

**Education Specialist  
Credential Program  
Kalmanovitz  
School of Education**



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**Field Experience Handbook  
2019-2020**



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## GLOSSARY OF TERMS

**Assessment:** In the credential programs, assessment is formative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in the Teacher Performance Expectations. Evidence includes formal classroom observations, selected teaching products, student work class work and logs.

**California Teacher Credentialing (CTC):** California Commission on Teacher Credentialing issues professional clear credentials ensuring that those who educate the children of California are academically and professionally prepared.

**California Department of Education (CDE):** The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs and child care programs. The CDE works collaboratively with the CTC to support new teachers.

**California Standards for the Teaching Profession (CSTP):** Adopted January 2009 by the California Commission on Teacher Credentialing and the California Department of Education. These standards are based on current research and expert advice pertaining to best teaching practices. The standards are organized around six interrelated categories of teaching practice. The six standards are:

- Standard 1 Engaging and Supporting All Students in Learning
- Standard 2 Creating and Maintaining Effective Environments for Student Learning
- Standard 3 Understanding and Organizing Subject Matter for Student Learning
- Standard 4 Planning Instruction and Designing Learning Experiences for All Students
- Standard 5 Assessing Students for Learning
- Standard 6 Developing as a Professional Educator

**Candidate/ Student Teacher:** KSOE Credential Candidate

**College Supervisor:** A supervisor who works for the college and supports and evaluates the credential Candidate as he or she progresses through the credential program fieldwork component

**Common Core State Standards (CCSS):** The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy. The California State Board of Education (SBE) adopted the standards on August 2, 2010.

**Cooperating Teacher:** An experienced teacher who works with a student teacher guiding that Candidate in reflecting on his/her teaching practice as it relates to student achievement. Teachers are selected on the basis of their outstanding professional practice and assess progress in teaching by using the TPEs as a guide, and provide ongoing support.

**Institution of Higher Education (IHE):** An institution that grants diplomas or degrees to those who have completed an advanced course of study after high school, generally a college or university.

**KSOE:** Kalmanovitz School of Education

**TPE:** Teacher Performance Expectation: The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each Candidate for a Multiple or Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment.

## **MISSION STATEMENT**

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

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

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

## **VISION STATEMENT**

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

# THE ROLE OF THE EDUCATION SPECIALIST CREDENTIAL CANDIDATE

## With the College

- Be knowledgeable about the prerequisites for each phase of field experience by reading this Handbook and by consulting with the Field Placement Coordinator, Program Faculty and the Credential Analyst
- Become familiar with KSOE expectations for all field experience requirements
- Become familiar with state CTC (California Commission on Teacher Credentialing) credentialing expectations
- Use your course seminars for problem solving in relation to your fieldwork experience
- Use the field experience to demonstrate practical application of KSOE course content
- Observe your Cooperating Teacher carefully, plan thoroughly for each lesson and reflect meaningfully after each day of supervised teaching

## With the College Supervisor

- Meet with your College Supervisor at the times you both designate and discuss expectations and procedures for communication, dates for observations, the initial four-way meeting and two field experience assessments. You will coordinate this time and date for both the College Supervisor and the Cooperating Teacher
- Maintain communication with your College Supervisor throughout your field placements and allow sufficient time for scheduling observations and post-observation de-briefing meetings
- Present in advance, via email, written lesson plans and other materials to your College Supervisor the day prior to each observation
- Accept College Supervisor's feedback and suggestions in a professional manner
- Take an active role in the evaluation process and be prepared to present specific examples from your lesson plans to assist your College Supervisor in evaluating your competence in relation to the *Teacher Performance Expectations (TPEs)*.

## With the Cooperating Teacher and School Site

- Meet with school personnel prior to field placement for an orientation to the school and school community
- Develop awareness of school policies and procedures regarding discipline, safety procedures, teacher expectations, adopted curriculum, board policies, etc.
- Inquire about the school dress code and conform to school standards of dress
- Plan with your Cooperating Teacher for assumption of classroom responsibilities per applicable field requirement expectations
- Discuss lesson plans, assignments, materials, etc., with the Cooperating Teacher before they are to be used and arrange a tentative schedule for teaching each assignment
- Prepare complete KSOE format lesson plans for observations
- Carry out legal responsibilities of the classroom teacher during the assignment, observing strict confidentiality in relation to student information
- Consult with the Cooperating Teacher and the site administrator as needed
- Follow the schedule of the school district, even if different from the Saint Mary's College schedule
- Participate in the completion of the *Field Experience Assessment* forms with the Cooperating Teacher and College Supervisor



# THE ROLE OF THE COLLEGE SUPERVISOR

## REPRESENT SAINT MARY'S COLLEGE

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

## INITIAL CONTACT WITH SCHOOL SITE

- Express appreciation for school participation
- Clarify length of placement and expectations for take-over
- Invite clarification and respond to questions
- Explain the *Field Placement Assessment* process, which occurs at mid-term and at the end of the placement and is to be completed by all parties
- Explain that a *Letter of Recommendation* is to be completed by the College Supervisor and Cooperating Teacher

## INITIAL CONTACT WITH CANDIDATE

- Contact your Candidate prior to the beginning of the placement
- Discuss communication procedures
- Review all course expectations related to field placements and other courses
- Confirm the initial four-way meeting and first observation

## OBSERVATIONS

- Review the written lesson plan
- Observe the Candidate, write evidence, comments and make constructive suggestions on the designated *Observation and Conference* form (see Forms section)
- Complete a follow-up conference and encourage the Candidate to self-evaluate and reflect, using the lesson plan, observation notes and evidence
- Encourage Candidate to incorporate your suggestions into future planning and be specific about what you would like to see next time
- Share the observation comments with the Cooperating Teacher to reinforce the role of that teacher in supporting the Candidate and sharing insights
- Distribute the *Observation and Conference* form
- Confirm the date for the next observation

## CONFERENCING

Conferencing involves planned interactions between the College Supervisor and the Candidate

- Establish a cyclical process that takes into account the planning and preparation preceding a lesson to be observed and the necessary feedback after observing a lesson that informs the planning and preparation of the next lesson.

### 1. Pre-observation

- Review the Candidate's lesson plan
- Review the lesson objectives and the level of the instructional activities according to the identified needs and abilities of the students
- Review the desired learning outcome(s) of the lesson
- As appropriate, review the teaching and learning environment to be established (e.g., seating, materials, sequence, pacing, etc.)

