor, as soon as possible, if I am to be absent.
10. I understand that my college supervisor will observe me teaching a minimum of 4 times during my 16-18-week placement. I will have an up-to-date Lesson Plan Notebook available for my college supervisor to review each time they visit.
11. In the event that I need to reschedule an observation visit, I will give my college supervisor 24 hours advance notice.
12. If my college supervisor arrives and a detailed lesson plan is not ready, the observation will be rescheduled and I will be charged \$125 to cover costs.
13. I will abide by the policies of the school site and comply with the requirements for **Teaching and Learning II** as outlined in the *Single Subject Fieldwork Handbook*.

I certify that I understand and agree to follow the above stated guidelines:

Candidate

College Supervisor

Field Supervisor



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OBSERVATION AND CONFERENCE REPORT

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

Suggestions:

_____ Candidate	_____ (Print name)
_____ College Supervisor	_____ (Print name)
_____ Field Supervisor	_____ (Print name)

LESSON PLAN NOTEBOOKS

A Lesson Plan Notebook will be kept by each student teacher in the Single Subject Program. Each time the college supervisor visits to observe, they will review the Lesson Plan Notebook.

TEACHING AND LEARNING I

For week 2, candidates will complete daily lesson plans for their two mini-lessons, using the daily lesson plan template. For weeks 3 – 10, candidates will complete daily lesson plans for each class they are teaching, using the daily lesson plan template. Each time the college supervisor visits to observe, student teachers will have an up to date Lesson Plan Notebook for review by the college supervisor. Each observation will include a review of the Lesson Plan Notebook.

The college supervisor and/or field supervisor will want to review lesson plans from several days up to a week before they are taught by the student teacher. This will give the student teacher an opportunity to incorporate suggestions from the college supervisor and/or field supervisor.

Prior to an observation, student teachers will present the college supervisor with their lesson plan notebook and any other materials they will need. By looking through the lesson plan notebook, college supervisors will get a sense of what the students and student teacher have been doing prior to the observation.

The field supervisor will review the Lesson Plan Notebook on a regular basis, at least weekly.

TEACHING AND LEARNING II

Candidates enrolled in Teaching and Learning II should have a lesson plan notebook that includes weekly lesson plans from the first day of the semester and daily lesson plans for each time their college supervisor observes.

Each time the college supervisor visits to observe, student teachers will have an up to date Lesson Plan Notebook for review by the college supervisor. Each observation will include a review of the Lesson Plan Notebook.

The college supervisor and/or field supervisor will want to review lesson plans from several days up to a week before they are taught by the student teacher. This will give the student teacher an opportunity to incorporate suggestions from the college supervisor and/or field supervisor.

Prior to an observation, student teachers will present the college supervisor with their lesson plan notebook and any other materials they will need. By looking through the lesson plan notebook, college supervisors will get a sense of what the students and student teacher have been doing prior to the observation.

The field supervisor will review the Lesson Plan Notebook on a regular basis, at least weekly.

LESSON PLAN: DAILY



KALMANOVITZ
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Class *Grade Level* *Date*

Academic Learning Objective:

Content Standards:	Academic Language Development/ Support:
--------------------	--

Assessment:

Informal:	Formal:
-----------	---------

Instruction (engaging students in the construction of meaning):

How will you begin the lesson?

Body of Lesson

Monitoring for Understanding

Closure

Accommodations (for example EL, Special Needs, GATE, reading levels, etc.):

Extending the Lesson (HW, Think about..., Ask ...):

Reflection/ Next Steps (What worked? What did not work? What will you do tomorrow? Why?):

Lesson Plan: Weekly



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Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	—	—	—
Objective Students will be able to:	Objective Students will be able to:	Objective Students will be able to:	Objective Students will be able to:	Objective Students will be able to:
Standards	Standards	Standards	Standards	Standards
Lesson (how to deliver content)	Lesson (how to deliver content)	Lesson (how to deliver content)	Lesson (how to deliver content)	Lesson (how to deliver content)
Assessment (formative)	Assessment (formative)	Assessment (formative)	Assessment (formative)	Assessment (formative)

End of Week Reflection (What went well? Why? What changes would you make?)