### 2. Post-observation Conference

- Review, explain, and interpret your observational data
- Encourage the Candidate to assess performance and the student learning
- Identify areas of improvement and determine future directions in planning and implementation
- Review samples of student work, as appropriate, and discuss methods of assessment

The focus of a conference must extend beyond the behaviors demonstrated and observed during the lesson. The Candidate's thinking goals, purposes, objectives, outcomes, and assessment measures greatly influence the implementation of instructional activities. The Candidate benefits from the perspective of the observer. Point out patterns in teacher-student and student-student interactions. Analyze teacher talk and questioning. Examine student needs by indicating differences in student reactions to the lesson and to assessment activities. Encourage reflection by the Candidate on his/her role as teacher.

### **Points to Keep in Mind:**

1. The primary purpose of assessment is to help the Candidate develop and grow as a teacher
2. Candidates should be given many opportunities to practice reflection and self-evaluation
3. Evaluation, to be effective, must be continuous, cooperative, and specific
4. Evaluative conferences must balance both strengths and weaknesses

### **Observation Opportunities:**

While observing and conferencing with Candidates is most often provided during student instruction and lessons, Supervisors are encouraged to observe interns, and as appropriate student teachers, during IEP meetings, formal assessment of a student, parent-teacher conference, etc.

**Video and Audio Taping:**

It is suggested that some lessons be video-taped or audio-taped for self-assessment purposes. Ask the Candidate to obtain parental consent for any taping activities.

**Opportunities for Independent Practice:**

The program recognizes the benefits of teaching and managing a classroom without the presence of the Cooperating Teacher. Unless the student teacher is, however, a certified substitute teacher, the college recommends that the law be followed. Candidates (without a substitute certification) should not be left in the classroom without the supervision of a certified teacher unless it is during the planned take-over week.

## THE ROLE OF THE COOPERATING TEACHER

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

It is suggested that the Cooperating Teacher follow these guidelines:

- Acquaint the Candidate with school policies and introduce him/her/them to staff, faculty and parents
- Collect curriculum materials for the Candidate's use
- Become familiar with the background information provided by the college *Field Experience Handbook*, the role of the Cooperating Teacher and the *Teaching Performance Expectations (TPEs)*
- Plan to gradually involve the Candidate in the design and implementation of classroom instruction and activities

### **Topics to Discuss When the Candidate Arrives**

- Background of the students and community
- School personnel and policies
- Daily routines and weekly schedules
- Individual needs of students as per each IEP
- Accommodations and modifications required for each student
- "IEP at a Glance" and other related documents or reports
- Teaching style and curricular goals
- Work and storage space for the Candidate
- Room environment, seating arrangements, learning centers, bulletin boards, etc.
- Location of classroom books, equipment, materials and supplies
- Clerical procedures, book supply and storage spaces within the school

### **10 Hours of Required Training for all Cooperating Teachers**

The California Commission on Teacher Credentialing (CCTE) now requires all district-employed supervisors (DES) (i.e. master teacher, mentor teacher, cooperating teacher) to complete 10 hours of initial orientation if they are supporting student teachers and/or interns. From the CCTE website, the program sponsor alert included the following statement:

*"The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations."*

Recognizing the responsibilities already asked of cooperating teachers, and appreciating the flexibility of the options available for this training, St. Mary's College has developed one plan that meets the requirement of the CCTE that includes activities already embedded in the roles and responsibilities of cooperating teachers. The table below specifies how the 10 hours of this one-time training can be met.

<b>Activity</b>	<b>Time</b>
Initial Placement Overview Meeting	1 hour
Mid-semester Placement Meeting	1 hour
Final Semester Review	1 hour
Student Teacher Post Observation Reviews	2 hours
Read Field Placement Handbook and Complete Reflection	2 hours
Read or Watch 3 Additional Resources and Complete Brief Reflections	3 hours
<b>Total</b>	<b>10 hours</b>

## **Suggested Pacing Guide for Student Teachers**

**AUG-SEPT.**

**FEB.-MAR.**

### **Orientation and Observation**

Orientation to the school community is critical to the student teacher's comfort, confidence and ultimate success in supervised teaching. There is no specified or required timeline for transition from observer to teacher. The guided observation period allows the student teacher to become familiar with the established expectations of the cooperating teacher and educational program. It also allows the student teacher time to reflect with the cooperating teacher on practices and communicate important issues. The grouping of students (individual, small group, whole class), the daily schedule, the cooperating teacher's judgment and the abilities of the candidate influence the pacing of the first few weeks of student teaching.

**SEPT.-OCT.**

**MAR.-APR.**

### **Participation and Teaching**

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

**NOV.-DEC.**

**APR.-MAY**

### **Transition To Solo ("Take Over") Teaching**

The candidate continues to add one or two more subjects or groups to prepare for and teach each week at the discretion of the cooperating teacher. Adding a few non-teaching duties each week helps prepare the student teacher for the rigors of the full classroom responsibility. These may include, but are not limited to, reviewing formal and informal assessment reports, reviewing students' IEPs, reviewing cumulative student records, evaluating each lesson after it has been taught, attending faculty meetings, parent/teacher conferences, PTA meetings, etc.

During the week of solo teaching (five half days for one semester, five full days for the other semester, the candidate assumes full responsibility for teaching the class. This includes, but is not limited to, informal assessments, lesson planning, material preparation, classroom management, communicating with parents, collaborating with general education teachers and related service providers, attending meetings, supervising students at recess or break, etc.

Throughout the candidate's assignment as a student teacher, he/she is expected to meet with the cooperating teacher to discuss efforts, successes, challenges, questions, etc. that are directly connected to improving the teaching abilities and performance of the candidate.

## THE KSOE CREDENTIAL PROGRAM EXPECTATIONS

*Based on the California Standards for the Teaching Profession and California Teacher Performance Expectations*

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

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

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

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

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

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

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

- Plan day-to-day, giving consideration to prior learning or future instructional outcomes
- Plan lessons with the appropriate content in relation to student development and cultural backgrounds
- Incorporate student diversity when designing lessons
- Address unique instructional needs of English learners
- Follow lesson plans closely with the awareness of a need to adapt to unexpected opportunities or problems
- Design lessons using multiple grouping strategies which are appropriate to expected learning outcomes
- Design lessons that include manipulative, artifacts, and meaningful activities
- Develop long range plans and maintain a lesson plan book

**V. Assessing Student Learning (TPE 2, 3)**

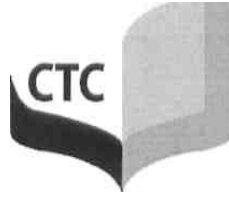
- Recognize when a lesson is not going well and adapt accordingly
- Target lessons to meet the needs of all learners
- Communicate with parents and guardians regarding student progress
- Ask students questions and provide constructive feedback
- Check regularly for student understanding
- Assess student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

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

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



# CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS



## Commission on Teacher Credentialing Revisions Adopted, August 2018

The TPEs describe the set of knowledge, skills, and abilities that California expects of each Candidate for a Multiple, Single Subject, or Education Specialist teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment. The full text of the TPEs is provided below for reference.