FIELDWORK JOURNALS

TEACHING AND LEARNING I

Student teachers will be asked to keep a Fieldwork Journal, with entries posted at the end of each week (due by midnight Friday). The entries should be sent via email to your college supervisor, with a cc to your seminar instructor. Completing Fieldwork Journals in a timely fashion provides evidence that you as a student teacher have met Standard VI: Developing as a Professional Educator.

In writing your journal, strive for quality reflection rather than quantity (several paragraphs should be plenty). You may use the suggested questions below. Please note the Might include and the Must include. Fieldwork Journals are due on Friday of each week. Take time on Friday afternoon/evening to reflect on your week and write your Fieldwork Journal. Fieldwork Journals will provide practice for the reflective writing that is so important for the PACT Teaching Event.

Might include:

- How does class begin?
- Observe taking care of “business” – roll, absent students returning, collecting homework, tardy students, seating chart, etc.
- How does the teacher motivate students?
- How is homework assigned, collected, used, emphasized?
- How does the teacher address, involve and deal with individual students?
- How does the teacher show enthusiasm for the subject matter?
- How safe is the classroom in terms of students taking risks and participating?
- Is the content made accessible to a wide range of students? How does this happen?

Must include:

- Reflect on teacher and/or your own practices: What went especially well? What would you choose to change? Why? What would you do the next day (next steps)?
- What question would you ask your field supervisor about what happened this week?
- How will you proactively extend yourself next week to take on more responsibility?
- How are you progressing on planning/implementing the Teaching Event?

Week 1: FJ #1

Email your college supervisor and cc your seminar instructor a summary of your week (see above for might include and must include). What have you been doing and how will you proactively extend your responsibilities next week?

Week 2: FJ #2

In addition to repeating the above, the student teacher will choose one student to observe, and at the end of the week will add the results of his observations of this student to the summary report sent to the college supervisor. This observation will take note of the student’s involvement in the class, attitude, behavior, interaction with the teacher, interaction with other students, and achievement.

Week 3: FJ #3

How is the student you observed in week 2 progressing? What challenges do they face? How could you as a teacher help them succeed in school?

Weeks 4 thru 10: FJ #4 thru FJ#10

Student Teacher will continue to submit a Fieldwork Journal entry at the end of each week to their college supervisor and seminar instructor summarizing their field experiences.

TEACHING AND LEARNING II

Student teachers will be asked to keep an insightful weekly Fieldwork Journal, with entries posted at the end of each week (due by midnight Friday). The entries should be sent via email to your college supervisor, with a cc to your seminar instructor. Completing Fieldwork Journals in a timely fashion provides evidence that you as a student teacher have met Standard VI: Developing as a Professional Educator. Fieldwork Journals are due each week of the Teaching and Learning II field placement (16 to 18 weeks). Candidates are responsible for alerting their college supervisor and seminar instructor if, due to the school site calendar, a fieldwork journal will not be sent.

In writing your journal, strive for quality reflection rather than quantity (several paragraphs should be plenty). You may use the suggested questions below. Please note the Might include and the Must include.

Journals are due Friday of each week.

Might include:

- How do you begin class? Is this working well?
- How do you take care of “business” – roll, absent students returning, collecting homework, tardy students, seating chart, etc.
- How do you motivate students? Which students lack motivation and how do you plan to work with them?
- How is homework assigned, collected, used, emphasized?
- How do you address, involve and deal with individual students?
- How do you show enthusiasm for the subject matter?
- How safe is your classroom in terms of students taking risks and participating?
- Is the content made accessible to a wide range of students? How do you make this happen?

Must include:

- Reflect on your own practices: What went especially well? What would you choose to change? Why?
- What two questions would you ask your field supervisor about what happened this week?

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

**PERFORMANCE ASSESSMENT
FOR CALIFORNIA TEACHERS
(PACT)**

FIVE TASKS OF THE PACT TEACHING EVENT

PLANNING

- Establishing a Balanced Instructional Focus
- Making Content Accessible
- Designing Assessments

INSTRUCTION

- Engaging Students in Learning
- Monitoring Student Learning During Instruction

ASSESSMENT

- Analyzing Student Work From an Assessment
- Using Assessment to Inform Teaching
- Feedback

REFLECTION

- Monitoring Student Progress
- Reflecting on Teaching

ACADEMIC LANGUAGE

- Understanding language demands
- Supporting academic language development

PACT Teaching Event

Important: The responsibility for the Teaching Event rests with the student teacher, who must be pro-active in informing the field supervisor of his/her needs and expectations, and in planning well in advance for each step in the process.