Education Specialist: Mild to Moderate Support Needs

### **TPE 1: Engaging and Supporting All Students in Learning** Elements

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
2. Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.
6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

### **TPE 2: Creating and Maintaining Effective Environments for Student Learning** Elements

Mild to Moderate Support Needs Candidates will:

1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.
2. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all

students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

### **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

#### **Elements**

Mild to Moderate Support Candidates will:

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.
3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

#### **Elements**

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
6. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

### **TPE 5: Assessing Student Learning**

#### Elements

Mild to Moderate Support Needs Candidates will:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

### **TPE 6: Developing as a Professional Educator**

#### Elements

Mild to Moderate Support Needs Candidates will:

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional wellbeing of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

## Education Specialist Program Standards (2018)

### Standard 1: Program Design and Curriculum

Each program of professional preparation is implemented effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. Programs ensure that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. The program's organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework and field work provided within the program. The program's design and plan allow candidates multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations. Coursework and fieldwork/clinical experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally, linguistically and culturally-appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates. The program prepares candidates to interface with other service providers (school, medical and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist, paraprofessional/health care assistance, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services.

Key elements within the curriculum include: typical and atypical child growth and development from birth through age 22; developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state-adopted content standards and frameworks; understanding the learning trajectories and implementing developmentally, linguistically, and culturally appropriate curriculum and assessments; instruction in strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The program's curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum disorders and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. The program's design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (See also Standard 2).

### Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations for credential candidates describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical

assignments (a) addresses all of the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to both the General Education TPEs and the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

### **Standard 3: Clinical Practice**

#### **A. Organization of Clinical Practice Experiences**

The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization. Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate. Candidates are able to observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching. Final student teaching shall consist of (400 hours) in the desired credential area. For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

## **B. Preparation of Faculty and/or Site Supervisors and/or Program Directors**

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with an orientation to the program's expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.

## **C. Criteria for School Placements**

Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.

## **D. Criteria for the Selection of District Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)**

The program should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of birth through age 22 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

## **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements**

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards meeting and mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting all program requirements.

## **Standard 5: Assessment of Candidate Competency**

Prior to recommending each candidate for an Education Specialist teaching credential, one or more persons responsible for the program must determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of General Education and Education Specialist Teaching Performance Expectations (TPEs) as these apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative evaluation processes. Verification of candidate performance on the TPEs is provided through candidate passing of the Teaching Performance Assessment (TPA) model selected by the preparation program.

*Upon Commission adoption of an Education Specialist TPA the following Standard 5 language will replace the above. At this time the shaded language is not applicable to programs:*

## **Standard 5: Implementation of a Teaching Performance Assessment**

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

### **5A: Administration of the Teaching Performance Assessment (TPA)**

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

### **5B: Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates



who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

### **5C: Assessor Qualifications, Training, and Scoring Reliability**

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

### **Standard 6: Induction Individual Development Plan**

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional

development and growth in the candidate's clear credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program.



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# EDUCATIONAL SPECIALIST CREDENTIAL PROGRAM

## AREAS OF SPECIALIZATION

MILD/MODERATE DISABILITIES includes specific learning disabilities (SLD), mild to moderate intellectual disability, attention deficit disorder (ADD), other health impairment (OHI), autism spectrum disorder (ASD), traumatic brain injury (TBI), and emotional disturbance (ED) and authorizes serving individuals in transitional kindergarten, kindergarten and grades one through twelve.

### **Requirements for the PRELIMINARY EDUCATION SPECIALIST CREDENTIAL:**

- Baccalaureate or higher degree from a regionally accredited institution of post-secondary education
- Passage of the California Basic Educational Skills Test (CBEST)
- An accredited professional preparation program completed in California (individuals with out-of-state preparation or credentials should contact either Colleen Keirn at [clk6@stmarys-ca.edu](mailto:clk6@stmarys-ca.edu) in the KSOE or the California Commission on Teacher Credentialing)
- Verification of subject matter competence. Subject matter competence can be demonstrated by passing the California Subject Examination for Teachers (CSET) in Multiple Subjects or by passing CSET in a core academic discipline as identified by the No Child Left Behind (NCLB) legislation or by successfully completing a CTC approved subject matter program (SMP) in a core academic discipline. Verification of subject matter competence can be complicated, and requirements can change, so it is best that applicants consult their Education Specialist Program Directors, or the Assessment Coordinator for information. Applicants are encouraged to complete their subject matter requirements through CSET or SMP as soon as possible, preferably before entering the credential program. None of the course work in the credential program is designed to address subject matter competence.
- Passage of the Reading Instruction Competence Assessment (RICA)
- Passage of a course of at least two semester units in the provisions and principles of The United States Constitution or passage of an approved examination.
- An offer of employment. If applicant has no offer of employment, a Certificate of Eligibility will be issued.

**PROGRAM OF STUDY  
EDUCATION SPECIALIST-MILD/MODERATE PROGRAM**

<b>PROGRAM DESIGN</b>		
<b><u>Jan/Summer Start+</u></b>	<b><u>Fall</u></b>	<b><u>Spring</u></b>
(Jan Feb Mar Apr May) (Jul-Aug)	(Sep Oct Nov Dec)	(Feb Mar Apr May)
SPED 290 (2) Learning & Development for the Education Specialist	SPED 299 (3) Assessment & Program Planning	SPED 282 (3) Positive Behavior Support
SPED 291 (2) Introduction to Inclusive Education: Legal, Ethical, & Educational Foundations	SPED 294 (4) Teaching & Learning for Mild/Moderate Disabilities I  SPED 280*** (3) Literacy Preparation in General Education: K-12	SPED 297 (2) Consultation, Collaboration, and Communication for the Education Specialist
SPED 292 (3) Best Practices for the Education Specialist: Introduction to Assessment, Curriculum & Case Management		SPED 298 (6) Teaching and Learning for Mild/Moderate Disabilities II  SPED 296** (1) Health Education
SPED 293 (1) Educational and Assistive Technology for Mild/Moderate Disabilities		
SPED 295* (2) Universal Access for English Learners	Field Experience I	Field Experience II
<b>TOTAL UNITS</b>	<b>32</b>	
	<b>10</b>	<b>12</b>

+ Jan Term or Summer Term meets the 120 hour pre-service coursework for intern option

\* Will be cross listed with SSTE 274 (Universal Access to Education)

\*\* Will be cross listed with SSTE (Health). May not be required for candidates holding Multiple or Single Subject teaching credentials.