The Teaching Event, which must be successfully completed by each student teacher, is the focus of Teaching and Learning I, the Saint Mary's class supporting the first student teacher placement. Student teachers will explore and perform skills and strategies needed in the Teaching Event as part of the class. In addition, the student teacher is supported by the college supervisor, and will be enrolled in SSTE 226; PACT Prep/Assessment and Technology, a course designed to support the student teacher in the technology component PACT process.

The field supervisor's major contribution will be in helping the student teacher choose a sequence of lessons with a compelling focus, which will fit into the curriculum and give the student teacher ample opportunity to engage students and extend their understanding of the topic at hand. In addition, the field supervisor should help the student teacher choose scaffolding strategies and activities to meet the needs of individual students 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 is found in the Candidate Handbook. See Overview of Teaching Event, which precedes the more detailed instruction for each task.) The five tasks of the Teaching Event need to be presented by the candidate in a coherent and interconnected way. The candidate should always keep the reader (scorer) in mind and respond specifically to all questions/prompts. The central focus (big idea) of the unit must be evident throughout. In other words, the reader (scorer) needs to get the “story of the unit” clearly. **The bullet points following each task description indicate areas in which the field supervisor might assist the student teacher.**

THE FIVE TASKS

- I. Context: The student teacher shows that he/she sees students as individuals with specific needs. The student teacher portrays students in the community of the school.
 - **The field supervisor can help the student teacher to understand (a) the varieties of cultures and language backgrounds of class members, and (b) the school community and how it impacts learning.**
- II. Planning instruction and assessment: The student teacher creates three to five detailed and comprehensive lesson plans, which develop a compelling central focus. The lessons address standards and course curriculum requirements, and the needs of individual students. The plans must address ways to assess student understanding as the sequence of lessons progresses.

- **As early as possible (by week 2 and 3 of the field placement), the field supervisor should aid the student teacher in identifying the appropriate curriculum content for the Teaching Event.**
- **The field supervisor should share suggestions for scaffolding strategies and activities for each lesson.**
- **The field supervisor might share ways for the student teacher to extend student understanding (questioning techniques, close reading of texts, strategies for teaching content and academic language, for example).**
- **The field supervisor should review and critique the final lesson plans.**

III. Instruction: Two 10-minute video clips of the student teacher in action with students. The student teacher will also choose a range of student work samples to demonstrate how students responded to a lesson(s). The student teacher writes commentary analyzing both clips and student work, and discusses how learning progressed with the class as a whole.

- **The field supervisor can help the student teacher choose video clips that demonstrate (a) teacher strengths and student learning, and (b) the teacher extending student understanding through questioning and guiding students.**
- **The field supervisor might help the student teacher find the technological resources at the school.**
- **The field supervisor might offer to assist the student teacher with a practice videotaping.**

IV. Assessment: The assessments will include student work, questioning and comments from the class, checking for understanding through activity, and planned final assessments to take place in the future. The task asks for student teachers to plan NEXT STEPS, and these should be given careful thought.

- **The field supervisor should review the idea of “assessment” with the student teacher, and discuss how assessment should be both ongoing and summative.**
- **The field supervisor can help the student teacher choose a strong assessment tool.**
- **Early in the placement, the student teacher must be given opportunities to assess and grade student work under the supervision of the field supervisor.**
- **The field supervisor can demonstrate effective use of feedback, both oral and written.**
- **The field supervisor should discuss how lesson plans must sometimes be modified as a result of assessment.**

V. Reflection: The student teacher is asked to reflect after each lesson and also to write commentary about each task. Prompts are given for extensive final reflection.