\*\*\*May not be required for candidates holding Multiple or Single Subject teaching credentials.

**PROGRAM OF STUDY  
EDUCATION SPECIALIST-MILD/MODERATE PROGRAM  
JUSTICE, COMMUNITY AND LEADERSHIP WITH SPED CONCENTRATION**

<b>PROGRAM DESIGN</b>		
<b>JUNIOR YEAR</b>		
<b>Fall Term</b>	<b>Jan Term</b>	<b>Spring Term</b>
Seminar 103 Artistic Analysis JCL 130, 140 or 163 Environmental Justice, Global Community, Special Topics SSTE 276 (1 unit) Health Education SPED 230 (3 units) Introduction to Inclusive Education: Legal, Ethical, and Educational Foundations	Elective	JCL 150 Advanced Leadership Theory SPED 292 (3 units) Best Practices for the Education Specialist EDUC 144/MSTE 212 Learning and Development SPED 295 (2 units) Universal Access for English Learners SPED 293 (1 unit) Education and Assistive Technology
<b>SENIOR YEAR</b>		
<b>Fall Term</b>	<b>Jan Term</b>	<b>Spring Term</b>
JCL 196 Senior Capstone 1 *SPED 294 (4 units) Teaching and Learning I SPED 299 (3 units) Assessment and Program Planning SPED 280 (3 units) Literacy Preparation in General Education K-12	Elective	**SPED 298 (6 units) Teaching and Learning II SPED 282 (3 units) Positive Behavior Support SPED 297 (2 units) Consultation, Collaboration, Communication Seminar 104 JCL 190 Senior Assessment and Portfolio

\* Student teaching placement requirement of 90 hours

\*\* Student teaching placement requirement of 180 hours

## EDUCATION SPECIALIST PROGRAM

### STUDENT TEACHING EXPERIENCES

A vital component of the training program is Student Teaching or Field Experience. Preferences for Cooperating Teachers from the Candidates will be considered. The student teaching and field experience components are described below.

#### **SUPERVISED STUDENT TEACHING**

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

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

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

A required seminar and related assignments accompany Student Teaching I and II. Seminars meet weekly during the Candidate's student teaching or internship experience.

Candidates will be assigned by the Placement Coordinator to a classroom with a Cooperating Teacher and will receive supervision while teaching in a classroom. Selection of Cooperating Teachers is conducted by the Education Specialist Placement Coordinator.

Supervision of student teaching or an internship assignment is provided by a college supervisor. Supervisors are professional educators who have had practical experience as teachers, administrators and curriculum specialists. Supervisors work in partnership with the Student Teaching Placement Coordinator and meet regularly to review all aspects of their responsibilities.

The spirit of the supervised teaching experience is collaborative in nature with the intention to insure the success of the Education Specialist Credential Candidate.

# FORMS



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## EDUCATION SPECIALIST CREDENTIAL PROGRAM



## THE INITIAL FOUR - WAY CONFERENCE FOR EDUCATION SPECIALIST CANDIDATES

- Exchange contact information
- Verify that the Cooperating Teacher has received an electronic or hard copy of the *Field Experience Handbook 2019-2020 which includes all observation and evaluation forms*
- Review and complete the *Placement Verification Supervised Teaching form for student teachers only*
- Explain the purpose and process of supervising student teachers/interns including the use of observation forms, evaluation forms and the December and May field experience assessment forms
- Invite the Cooperating Teacher to describe his/her background, class and school culture
- Schedule the first Candidate observation
- Thank the Cooperating Teacher for his/her willingness to work with the St. Mary's College and how much we value their partnership

Candidate \_\_\_\_\_ School Administrator \_\_\_\_\_  
*Signature* *Signature*

Cooperating Teacher \_\_\_\_\_  
*Signature*

College Supervisor \_\_\_\_\_  
*Signature*

Date: \_\_\_\_\_





# PLACEMENT VERIFICATION SUPERVISED STUDENT TEACHING I

## *EDUCATION SPECIALIST PROGRAM*

Thank you for agreeing to allow one of our student teachers to complete his/her supervised teaching experience with a cooperating teacher. This supervised teaching experience will last from \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_.

Student Teaching I requires the student teacher to be in a classroom for **90 hours**. The college supervisor will observe a minimum of **four** lessons and the student teacher will complete **5** half days of **planning and instruction** (take-over).

In order to facilitate our placements we would appreciate it if you would print and sign your name verifying your role in our program. The cooperating teacher must have three years experience and the consent of the principal. Thank you for assisting us in preparing competent teachers. If you have any questions please contact Cathy Rice, Education Specialist Placement Coordinator at 925-262-7645 or by email at [cer9@stmarys-ca.edu](mailto:cer9@stmarys-ca.edu). You may also contact one of the Program Co-Directors, David Krapf at 925-631-8177 or [dkrapf@stmarys-ca.edu](mailto:dkrapf@stmarys-ca.edu), Peter Alter at 925-631-4850 or [pja3@stmarys-ca.edu](mailto:pja3@stmarys-ca.edu).

*Please print clearly*

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Candidate \_\_\_\_\_



PLACEMENT VERIFICATION  
SUPERVISED STUDENT TEACHING II

*EDUCATION SPECIALIST PROGRAM*

Thank you for agreeing to allow one of our student teachers to complete his/her supervised teaching experience with a cooperating teacher. This supervised teaching experience will last from \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_.

Student Teaching II requires the student teacher to be in a classroom for **180 hours**. The college supervisor will observe a minimum of **six** lessons and the student teacher will complete **5** full days of **planning and instruction** (take-over).

In order to facilitate our placements we would appreciate it if you would print and sign your name verifying your role in our program. The cooperating teacher must have three years experience and the consent of the principal. Thank you for assisting us in preparing competent teachers. If you have any questions please contact Cathy Rice, Education Specialist Placement Coordinator at 925-262-7645 or by email at [cer9@stmarys-ca.edu](mailto:cer9@stmarys-ca.edu). You may also contact one of the Program Co-Directors, David Krapf at 925-631-8177 or [dkrapf@stmarys-ca.edu](mailto:dkrapf@stmarys-ca.edu), Peter Alter at 925-631-4850 or [pja3@stmarys-ca.edu](mailto:pja3@stmarys-ca.edu).

*Please print clearly*

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Candidate \_\_\_\_\_



## \*CANDIDATE PROFILE

**\*(Optional form)**

Name:	
School of Assignment	

Summary of Educational Background:

Summary of Experience with Children:

Summary of Work/Volunteer Experience:

Strengths, hobbies, etc:

Reason(s) for attending Saint Mary's College:

Vision for the Future:



## \*CLASS PROFILE

### \*(Optional form)

Candidate: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Grades: \_\_\_\_\_ Type of program: \_\_\_\_\_

#### **A. Class Composition**

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

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

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

#### **C. Resources to assist ELL**

1. Program \_\_\_\_\_
2. Text Adoption \_\_\_\_\_

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

1. Leaders \_\_\_\_\_
2. Followers \_\_\_\_\_
3. Cliques \_\_\_\_\_
4. Loners \_\_\_\_\_

#### **E. Numbers of Students With Special Needs/Programs**

1. Autism: \_\_\_\_\_

2. Specific Learning Disability: \_\_\_\_\_
3. Speech and Language Impairment: \_\_\_\_\_
4. Emotional Disturbance: \_\_\_\_\_
5. Other Health Impaired: \_\_\_\_\_
6. Physical Impairment: \_\_\_\_\_
7. Deaf or Hard-of-Hearing: \_\_\_\_\_
8. Visual Impairment or Blindness: \_\_\_\_\_
9. Intellectual Disability: \_\_\_\_\_
10. Other: (e.g. ADD, ADHD, Multiple Disabilities, Traumatic Brain Injury): \_\_\_\_\_
11. Related Services( e.g. Speech/Language therapy, OT, PT, A.P.E. etc.) \_\_\_\_\_

**F. Grouping Strategies**

1. Reading/Language Arts
  - a. What is the range of reading ability among the students in the class?
  - b. How many students are reading below grade level?
  - c. How will students be grouped for reading in this class? (i.e. by ability or heterogeneous groups)
  
2. Math
  - a. What is the range of math ability among the students in the class?
  - b. How many students are working below grade-level in math?
  - c. How will students be grouped for math in this class?

**G. Additional Comments or Information?**

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**LESSON PLAN # \_\_\_\_\_**

<b>Learning Segment Focus or “Big Idea”:</b>	
<b>Grade:</b>	<b>Content Area:</b>
<b>Time Allotted:</b>	<b>Classroom organization:</b>
<b>Resources and materials:</b>	
<b>Content Standard(s):</b>	
<b>Specific Academic Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>• <i>What do you want students to learn in this lesson? Students will learn:</i></li> <li>• <i>What should students be able to do after the lesson? <b>Students will be able to:</b></i></li> </ul>	
<b>Prerequisites:</b>	
<ul style="list-style-type: none"> <li>• <i>What skills, knowledge and prior experience do students need for this lesson?</i></li> <li>• <i>How will you determine whether students have these?</i></li> <li>• <i>How will you connect to students' interests, backgrounds, strengths and needs, including their cultural, ethnic, and socio-economic differences?</i></li> </ul>	
<b>Key ELD Standard(s):</b>	
<b>Academic language demands:</b>	
<ul style="list-style-type: none"> <li>• <i>What academic language is used in the lesson? (vocabulary, language structure and conventions, genres, symbols, etc.)</i></li> <li>• <i>What are the language demands of the task? Please address receptive (listening, reading) and productive (speaking, writing) skills.</i></li> </ul>	
<b>Accommodations (to ensure all students have access to the curriculum):</b>	
<ul style="list-style-type: none"> <li>• <i>How will you make the academic language accessible to all students?</i></li> <li>• <i>How will address the specific needs of your English learners?</i></li> <li>• <i>How will you address the specific needs of your students with special needs?</i></li> </ul>	
<b>Assessment:</b>	
<ul style="list-style-type: none"> <li>• <i>What evidence of student learning will you collect?</i></li> <li>• <i>How will you use this evidence?</i></li> <li>• <i>What criteria will you use to interpret the evidence?</i></li> <li>• <i>How will the evidence affect your next steps in teaching?</i></li> </ul>	
<b>Instructional Sequence:</b>	
<b>Time</b>	<b>Set or introduction:</b>
	<i>How will you begin the lesson?</i>
	<i>How will you engage and motivate learners, connect to prior experience, activate prior</i>

	<i>knowledge and/or share learning outcomes?</i>
	<b>Developing Content/Body of Lesson:</b> <i>What instructional strategies and learning tasks will you use in the main part of the lesson?</i>
	<b>Checks for Understanding/On-going informal assessment:</b> <i>How will you know what students are understanding? (questioning and observing throughout the lesson)</i>
	<b>Closure:</b> <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i>
	<b>Extending the Lesson/Homework (optional):</b>
	<b>Reflection, Next Steps:</b>



## OBSERVATION AND CONFERENCE FORM

# 1 2 3 4 5 6 7 8 9 10

Credential Candidate: \_\_\_\_\_ District: \_\_\_\_\_  
College Supervisor: \_\_\_\_\_ School: \_\_\_\_\_  
Content Standard: \_\_\_\_\_ Grade: \_\_\_\_\_  
Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Field Experience I

Field Experience II

**Consider the extent to which the evidence reveals that the Candidate's practice is aligned with the content standards, is based on sound pedagogical practices and addresses the diverse needs and abilities of all students.**

**1 Beginning** - is aware of, or is beginning to develop the practices described in this standard

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

**3 Maturing** - is building competence in this standard

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

TPE A. Making Subject Matter Comprehensible to Students

				<b>Score</b>
1	2	3	4	

TPE B. Assessing Student Learning

				<b>Score</b>
1	2	3	4	



TPE C. Engaging and Supporting Students

Score

1

2

3

4

TPE D. Planning Instruction and Designing Learning Experiences for Students

Score

1

2

3

4

TPE E. Creating and Maintaining Effective Environments for Student Learning

Score

1

2

3

4

TPE F. Developing as a Professional

Score

1

2

3

4

Questions/Next Steps



## COOPERATING TEACHER/CANDIDATE OBSERVATION (Optional)

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

*Candidates and/or Cooperating Teachers are encouraged to use this form when observing one another in a classroom setting*

<b>Cooperating Teacher/Candidate:</b>	<b>Comments</b>
<p><b>Setup</b>  Materials prepared, information projected on board/screen, physical arrangement of furniture supports instruction and learning</p>	
<p><b>Beginning of lesson</b>  Begins on time, overview of class session with clearly stated or posted goals</p>	
<p><b>Instructional Time</b>  Provides opportunities for student participation and encourage engagement with the course content, instructor, and/or peers</p> <p>Emphasizes and summarizes important points</p> <p>Prompts students to draw on prior learning and experiences</p>	
<p><b>Classroom Management and Closure</b></p> <p>Appropriate transitions between units, sections, concepts, activities and/or topics</p> <p>Allows time for questions, student discussion, feedback</p> <p>Offers choice</p> <p>Welcomes a variety of ways for student engagement and informal assessment</p> <p>Concludes and reviews the lesson</p>	

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

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

**Additional Comments:**



## FIELD EXPERIENCE ASSESSMENT

FALL TERM ASSESSMENT

Date: \_\_\_\_\_

SPRING TERM ASSESSMENT

Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

Completed By: \_\_\_\_\_

Candidate

Supervised Teaching/Teaching & Learning I

College Supervisor

Supervised Teaching/Teaching & Learning II

Cooperating Teacher

### DEFINITION OF TERMS

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

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

3-Maturing: is building competence in this standard

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

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

*Directions: Read across each element of the standards from left to right. Select the descriptor/s that best describe current practice. All descriptors are cumulative. For example, to score Maturing, you must meet all prior descriptors: Beginning, Developing and Maturing. This will serve as a guide for self-reflection, conversation and goal setting.*

## Teacher Performance Expectation 1

### A. Making Subject Matter Comprehensible to Students

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

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

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

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

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

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

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

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

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

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

Remarks:

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

1      2      3      4

## Teacher Performance Expectations 2 and 3

### B. Assessing Student Learning

<b>1. Pacing instruction and reteaching content based on evidence gathered by using assessment</b>			
<input type="checkbox"/> <b>Beginning:</b> Pacing is inadequate and there is little connection between assessments and reteaching	<input type="checkbox"/> <b>Developing:</b> Makes reasonable attempts to match assessment results to pacing and reteaching	<input type="checkbox"/> <b>Maturing:</b> Provides clear connections between reteaching strategies and assessment results	<input type="checkbox"/> <b>Integrating:</b> Paces instruction and reteaches content based on evidence gathered by assessment results so that students develop a deeper understanding of content
<b>2. Understanding and using multiple assessments, formal, informal and information from families</b>			
<input type="checkbox"/> <b>Beginning:</b> Uses one or two sources of information to assess learning and monitor progress	<input type="checkbox"/> <b>Developing:</b> Uses several assessments to monitor student progress	<input type="checkbox"/> <b>Maturing:</b> Uses several appropriate assessment strategies to identify patterns of student skills, errors and progress	<input type="checkbox"/> <b>Integrating:</b> Uses multiple assessments to guide long and short-term planning
<b>3. Teaching students how to use self-assessment strategies</b>			
<input type="checkbox"/> <b>Beginning:</b> Checks and monitors work in progress	<input type="checkbox"/> <b>Developing:</b> Encourages some student reflection and provides opportunities for students to be involved in correcting student work	<input type="checkbox"/> <b>Maturing:</b> Guides student reflection and self-assessment in most learning activities	<input type="checkbox"/> <b>Integrating:</b> Integrates student self-assessment and reflection to guide planning and lessons
<b>4. Using the results of assessments to develop and modify instruction</b>			
<input type="checkbox"/> <b>Beginning:</b> Uses the required assessments	<input type="checkbox"/> <b>Developing:</b> Uses information from a range of assessments to plan or guide activities	<input type="checkbox"/> <b>Maturing:</b> Uses information from a variety of assessments to target individual student needs	<input type="checkbox"/> <b>Integrating:</b> Uses information from assessments to identify student understanding and adjust teaching during a lesson
<b>5. Communicates with students, families, and other audiences about student progress</b>			
<input type="checkbox"/> <b>Beginning:</b> Provides students with information about their progress	<input type="checkbox"/> <b>Developing:</b> Provides students with information about their progress as they engage in learning activities	<input type="checkbox"/> <b>Maturing:</b> Provides students with information about learning in ways that improve understanding and encourage academic progress	<input type="checkbox"/> <b>Integrating:</b> Able to explain to students and their families academic and behavioral strengths and areas for academic growth
<b>Remarks:</b>			
Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)			
1	2	3	4

<b>Teacher Performance Expectations 4, 5, 6, and 7</b>
<b>C. Engaging and Supporting Students in Learning</b>
<b>1. Connecting students' prior knowledge, life experiences, and interests with learning goals</b>

<input type="checkbox"/> <b>Beginning:</b> Makes few connections between the learning goals, prior knowledge, life experiences, and interests	<input type="checkbox"/> <b>Developing:</b> Asks questions to make some connections between the learning goals, prior knowledge, life experiences, and interests	<input type="checkbox"/> <b>Maturing:</b> Makes substantial connections between what the students already know and the learning goals, prior knowledge, life experiences, and interests	<input type="checkbox"/> <b>Integrating:</b> Uses questions and activities to extend students' abilities to integrate what they know with the learning objectives
<b>2. Using a variety of instructional strategies and resources to respond to students' diverse needs</b>			
<input type="checkbox"/> <b>Beginning:</b> Uses a few instructional strategies	<input type="checkbox"/> <b>Developing:</b> Uses instructional strategies that are appropriate to students' needs and instructional goals	<input type="checkbox"/> <b>Maturing:</b> Elicits student participation through a variety of instructional strategies that are largely appropriate to students' academic and linguistic needs	<input type="checkbox"/> <b>Integrating:</b> Uses a variety of instructional strategies and differentiates learning to accommodate students' diverse learning styles
<b>3. Facilitating learning experiences that promote autonomy, interaction and choice</b>			
<input type="checkbox"/> <b>Beginning:</b> Directs the learning experiences	<input type="checkbox"/> <b>Developing:</b> Directs the learning experiences and allows limited student autonomy, interaction, or choice	<input type="checkbox"/> <b>Maturing:</b> Facilitates the learning experiences using individual and group instruction	<input type="checkbox"/> <b>Integrating:</b> Uses a variety of learning experiences to assist students in making appropriate choices for learning and becoming independent learners
<b>4. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b>			
<input type="checkbox"/> <b>Beginning:</b> Focuses the questions on fact and key concepts to support learning in subject matter	<input type="checkbox"/> <b>Developing:</b> Provides opportunities for students to engage in problem solving, analysis, or inquiry	<input type="checkbox"/> <b>Maturing:</b> Provides support for students to engage in problem solving, analysis, or inquiry within or across subject matter areas	<input type="checkbox"/> <b>Integrating:</b> Facilitates regular opportunities for students to initiate problem solving, analysis, or inquiry within or across subject matter areas
<b>5. Promoting self-directed, reflective learning for all students</b>			
<input type="checkbox"/> <b>Beginning:</b> Directs learning opportunities and assistance is provided as requested by students	<input type="checkbox"/> <b>Developing:</b> Directs students' learning and provides some opportunities for students to reflect on their progress	<input type="checkbox"/> <b>Maturing:</b> Supports students in developing the skills needed to monitor their own learning	<input type="checkbox"/> <b>Integrating:</b> Structures learning activities that enable students to demonstrate, monitor, and reflect on progress
<b>Remarks:</b>			
Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)			
1	2	3	4

**Teacher Performance Expectations 8 and 9**

<b>D. Planning Instruction and Designing Learning Experiences for Students</b>			
<b>1. Drawing on and valuing students' backgrounds, interests and developmental learning needs</b>			
<input type="checkbox"/> <b>Beginning:</b> Plans include available resources, curriculum outlines and content standards	<input type="checkbox"/> <b>Developing:</b> Plans are partially drawn from information about students' backgrounds, interests and experiences	<input type="checkbox"/> <b>Maturing:</b> Plans are based on assessment data and identification of students needing specialized instruction	<input type="checkbox"/> <b>Integrating:</b> Plans build upon students' prior knowledge, interests, instructional and linguistic needs
<b>2. Establishing and articulating goals for student learning</b>			
<input type="checkbox"/> <b>Beginning:</b> Goals for lessons are explained to students	<input type="checkbox"/> <b>Developing:</b> Goals and expectations for learning are communicated to students	<input type="checkbox"/> <b>Maturing:</b> Goals are linked to instructional activities and high expectations are maintained	<input type="checkbox"/> <b>Integrating:</b> Goals address students' language levels, home experiences, and school expectations
<b>3. Developing and sequencing instructional activities and materials for student learning</b>			
<input type="checkbox"/> <b>Beginning:</b> Lessons and materials are appropriate to the students and/or learning goals and available resources are utilized	<input type="checkbox"/> <b>Developing:</b> Lessons and materials are logically sequenced and connected	<input type="checkbox"/> <b>Maturing:</b> Lessons and materials make content and concepts relevant and consider linguistic and instructional needs	<input type="checkbox"/> <b>Integrating:</b> Lessons are sequenced to subject matter complexity and interrelatedness to ensure student learning
<b>4. Designing short-term and long-term plans to enhance student learning</b>			
<input type="checkbox"/> <b>Beginning:</b> Plans for daily lessons and activities are only based on available materials	<input type="checkbox"/> <b>Developing:</b> Plans for daily and sequential lessons use required lesson plan format	<input type="checkbox"/> <b>Maturing:</b> Daily and sequential plans explain content clearly and promote conceptual understanding	<input type="checkbox"/> <b>Integrating:</b> Plans for daily and sequential lessons integrate goals, content standards and learning activities
<b>5. Modifying instructional plans to adjust for student needs</b>			
<input type="checkbox"/> <b>Beginning:</b> Plans are followed	<input type="checkbox"/> <b>Developing:</b> Plans are modified to address some components of the lesson	<input type="checkbox"/> <b>Maturing:</b> Plans incorporate assessment results to inform modifications of lessons in advance	<input type="checkbox"/> <b>Integrating:</b> Plans are modified to enhance student learning based on formal and informal assessment on an ongoing basis
<b>Remarks:</b>			
<p>Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)</p> <p>1      2      3      4</p>			

**Teacher Performance Expectations 10 and 11**



<b>E. Creating and Maintaining Effective Environments for Student Learning</b>			
<b>1. Creating a physical environment that engages all students</b>			
<input type="checkbox"/> <b>Beginning:</b> The physical environment is arranged for teacher accessibility and/or visibility of students	<input type="checkbox"/> <b>Developing:</b> The physical environment is arranged for safety and accessibility of materials	<input type="checkbox"/> <b>Maturing:</b> The physical environment ensures safety, accessibility, and facilitating student engagement in learning	<input type="checkbox"/> <b>Integrating:</b> The physical environment is designed to accommodate involvement in individual and group learning
<b>2. Establishing a climate that promotes fairness and respect</b>			
<input type="checkbox"/> <b>Beginning:</b> Establishes rapport with individual students, but not with the class as a whole	<input type="checkbox"/> <b>Developing:</b> Uses some strategies to respond to inappropriate behavior	<input type="checkbox"/> <b>Maturing:</b> Encourages students to take risks; responds to inappropriate behavior are equitable	<input type="checkbox"/> <b>Integrating:</b> Maintains a caring and respectful climate and supports students in developing skills to respond to inequity and disrespect
<b>3. Promoting social development and group responsibility</b>			
<input type="checkbox"/> <b>Beginning:</b> Encourages students' social development, self-esteem, and respect for diversity	<input type="checkbox"/> <b>Developing:</b> Uses some strategies to develop students' individual and group responsibilities that promote student effort and engagement	<input type="checkbox"/> <b>Maturing:</b> Provides opportunities for student leadership in large and small groups that creates a positive climate for learning	<input type="checkbox"/> <b>Integrating:</b> Supports students in developing skills that promote responsibility to the classroom community
<b>4. Establishing and maintaining standards for student behavior</b>			
<input type="checkbox"/> <b>Beginning:</b> Responds to disruptive behavior during a lesson	<input type="checkbox"/> <b>Developing:</b> Promotes and supports positive behaviors and implements the established classroom management plan	<input type="checkbox"/> <b>Maturing:</b> Supports and monitors student behavior and establishes rapport with all students for academic and personal success	<input type="checkbox"/> <b>Integrating:</b> Supports students in monitoring their own and each other's behavior equitably
<b>5. Planning and implementing classroom procedures and routines that support student learning</b>			
<input type="checkbox"/> <b>Beginning:</b> Establishes some standards for behavior	<input type="checkbox"/> <b>Developing:</b> Implements procedures and routines for most activities	<input type="checkbox"/> <b>Maturing:</b> Monitors students' behavior in following procedures and routines	<input type="checkbox"/> <b>Integrating:</b> Uses strategies to assist students in developing and maintaining equitable routines and procedures
<b>6. Using instructional time effectively</b>			
<input type="checkbox"/> <b>Beginning:</b> Pacing results in loss of instructional time	<input type="checkbox"/> <b>Developing:</b> Pacing provides most students time to complete learning activities, and transitions are timely	<input type="checkbox"/> <b>Maturing:</b> Pacing provides time for presentation, completion of learning, and transitions are smooth	<input type="checkbox"/> <b>Integrating:</b> Pacing includes ongoing review and closure of lessons and transitions are integrated in to learning activities
<b>Remarks:</b>			
<b>Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## Teacher Performance Expectations 12 and 13

### F. Developing As a Professional Educator

#### 1. Reflecting on teaching practice and planning professional development

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Reflects on specific problems or areas of concern about practice | <input type="checkbox"/> <b>Developing:</b> Reflects on instructional successes and identifies areas for growth | <input type="checkbox"/> <b>Maturing:</b> Reflects on areas of concern about student learning | <input type="checkbox"/> <b>Integrating:</b> Reflects on practice regularly looking at various sources of evidence |
|---|---|---|--|

#### 2. Working with communities and families to improve professional practice

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Shows respect for students' families and/or their backgrounds | <input type="checkbox"/> <b>Developing:</b> Develops an understanding of students' diverse backgrounds | <input type="checkbox"/> <b>Maturing:</b> Works collaboratively in the school community | <input type="checkbox"/> <b>Integrating:</b> Provides opportunities for families to participate in student learning or in the classroom |
|--|--|---|---|

#### 3. Working with colleagues to improve professional practice

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> <b>Beginning:</b> Has a positive attitude in the classroom | <input type="checkbox"/> <b>Developing:</b> Engages in dialogue with colleagues and participates in some school and district learning events | <input type="checkbox"/> <b>Maturing:</b> Identifies district resources in support of student learning | <input type="checkbox"/> <b>Integrating:</b> Demonstrates professional integrity and has an understanding of professional responsibilities |
|---|--|--|--|

#### 4. Communicates in a timely and professional manner (phone calls, e-mail, forms, assignments, etc.)

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

Remarks:

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

1      2      3      4

## COOPERATING TEACHER EVALUATION BY Candidate

Cooperating Teacher  
Name: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Term/Year: \_\_\_\_\_ School Site: \_\_\_\_\_

1. Please indicate the teaching and/or classroom management strength(s) of this Cooperating Teacher:

2. Indicate with an "X" the areas of strength in the Teacher Performance Expectations (TPEs):

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

3. Would you recommend using this Cooperating Teacher again?

YES                       NO

If no, please explain:

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

1                                      2                                      3                                      4

5. Is this Cooperating Teacher interested in continuing to support student teachers?

YES                       NO



## COOPERATING TEACHER EVALUATION By College Supervisor

Cooperating Teacher Name: \_\_\_\_\_

College Supervisor Name: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Term/Year: \_\_\_\_\_ School Site: \_\_\_\_\_

1. Indicate with an "X" the areas of strength in the Teacher Performance Expectations (*TPEs*):

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

2. Would you recommend using this Cooperating Teacher again?

YES                       NO

If no, please explain below:

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3. This Cooperating Teacher is interested in supporting another student teacher:

Fall Semester

Spring semester

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

1                                      2                                      3                                      4

Comments:



## COLLEGE SUPERVISOR EVALUATION BY CANDIDATE

College Supervisor's Name:

Term /Year:

*Print*

Candidate's Name:

*Print*

For each item below, please mark an "X" in the category to the left that best describes situation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
<b>Communication</b>					
The College Supervisor was available for discussion of problems and concerns					
The College Supervisor was open and receptive to my concerns and ideas					
Feedback and recommendations provided by the College Supervisor were consistent with the philosophy and concepts introduced in my coursework					
The College Supervisor was aware of the problems, events and issues which affect my placement					
<b>Nature of Evaluation and Feedback</b>					
The College Supervisor provided clear concrete examples of areas where I am doing well					
The College Supervisor provided clear concrete examples of ways in which I can improve my teaching					
The College Supervisor discussed with me all evaluations within 24-48 hours					
<b>Responsiveness and Professionalism</b>					
The College Supervisor promptly returned my calls/emails/text messages					
The College Supervisor responded promptly to the scheduling of the initial placement meeting					
The College Supervisor conducted him/herself in a professional manner at all times					
Observations were regularly scheduled and evenly spaced throughout the semester					
The College Supervisor was well versed in the policies and procedures of the Credential Programs at Saint Mary's College					
<b>Content Area Knowledge</b>					
The College Supervisor was well versed in the academic content standards					
The College Supervisor provided ideas and resources which strengthened my teaching					

**Comments:**



## COLLEGE SUPERVISOR EVALUATION BY COOPERATING TEACHER

College Supervisor's Name: \_\_\_\_\_

Term /Year: \_\_\_\_\_

Cooperating  
Teacher's Name: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

For each item below, please mark an "X" in the category to the left that best describes situation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
<b>Communication</b>					
During the semester I was in contact with the College Supervisor.					
The College Supervisor was available for discussion of problems and concerns.					
The College Supervisor was open and receptive to my concerns and ideas.					
The College Supervisor was aware of the problems, events and issues which affected the placement					
The College Supervisor clearly stated the school site's role and responsibilities					
The College Supervisor clearly stated her/his role and responsibilities					
The College Supervisor clearly stated the candidate's role and responsibilities					
<b>Responsiveness and Professionalism</b>					
The College Supervisor promptly returned my calls/texts/email messages					
The College Supervisor responded to the scheduling of the initial placement meeting					
The College Supervisor conducted him/herself in a professional manner at all times					
The College Supervisor was well versed in the policies and procedures of the Credential Program at Saint Mary's College					

**Comments:**

## NOTES