- **Even though the reflection portion of the Teaching Event is largely personal and must be done through the eyes of the student teacher, the field supervisor can discuss with the student teacher the value of reflection in adjusting an improving teaching practices.**

Structure of the Teaching Event

<p>Context for Learning</p> <ul style="list-style-type: none"> • Instructional Context Form • Context for Learning Commentary 			
<p>Planning</p> <ul style="list-style-type: none"> • Daily Lesson Plans • Handouts, overheads, etc. • Planning Commentary 	<p>Instruction</p> <ul style="list-style-type: none"> • Video Clip(s) • Instruction Commentary 	<p>Assessment</p> <ul style="list-style-type: none"> • Analysis of whole class achievement + 3 student work samples • Analysis of learning for two of the three students • Quality feedback • Assessment Commentary 	<p>Reflection</p> <ul style="list-style-type: none"> ❖ Daily Reflections ❖ Reflective Commentary
<p>Academic Language (Evidence Gathered Across Tasks)</p>			

TEACHING EVENT PASSING STANDARD (Single Subject Candidates)

Single Subject candidates pass the Teaching Event if they:

- pass* all five rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language)

AND

- have no more than 2 failing scores of “1” across tasks.

**To pass a category, candidates must have a majority (at least half) passing scores within the category. In Planning, 2 out of 3 scores must be a “2” or higher; in Instruction, Assessment, Reflection, and Academic Language, 1 out of 2 scores must be a “2” or higher. Until piloting of the feedback rubric is completed, its score does not count toward passing.*

MID-SEMESTER REVIEW



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Student Teacher _____

Date _____

Check one: **Teaching and Learning I:
Fieldwork Component**

**Teaching and Learning II:
Fieldwork Component**

The Mid-Semester Review is a very important document; used as a formative assessment tool. This review should be completed during week 6 of the Teaching and Learning I placement and during week 8 of the Teaching and Learning II placement.

Areas of concern should be well documented with special contracts, written as needed.

The Mid-Semester Review should provide a tool, to focus on areas of concern so that student teachers will be able to improve their teaching practice.

ON THE BACK OF THIS SHEET, PLEASE ADDRESS ANY SPECIFIC AREAS OF CONCERN.

Standards	Student Teacher is making sufficient progress towards meeting this standard	Student Teacher has made progress, but needs to focus attention on this standard in order to pass
Standard I: Engaging and Supporting All Students in Learning TPE 4, 5,6 and 7	_____	_____
Standard II: Creating and Maintaining Effective Environments for Student Learning TPE 10 and 11	_____	_____
Standard III: Understanding and Organizing Subject Matter for Student Learning TPE 1	_____	_____
Standard IV: Planning Instruction and Designing Learning Experiences for All Students TPE 8 and 9	_____	_____
Standard V: Assessing Student Learning TPE 2 and 3	_____	_____
Standard VI: Developing As A Professional Educator TPE 12 and 13	_____	_____
Fieldwork Journals are insightful and submitted weekly	<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____ Student Teacher (<i>print name</i>)	_____ Student teacher (<i>signature</i>)	
_____ College Supervisor (<i>print name</i>)	_____ College Supervisor (<i>signature</i>):	
_____ Field Supervisor (<i>print name</i>)	_____ Field Supervisor (<i>signature</i>):	

CLASSROOM MANAGEMENT OBSERVATION



KALMANOVITZ
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Date: _____

Student Teacher Name: _____

Assessment Completed by: _____

Teaching and Learning _____ (I or II) Observation # _____ *Name*

Questions, before the Observation (CS asks of ST)

1. What classroom management challenges are you expecting tomorrow? _____

2. How do you plan to minimize these challenges? _____

3. What signals the beginning/end of class? _____

4. How is the classroom arranged to facilitate classroom management? _____

5. What changes would you make (room arrangement) if the classroom were yours?

Before Class Begins (completed by CS)

1. Is the room arranged to facilitate classroom management? Yes No
2. Are classroom rules posted? Yes No
3. What is the general "mind set" of the students as they enter the classroom? _____

4. If you were a student entering the classroom, what message is the teacher sending, what are your expectations for the period?

5. What is the teacher doing as the students enter? _____

6. What do students do once they enter the classroom? _____

Beginning of Class (completed by CS)

1. Who/What signals the beginning of class? _____
2. Is an agenda posted? Yes No
3. Are the students engaged as soon as class begins? Yes No

During Class (completed by CS)

1. Does the teacher have the students' attention before beginning the lesson? Yes No
2. Does the teacher wait for student attention or talk over student conversations? _____
3. What steps does the teacher take if he/she does not have full attention?

4. What evidence do you see of classroom routines? _____

5. Is the teacher in charge? Yes No
6. Is the teacher able to deal with minor classroom management issues while continuing the lesson? Yes No
7. What evidence do you see that the teacher is able to anticipate potential management problems? _____

8. What steps has the teacher taken to minimize potential management problems?

9. Is the teacher consistently delivering their classroom management message? Yes No
10. How does the teacher insure that students fully understand before they work individually, with partners, or in groups? _____

11. How does the teacher signal it is time for the class to reunify? _____

12. How is transition time viewed by this teacher and their students? _____

13. Does the teacher move around during class? Yes No
14. What is the teacher doing as students work independently or in groups? _____

15. Is the teacher aware of the entire class at all times? Yes No

End of Class (completed by CS)

1. How did the teacher close the period? _____

2. What were the objectives of the chosen “closing procedure”? _____

3. Who/What signaled the end of the period? _____

4. What was the teacher doing as the students left class? _____

Additional suggestions/comments:

Plan to improve Classroom Management:

FINAL EVALUATION



KALMANOVITZ
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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 materials 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

Please provide a statement regarding the candidate's skills and overall preparedness for teaching (complete for all students):

(This following 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
- Pass PACT
- 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 (of College Supervisor) Print Name Date

Single Subject Program
COLLEGE SUPERVISOR EVALUATION
by Student Teacher



KALMANOVITZ
SCHOOL OF
EDUCATION

College Supervisor's Name _____ Term & Year _____

Student's Name: _____

	Always	Most of the time	Some of the time	Rarely	Not at All	Doesn't Apply
Communication						
1. I am in regular contact with my supervisor.	5	4	3	2	1	X
2. The college supervisor is available for discussion of problems & concerns.	5	4	3	2	1	X
3. The college supervisor is open and receptive to my concerns and ideas.	5	4	3	2	1	X
4. Feedback and recommendations provided by the college supervisor are consistent with the philosophy and concepts introduced in my coursework.	5	4	3	2	1	X
5. The college supervisor has open and on-going communication with my field supervisor(s).	5	4	3	2	1	X
6. The college supervisor has open and on-going communication with the school site administrator(s).	5	4	3	2	1	X
7. The college supervisor is aware of the problems /events/issues which affect my placement.	5	4	3	2	1	X
Nature of Evaluation and Feedback						
1. The college supervisor provides clear concrete examples of areas where I am doing well.	5	4	3	2	1	X
2. The college supervisor provides clear concrete examples of ways in which I can improve my teaching.	5	4	3	2	1	X
3. The college supervisor discusses with me all evaluations within 24-48 hours.	5	4	3	2	1	X
Responsiveness & Professionalism						
1. The college supervisor returns my calls within 24-48 hours.	5	4	3	2	1	X
2. The college supervisor acts promptly to set up the initial placement meetings.	5	4	3	2	1	X
3. The college supervisor conducts him/herself in a professional manner at all times.	5	4	3	2	1	X
4. The college supervisor schedules, in advance, all observations.	5	4	3	2	1	X
5. Observations are regularly scheduled and evenly spaced throughout the semester.	5	4	3	2	1	X
6. Observations and evaluations are scheduled for all of the classes/assignments where I have responsibilities.	5	4	3	2	1	X

	Always	Most of the time	Some of the time	Rarely	Not at All	Doesn't Apply
7. The college supervisor acts as a liaison between the student teacher, the field supervisor and school site administrators.	5	4	3	2	1	X
8. The college supervisor is well versed in the policies and procedures of the Single Subject Credential Program at St. Mary's College.	5	4	3	2	1	X
Content Area Knowledge						
1. The college supervisor is well versed in the content that I am teaching.	5	4	3	2	1	X
2. The college supervisor provides ideas and resources which strengthen my content area teaching.	5	4	3	2	1	X

In the space provided below, please elaborate on any of the questions above. Such comments might include the college supervisor's strengths as well as weaknesses.

Section 2: Open-ended Question

1. In what ways was the college supervisor helpful to you during your Teaching and Learning experience?

2. In what ways can the college supervisor improve?



KALMANOVITZ
SCHOOL OF
EDUCATION

Single Subject Program

COLLEGE SUPERVISOR EVALUATION by Field Supervisor

College Supervisor's Name _____ Term & Year _____

School Site Personnel's Name _____

Student Teacher: _____

	Always	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.	5	4	3	2	1	X
2. The college supervisor is available for discussion of problems & concerns.	5	4	3	2	1	X
3. The college supervisor is open and receptive to my concerns and ideas.	5	4	3	2	1	X
4. The college supervisor has open and on-going communication with the field supervisor(s)	5	4	3	2	1	X
5. The college supervisor has open and on-going communication with the school site administrator(s).	5	4	3	2	1	X
6. The college supervisor is aware of the problems /events/issues which affect my placement	5	4	3	2	1	X
7. The college supervisor clearly stated the school site's role and responsibilities	5	4	3	2	1	X
8. The college supervisor clearly stated her/his role and responsibilities	5	4	3	2	1	X
9. The college supervisor clearly stated the student's role and responsibilities	5	4	3	2	1	X
Responsiveness & Professionalism						
1. The college supervisor returns my calls within 24-48 hours.	5	4	3	2	1	X
2. The college supervisor acts promptly to set up the initial placement meetings.	5	4	3	2	1	X
3. The college supervisor conducts him/herself in a professional manner at all times.	5	4	3	2	1	X
4. The college supervisor acts as a liaison between the student teacher, the field supervisor and school site administrators	5	4	3	2	1	X
5. The college supervisor is well versed in the policies and procedures of the Single Subject Credential Program at St. Mary's College	5	4	3	2	1	X

SINGLE SUBJECT CREDENTIAL PROGRAM



KALMANOVITZ
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FIELD SUPERVISOR EVALUATION

by Student Teacher

Field Supervisor's Name: _____ **Term & Year** _____

Student Teacher's Name: _____

School Site: _____

	Always	Most of the time	Some of the time	Rarely	Not at All	Doesn't Apply
Communication						
1. I am in regular contact with my field supervisor.	5	4	3	2	1	X
2. The field supervisor is available for discussion of problems & concerns.	5	4	3	2	1	X
3. The field supervisor is open and receptive to my concerns and ideas.	5	4	3	2	1	X
4. The field supervisor has open and on-going communication with my supervisor.	5	4	3	2	1	X
5. The field supervisor is aware of the problems /events/issues which affect my placement.	5	4	3	2	1	X
Nature of Evaluation and Feedback						
The field supervisor provides clear concrete examples of areas where I am doing well.	5	4	3	2	1	X
The field supervisor provides clear concrete examples of ways in which I can improve my teaching.	5	4	3	2	1	X
The field supervisor discusses with me all evaluations within 24-48 hours.	5	4	3	2	1	X
Responsiveness & Professionalism						
1. Observations are regularly scheduled and evenly spaced throughout the semester.	5	4	3	2	1	X
2. The field supervisor is neither in the classroom too much or too little for me.	5	4	3	2	1	X
3. The field supervisor acts as a liaison between the rest of the school community and me.	5	4	3	2	1	X
Content Area Knowledge						
1. The field supervisor is well versed in the content that I am teaching.	5	4	3	2	1	X
2. The field supervisor provides ideas and resources which strengthen my content area teaching.	5	4	3	2	1	X



KALMANOVITZ
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SINGLE SUBJECT PROGRAM
FIELD SUPERVISOR EVALUATION
BY COLLEGE SUPERVISOR

College Supervisor's Name: _____

Field Supervisor's Name: _____

Subject Area: _____ **School Site:** _____

Student Teacher's Name: _____ **Semester** _____

1. List the strengths of this field supervisor:

2. List the areas where this field supervisor could improve:

3. Would you recommend using this field supervisor again? Why or why not?

4. Among field supervisors with whom I have worked, I would rank this field supervisor in the following way:
(Please circle—5 is highest ranking.)

1 2 3 4 5

Comments:
