

**Multiple Subject Teacher Education
MSTE
Credential Program**



KALMANOVITZ
SCHOOL OF
EDUCATION

**Field Experience Handbook
2019-2020**

Table of Contents

TABLE OF CONTENTS	
DIRECTORY	4
GLOSSARY OF TERMS	5
KALMANOVITZ SCHOOL OF EDUCATION MISSION STATEMENT	7
ROLES	
THE ROLE OF THE CREDENTIAL CANDIDATE	8
THE ROLE OF THE COLLEGE SUPERVISOR	9
THE ROLE OF THE COOPERATING TEACHER	12
SUPERVISED TEACHING	
STUDENT TEACHING PLACEMENTS	12
TIMELINES	15
EMPLOYMENT OPTIONS	17
TEACHING PERFORMANCE EXPECTATIONS	
CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS	18
PART ONE: TPE ELEMENTS AND NARRATIVES	20
PART TWO: SUBJECT-SPECIFIC PEDAGOGY	31
TEACHER PERFORMANCE ASSESSMENT	
OVERVIEW OF THE TEACHER PERFORMANCE ASSESSMENT (EDTPA)	36
GUIDELINES ON ASSISTANCE TO EDTPA CANDIDATES	38
PROGRAMS OF STUDY	
MSTE PROGRAM OF STUDY	39
MASTER'S DEGREE OPTIONS	40
COURSE DESCRIPTIONS	
MSTE COURSE DESCRIPTIONS	41
MAT COURSE DESCRIPTIONS	45
M.ED COURSE DESCRIPTIONS	46
FORMS	
CANDIDATE PROFILE	
CONTEXT FOR LEARNING	
COOPERATING TEACHER OBSERVATION	
ELD OBSERVATION	
ENGLISH LANGUAGE IMMERSION CHECKLIST (SDAIE)	
FIELD EXPERIENCE ASSESSMENT (MID-SEMESTER AND FINAL)	
INITIAL 3-WAY CONFERENCE AND TRAINING	
LESSON PLAN	
MID-SEMESTER REVIEW TPE SUMMARY OBSERVATION AND CONFERENCE FORM	
PLACEMENT CHECKLIST	
SUPERVISED TEACHING I OVERVIEW - MSTE 310	
SUPERVISED TEACHING I OVERVIEW - MSTE 320	

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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): The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

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(ST): KSOE student preparing to become a teacher. Also referred to as a credential candidate or teacher candidate.

Clinical Practice (fieldwork/field experience): A developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours across the arc of the program. supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.

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. Also referred to as a field supervisor

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 (CT): An experienced teacher who mentor, support and assess progress in teaching, using the TPEs as a guide. Teachers are selected on the basis of their outstanding professional practice, principal and district recommendation and years of experience.

edTPA: Teacher Performance Assessment: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

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

Teacher Induction: Program provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers, and is the preferred pathway to a California Clear Teaching Credential.

TPE: Teacher Performance Expectations: The Teaching Performance Expectations, adopted June 2016, 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.

KALMANOVITZ SCHOOL OF EDUCATION MISSION STATEMENT

The Kalmanovitz School of Education is a student-centered learning community that inspires excellence and innovation in counseling, education, and leadership. Through the practice of shared inquiry, collaborative learning, and community engagement, we empower our students to lead change according to the principles of social justice and the common good.

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.

PILLARS OF THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

The Multiple Subject Credential Program is designed to incorporate the following foundational pillars:

- REFLECTIVE AND INQUIRY-BASED PRACTICE
- LEARNER-CENTERED INSTRUCTION
- COMMUNITY & CULTURALLY RELEVANT PRACTICES
- FOCUS ON SOCIAL JUSTICE AND EQUITY
- INTERDISCIPLINARY LEARNING

These pillars are embedded throughout the program in our courses, field placements, and assignments. Our goal is not only to prepare competent classroom teachers, but also to educate and empower those who complete the program to become leaders who can contribute to an educational system that is more equitable and effective for all students, without regard to ethnicity, race, gender, culture, social class, language, or disability.

THE ROLE OF THE 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 Directors and Faculty, and the Credential Analyst
- Become familiar with KSOE expectations for all field experience requirements
- Learn CTC (California Commission on Teacher Credentialing) credentialing expectations and clarify any concerns with the Credential Analyst
- Use your fieldwork 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 student teaching

With the College Supervisor

- Meet with your College Supervisor at designated times
- Discuss expectations, procedures for communication, dates for observations, and arrange a time to conduct the initial conference, the mid-term evaluation and Field Experience Assessment (you will coordinate this time and date for both the College Supervisor and the Cooperating Teacher)
- Communicate with your College Supervisor throughout your field placements and allow sufficient time for scheduling observations and post-observation de-briefing meetings
- Submit in advance written lesson plans and other materials to your College Supervisor prior to each observation
- Accept College Supervisor's feedback and suggestions in a professional manner
- 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

- Ensure that you have been cleared through the CTC and have been fingerprinted by the district where you will be student teaching
- Ensure all Human Resource district requirements for student teachers are met prior to your start date. This varies from district to district.
- Meet with school personnel prior to field placement for an orientation to the school and school community
- Maintain clear, effective, and professional communication with principal, staff, faculty, parents and students
- Learn school policies and procedures regarding discipline, safety, education code, teacher expectations, adopted curriculum, board policies, etc.
- Adhere to school dress code
- Plan your solo week(s) of classroom responsibilities per field requirements
- Discuss in advance lesson plans, assignments, materials, etc., prior to classroom delivery.
- Prepare complete KSOE format lesson plans for all observations
- Observe and maintain strict confidentiality in relation to student information
- Follow the schedule of the school district, even if different from the SMC schedule.
- Participate in the completion of the *Mid Semester Assessment* form and *Final Assessment* form and participate in a three-way evaluation conference with the Cooperating Teacher and College Supervisor

Detailed expectations are provided in the program section – “responsibilities of the Teaching Candidate”

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
- Actively check and use Saint Mary's email
- Coordinate the needs of the college, the school site and the Candidate
- Be sensitive to local school scheduling such as testing, parent conferences, and vacations
- Guide and assist Candidate in the application of course content as well as in gathering resources
- Complete forms, reports, letters and other written materials in a timely manner

INITIAL CONTACT WITH SCHOOL SITE

- Express appreciation for school participation
- Confirm length of placement and expectations for take-over
- Encourage questions and clarify as needed

INITIAL CONTACT WITH CANDIDATE

- Contact your Candidate prior to the beginning of the placement
- Discuss communication procedures
- Review all course expectations related to Supervised Teaching I, II and other courses
- Schedule the three-way conference and first observation

FIRST SCHOOL VISIT

- Check in at the school office, introduce yourself to the principal and office staff and leave your contact information
- Allow sufficient time to review expectations and clarify materials provided by the college during the three-way conference with the Candidate and Cooperating Teacher
- Review the following:
 1. The goals for the placement
 2. Integration of the Candidate into the classroom
 3. Course assignments
- Schedule take-over for the Supervised Teaching I/II placement
- 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

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)
- Hold a follow-up conference and encourage the Candidate to self-evaluate and reflect, using the lesson plan, observation notes and evidence
- Relate your evidence and observation comments to the *California Teacher Performance Expectations* and the *California Standards for the Teaching Profession*
- Encourage Candidate to incorporate your suggestions into future planning and be specific about what

you would like to see next time

- Review the observation comments with the Cooperating Teacher, if possible, reinforcing the role of the teacher in monitoring the lesson plans and sharing insights
- Distribute the *Observation and Conference* form
- Confirm the date and lesson content for the next observation

CONFERCING

Conferencing is a cyclical process that 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.

To be effective, each classroom observation of a lesson requires both a pre-and a post-conference

1. Pre-observation Conference

- Review the Candidate's lesson plan
- Review the lesson objectives and the level of the instructional activities according to the needs and abilities of the students
- Determine the desired learning outcome(s) of the lesson
- Ask about the teaching and learning environment to be established (e.g., seating, materials, sequence, pacing, etc.)
- Discuss the focus of your upcoming observation and your methods of recording data

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, if possible, 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 on 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. An effective evaluation is ongoing, collaborative, and specific
4. Evaluation Evaluative conferences must balance both strengths and challenges

Detailed expectations are provided in the program section – “responsibilities of College Supervisor”

Planning:

It is suggested that during the first weeks of supervised teaching, the Candidate tentatively plans for subject acquisition and unit development for the duration of supervised teaching. The Candidate is to provide written lesson plans in the Saint Mary's lesson plan format for all lessons observed by the College Supervisor. Daily plans are to be kept and shared with the Cooperating teacher.

Video and Audio Taping:

It is required that some lessons be videotaped or audiotaped for self-assessment purposes, and preparation for edTPA. Permission must be obtained from the parents. Videotaped lessons can be utilized for the purpose of supervision and guidance.

Opportunities for Independent Practice:

The program recognizes the benefits of teaching and managing a classroom without the presence of the Cooperating Teacher. In order for students to complete their solo teaching (total 4 weeks of takeover). There are districts that require a substitute certification and a candidate (without a substitute certification) will not be left in the classroom without the supervision of a certified teacher.

Detailed expectations are provided in the program section – “responsibilities of College Supervisor”

THE ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher plays an essential role in the candidate's field experience. It is suggested that the Cooperating Teacher prepare the classroom, students and parents for the teacher candidate's inclusion in the classroom. This will help ensure that the placement is a success for all concerned.

It is suggested that the Cooperating Teacher follow these guidelines:

- Acquaint the student teacher with school policies and introduce the student teacher to staff, faculty and parents
- Collect curriculum materials for the candidate's use
- Become familiar with the college *Field Experience Handbook* and *Program of Study*
- Plan to gradually involve the candidate in the design and implementation of classroom instruction and activities
- Establish consistent meeting times to discuss plans, practices and development

Topics to Discuss When the Candidate Arrives

- Background of the students and community
- School personnel and policies
- Daily routines and weekly schedules
- Candidate's course requirements and other obligations to the college, work, etc.
- Professional responsibilities of teachers, including roles as mandated reporters, participation on Student Support Teams, involvement IEPs/504 plans, commitments to professional development and larger community.
- 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

Criteria for the Selection of Cooperating Teachers:

- Clear Credential in the content area for which they are providing supervision
- A minimum of three years teaching experience
- Consent of the Principal
- Demonstration of exemplary teaching practices as determined by the employer and the preparation program
- 10 hours of initial orientation to the program and pre-service teacher support provided by the program
- The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Detailed expectations are provided in the program section – “responsibilities of Cooperating Teacher”

STUDENT TEACHING PLACEMENTS

The Multiple Subject (MSTE) Program serves our candidates with the assistance of both teaching and supervising faculty. We are deeply indebted to the schools, districts and Cooperating Teachers that open their doors and join us in the important task of preparing elementary teachers for California's children. Candidates take 36 units of coursework (see Program of Study), which includes two supervised teaching experiences. These experiences are in K-2, 3-5, and/or 6-8 CORE grade levels. The field experiences cover all phases of the K-8 school year at a public and/or private school. Both placements are in schools that reflect the diversity of California, and in schools that can provide significant experience with English learners. The two supervised teaching placements must provide a minimum of 600 hours of clinical practice.

SUPERVISED TEACHING I (MSTE 310)

The candidate is in a self-contained or CORE classroom for 2 1/2 days a week throughout the fall or spring term. Students who start in the summer, begin their placements in August. Candidates begin Student Teaching during the first week of St. Mary's classes. If there is a gap between the first day of school and the beginning of the term at Saint Mary's, we encourage students to volunteer since this is an important part of the school year. If a candidate does volunteer, be advised this time does not count toward placement hours. ST I candidates start together, at the beginning of fall term, and finish together at the end of the term. Candidates complete assignments for their curriculum courses and move through a continuum of observation, small group, and whole class instruction. (See Supervised Teaching I Timeline). Candidates are expected to deliver 1 lesson in English Language Development (ELD) and 1 "Sheltered" (SDAIE) content lesson. The College Supervisor will visit minimum of 6 times during the placement; one visit for the Cooperating Teacher observation and 5 subsequent Student Teacher observations. The candidate completes 1 full week (5 days) of solo planning and instruction in collaboration with the Cooperating Teacher. The Cooperating Teacher should directly supervise during this time. In addition, the candidate is required to prepare for and complete the edTPA, a Teacher Performance Assessment required by the state. This performance assessment will require the candidate to plan, instruct, assess, video record and write commentaries about a learning segment consisting of 3-5 math lessons. This is a 2-unit field experience.

SUPERVISED TEACHING II (MSTE 320)

The candidate is in a self-contained or CORE classroom for 4 full days a week for the fall or spring term. Candidates complete assignments for their curriculum courses and move through a continuum of observation, small group and whole class instruction. (See Supervised Teaching II Timeline) Candidates are expected to observe and practice 1 lesson in English as a Second Language/English Language Development (ESL/ELD) and 2 "Sheltered" (SDAIE) content lessons. The College Supervisor observes a minimum of 6 times during the placement and the candidate completes a 3-week take-over (15 days) of planning and instruction in collaboration with the Cooperating Teacher. The candidate teaches lessons sequentially in each content area before the take-over. The Cooperating Teacher, candidate and College Supervisor determine other responsibilities. This is a 2-unit field experience.

SUPERVISED TEACHING III (MSTE 330)

This course is designed for those candidates employed for a minimum of 14 weeks. The candidate teaches lessons sequentially in each content area. The College Supervisor observes a minimum of 6 times. This is a 2-unit field experience. (Candidates are required to take MSTE 440 to qualify for a Multiple Subject Preliminary credential)

FIELD EXPERIENCE AND METHODS FOR ENGLISH LEARNERS (MSTE 440)

This course emphasizes the practice of methods and materials for teaching English learners and requires that the candidate be in 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 school must also provide the opportunity for significant experience with English learners. The candidate will complete 150 hours of clinical experience, including 5 consecutive days of planning and instruction in collaboration with the Cooperating Teacher. The candidate will teach two ELD lessons and one "Sheltered" (SDAIE) content lesson. A Saint Mary's College Supervisor will visit 3 times. This course is for candidates who have been employed in a private school or in a public school setting and wish to earn a Multiple Subject Preliminary Credential.

TIMELINES

SUPERVISED TEACHING I

ORIENTATION AND OBSERVATION

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

Weeks 1 - 3 Begin a guided observation period in the classroom and assist in small group or individual instruction as assigned by the Cooperating Teacher.

PARTICIPATION AND INSTRUCTION

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

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

Week 5 As appropriate, the Cooperating Teacher progressively allows more co-teaching.

Week 6 To prepare for the edTPA event the student teacher should assume responsibility for planning and delivering instruction in the math content area. This is done in consultation with and under the supervision of the Cooperating Teacher. In addition, the candidate assists the teacher as needed. The Cooperating Teacher will provide specific feedback and support the candidate.

Week 7 The candidate should practice using video in the classroom and verify videotaping permission.

MID-TERM ASSESSMENT

Around the mid-point in the placement, the student teacher, cooperating teacher and field supervisor will conduct a conference focused on the student teacher's mid-term assessment. This is an important formative evaluation, and provides a critical opportunity for each team member to reflect on the student teacher's performance, areas of strength and areas for improvement. The outcomes of this assessment should be a plan of action for the candidate's success and supervised teaching.

Week 6-8 The *Mid-Semester Assessment* and the *Mid-Semester Review/TPE Summary* are completed by the College Supervisor.

TRANSITION

The candidate should gradually increase his/her teaching responsibilities each week. This can be achieved by adding specific subjects or small groups. This occurs as the cooperating teacher and the student teacher feel comfortable with the increased teaching load. Other opportunities during this transition period include: the review of cumulative records, evaluation of each lesson after it has been taught, attend faculty meetings, parent/teacher conferences, PTA meetings, etc.

Weeks 9-12 The candidate assumes full responsibility for up to three hours of instruction each day. In addition, responsibility should be assumed for recess, lunch, and transitions between activities and/or other non-instructional times. The Cooperating Teacher monitors and provides feedback to the candidate and assists in refining the candidate's teaching skills.

Weeks 13-15 The candidate is required to complete 5 consecutive days of planning and instruction in collaboration with the Cooperating Teacher. In addition, the candidate plans a mathematical learning segment of 3-5 lessons that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. Candidates are responsible for videotaping their own teaching event.

REFLECTION

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

The *Field Experience Assessment* is completed at the conclusion of the placement.

Students who cannot verify passing scores on their CSET examinations by the end of their first placement will NOT be allowed to enroll in their second student teaching placement. This will extend your program of study and completion date. You may still enroll in some courses and be engaged in a placement as a volunteer - volunteer hours will not count as student teaching defined by the CCTC.

SUPERVISED TEACHING II

Weeks 1-2 Begin a guided observation period in the classroom and assist in small group or individual instruction as assigned by the Cooperating Teacher.

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

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

Week 7 The *Mid-Semester Assessment* and the *Mid-Semester Review/TPE Summary* are completed by the College Supervisor.

Weeks 8-10 The candidate assumes responsibility for additional content areas in instruction and non-instructional activities, including utilization of any teacher/parent aides and participates in family conferences, as appropriate.

Weeks 11-15 The candidate is required to complete 3 consecutive weeks of planning and instruction in collaboration with the Cooperating Teacher. During this period, the candidate has the responsibility of planning, scheduling, delivering instruction and managing the classroom. The *Final Assessment* is completed at the conclusion of the placement.

Employment Options

We understand that candidates may enter the program with a teaching job or become employed while completing the credential. Below are descriptions of various ways that can occur:

Short-Term Staff Permit (STSP):

The Short-Term Staff Permit (STSP) is only available at the request of an employing agency, (not Saint Mary's College), when there is an acute staffing need. Examples of reasons that justify the need to request a short-term staff permit are: teacher of record is unable to finish the school year due to approved leave/illness, enrollment adjustments or as a bridge document when an individual has completed subject matter competency but is unable to enroll in an internship teacher preparation program.

Please note that you can only have one STSP document in your ENTIRE teaching career.

Candidate Requirements for issuance

- a) Bachelor's or higher degree
- b) Passage of a Basic Skills Requirement exam option
- c) Specific course work or experience, explained in detail on the STSP Information Leaflet
<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

Provisional Internship Permit (PIP):

The Provisional Internship Permit (PIP) is available when the employing agency knows that there will be a teacher vacancy yet is unable to recruit a suitable credentialed candidate. The expectations of the employer and the employee are higher since this individual will be the teacher of record and should be on a credential track. The focus of the document is meeting subject matter competency. Once a candidate completes subject matter competency, the candidate can be employed on a document such as an Individualized Internship Certificate or a University or District Intern Credential.

Candidate Requirements for issuance

- a) Bachelor's or higher degree
- b) Passage of a Basic Skills Requirement exam option
- c) Specific course work or experience, explained in detail on the PIP Information Leaflet
<http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>.

University Internship:

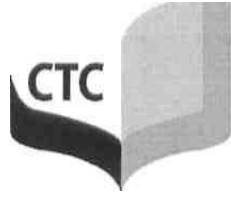
Both the Multiple and Single Subject and Education Specialist credential programs have been approved by the CTC to offer internships. However, before a district can hire a KSOE student as an intern the district must have a current Memorandum of Understanding (MOU) with the KSOE and that contract needs to be signed-off by the local bargaining unit and approved by the school board of the district in public session.

To qualify, the student must have a job offer from an eligible district, have passed a BSR exam option, have fulfilled the US Constitution requirement and be subject matter competent in the subject in which they will be assigned to teach. In addition, you are not eligible to become an intern until you have completed 120 hours of instruction in your program covering five basic content areas. Consult your Program Director for the current list of required courses and required steps to get your intern credential.

Private School Teacher:

Private schools can hire candidates before they've earned their credential. Please speak to the Placement Coordinator of your program to discuss support and additional course requirements if hired in such a capacity.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS



Commission on Teacher Credentialing
Adopted 2016

This section includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession* (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the numbering and order of the elements within each TPE do not indicate relative importance or value.

Introduction

The *Teaching Performance Expectations* (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (edTPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the edTPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the *California Standards for the Teaching Profession* (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Details about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Education

Part One provides the TPE elements and narratives. **Part Two** describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

PART ONE: TPE Elements and Narratives

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative

Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development

Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

¹ See Subject-Specific Pedagogical Skills in Section 2 for reference.

Narrative

Subject-Specific Pedagogy and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: Planning Instruction & Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - Appropriate use of instructional technology, including assistive technology;
 - Applying principles of UDL and MTSS;
 - Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - Appropriate modifications for students with disabilities in the general education classroom;
 - Opportunities for students to support each other in learning; and
 - Use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities

in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback

about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Narrative

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- Professional conduct and moral fitness;

- Use of digital content and social media;
- Education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- Privacy, health, and safety of students, families, and school professionals;
- Mandated reporting; and
- Students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

PART TWO: Subject-Specific Pedagogy

Introduction

This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (edTPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

1. Teaching English Language Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.

Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

Beginning teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Beginning teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems. They facilitate student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

3. Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and

literacy, into science pedagogy. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

5. Teaching Physical Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

6. Teaching Health Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards.

Beginning teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write

opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:

- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.
- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
- Assure that students are provided access to works of art that are broadly representative of cultural diversity.

OVERVIEW OF THE TEACHER PERFORMANCE ASSESSMENT (edTPA)

The state of California requires that all candidates for the preliminary Multiple Subject credential take and pass a Teacher Performance Assessment. The MSTE program at Saint Mary's College has chosen to use the edTPA, a nationally available performance-based assessment, to satisfy this requirement. The purpose of the edTPA is to measure novice teachers' readiness to teach in the classroom. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- Develop knowledge of subject matter content standards and subject-specific pedagogy
- Develop and apply knowledge of varied students' needs
- Consider research and theory about how students learn
- Reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The edTPA is composed of **four tasks**- the first three tasks are done in the context of Elementary Mathematics; the fourth task is done in the area of Elementary Literacy.

Task 1-3: Elementary Mathematics

Task 1: Planning for Instruction and Assessment

Task 2: Instructing and Engaging Students in Learning

Task 3: Assessing Student Learning

Task 4: Elementary Literacy

Task 4: Assessing Students' Literacy Learning

For the mathematics portion of the edTPA, you will plan, teach and assess **3–5 consecutive lessons**, referred to as a learning segment. For the literacy portion, you will analyze student work samples from two different assessments. Then, you will implement a re-engagement lesson to further develop students' understanding of the essential literacy strategy and related skills.

Upon completion of the four tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Preparation for the edTPA

You will be thoroughly prepared for the edTPA in the term before you take it. In MSTE 350 C & I: Mathematics, you will learn how to plan, teach and assess elementary mathematics, and you will have the opportunity to carry out practice versions of the edTPA tasks and commentaries. In MSTE 263 & 264 Curriculum and Instruction: Literacy I and II you will learn how to teach and assess student understanding of literacy strategies and the comprehension of text.

Additional information about these tasks will be addressed in:

MSTE 350 – Curriculum and Instruction: Math

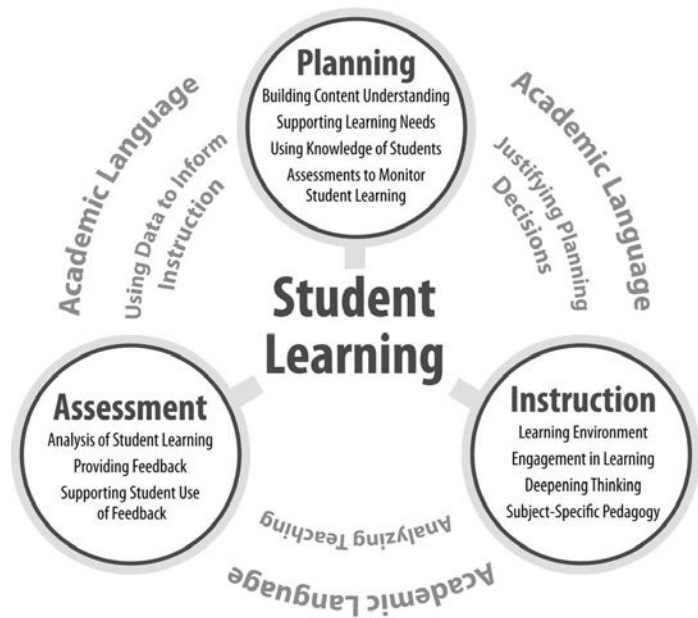
MSTE 263 & 264 - Curriculum and Instruction: Literacy I and II

MSTE 242 - edTPA Practicum

The edTPA Tasks and the Cycle of Effective Teaching

The four edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning. Task 4 documents a summary of the cycle focusing specifically on Literacy Assessment.

The four tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.



Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in your subject area. This evidence includes both artifacts and commentaries:

Artifacts represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.

Commentaries are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the edTPA Handbook, available online, for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The rubrics used to score your performance are included in the edTPA handbook, after the sections describing the directions for each task. The five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

The edTPA Elementary Mathematics Assessment Handbook and additional information about the edTPA can be found online at <http://edtpa.com>

GUIDELINES ON ASSISTANCE TO edTPA CANDIDATES

This section outlines acceptable and unacceptable forms of assistance to candidates who are completing the edTPA assessment (called a Teaching Event). This assessment includes creating a 3-5 lesson Learning Segment, implementing the instruction and video recording it, and writing commentaries that analyze the processes of planning, instruction and assessment. Cooperating teachers and field supervisors can provide support to a candidate completing edTPA, but only under the following guidelines.

Acceptable forms of support for constructing the Teaching Event include:

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

Unacceptable forms of support for constructing the Teaching Event include:

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

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

**Program of Study and Credential Requirements
Multiple Subject Preliminary Credential Program
(Full Time 1 Year)**

Summer/January Term (7 units)	
<input type="checkbox"/> MSTE 212 Learning & Development in a Multicultural Society (3) <input type="checkbox"/> MSTE 317 Introduction to Field Experience (3) <input type="checkbox"/> MSTE 275 Health & Physical Education (1)	
Fall/Spring Semester (15 units)	
<input type="checkbox"/> MSTE 360 Fieldwork Seminar I (2) <input type="checkbox"/> MSTE 328 Teaching English Learners (2) <input type="checkbox"/> MSTE 263 Curriculum & Instruction: Literacy I (3) <input type="checkbox"/> MSTE 345 Curriculum & Instruction: Social Studies & Humanities (3) <input type="checkbox"/> MSTE 350 Curriculum & Instruction: Math (3) <input type="checkbox"/> MSTE 310 Supervised Teaching I (2)	
January/Summer/ Term (2 units)	
<input type="checkbox"/> MSTE 223 Technology in the Classroom (1) <input type="checkbox"/> MSTE 242 EdTPA Practicum (1)	
Required for Daily Student Teaching (MSTE 320/330)	
<input type="checkbox"/> <i>Completion of all course pre-requisites for daily student teaching with a grade of B- or better in each course.</i> <input type="checkbox"/> <i>All Incompletes in coursework must be cleared.</i> <input type="checkbox"/> <i>Documentation of passing the Basic Skills Requirement (BSR)</i> <input type="checkbox"/> <i>Documentation of passing the CSET</i>	
Spring/Fall/ Semester (12 units)	
<input type="checkbox"/> MSTE 370 Fieldwork Seminar II (2) <input type="checkbox"/> MSTE 338 Teaching Learners with Special Needs (2) <input type="checkbox"/> MSTE 264 Curriculum & Instruction: Literacy II (3) <input type="checkbox"/> MSTE 349 Curriculum & Instruction: Science (3) <input type="checkbox"/> MSTE 320 Supervised Teaching II (2)	
Required for the Preliminary Credential	
<input type="checkbox"/> <i>Final transcripts verifying Baccalaureate degree</i> <input type="checkbox"/> <i>Preliminary Credential coursework with a B- or better in each course</i> <input type="checkbox"/> <i>Documentation of passing RICA (Reading Instruction Competence Assessment)</i> <input type="checkbox"/> <i>Verification of knowledge of U.S. Constitution by exam or course/s</i> <input type="checkbox"/> <i>CPR (Adult, Infant, and Child) Verification</i>	
After completion of preliminary credential coursework:	
Master of Arts in Teaching (MAIT) – 12 units	Master of Arts in Education (MAEd) – 11 units
<input type="checkbox"/> MAIT 401 Introduction to Inquiry (1) SU <input type="checkbox"/> MAIT 402 Content Knowledge (3) SU <input type="checkbox"/> MAIT 403 Pedagogical Knowledge (3) SU or FA <input type="checkbox"/> MAIT 404 Capstone Project (2) FA, SP, or SU <input type="checkbox"/> Electives (one 3-unit) FA, SP, or SU	<input type="checkbox"/> MATS 501 Great Ideas in Education (3) SU <input type="checkbox"/> MATS 530 Introduction to Classroom Research (3) FA <input type="checkbox"/> MATS 531 Classroom Research (3) SP <input type="checkbox"/> MATS 532 Classroom Research Project (2) SU
Credential only	36 units <input type="checkbox"/>
Credential & Master of Arts in Teaching	48 units <input type="checkbox"/>
Credential & Master of Arts in Education	47 units <input type="checkbox"/>

MASTER'S DEGREE OPTIONS

Students who complete a credential at Saint Mary's College may choose to enter one of the following master's degree programs, either in the summer after finishing their credentials or later (Teachers for Tomorrow students may take the Master of Arts in Education courses during their 5th year or the Master of Arts in Teaching courses after finishing the credential).

After completion of preliminary credential coursework	
<p>Master of Arts in Teaching (MAIT) 12 units A project-based master's program focused on increasing content expertise and pedagogical content knowledge.</p>	<p>Master of Arts in Education (MAEd) 11 units A thesis-based master's program in which students carry out classroom-based action research.</p>
MAIT 401 Introduction to Inquiry (1)	MATS 501 Great Ideas in Education (3)
MAIT 402 Content Knowledge (3)	MATS 530 Introduction to Classroom Research (3)
MAIT 403 Pedagogical Knowledge (3)	MATS 531 Classroom Research (3)
MAIT 404 Capstone Project (2)	MATS 531 Classroom Research Project (2)
Elective(s) 3 units	
Total units for Credential and Master of Arts in Teaching = 48	Total units for Credential and Master of Arts in Education = 44

MSTE COURSE DESCRIPTIONS

PRELIMINARY MULTIPLE SUBJECT CREDENTIAL

Summer/January Term

MSTE 212 Learning and Development in a Multicultural Society (3)

This course examines how children learn and develop socially and intellectually as individuals and as members of families, cultures and communities. We will look at ways teachers can learn about their students' cultures, development, and prior experience, and use that knowledge to facilitate and enhance student learning and growth. The development of the child is examined from multiple theoretical perspectives while honoring the role of languages and cultures within the classroom. We will examine race and socio-economic status and the impact of these on classroom equity, student self-esteem, and empowerment/disempowerment. We will also investigate critical thinking, creativity and reflection, while beginning to learn how to create developmentally, linguistically, and culturally appropriate learning activities. Candidates are encouraged to reflect on how theory and research will inform their teaching practice.

MSTE 317 Introduction to Field Experience (3)

This course introduces candidates to the social, historical, cultural, legal and ethical foundations of education. Candidates will engage with multiple models and implementation of classroom practices to support all students in safe and effective learning environments. Candidates become familiar with the Common Core State Standards and Teacher Performance Expectations (TPEs) of the California Commission for Teacher Credentialing. Throughout the course, candidates explore methods of classroom management, design and write lesson plans, explore assessment, set goals for supervised teaching and begin the process of developing a classroom management plan.

MSTE 275 Health and Physical Education (1)

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

Fall/Spring Term

MSTE 310 Supervised Teaching I (2)

This course is the first in a developmental sequence of supervised field work in schools. The field experience extends the candidate's understanding of key concepts and theories developed in the program while contributing to the candidates' preparation in meeting the Teaching Performance Expectations and preparation for successful completion of the edTPA (required California Teaching Performance Assessment). The candidate completes a sequence of supervised school-based experiences that meets the requirements for a Preliminary Level I Teaching Credential and that contributes to his/her preparation to serve as competent teacher in an induction program. Effective communication will be taught with an emphasis on effective classroom management, developing healthy self-esteem, building social skills and teams for cooperative learning, motivating students, evaluating performance, achieving educational equity, celebrating diversity, managing problem behavior, and supporting English learners and students who have special needs. *Taken concurrently with MSTE 360.*

MSTE 360 Fieldwork Seminar I (2)

The purpose of this course is to support credential candidates as they complete their first Supervised Teaching placement (fieldwork). Candidates will discuss and reflect on their development as teachers and professionals, extend their knowledge of classroom management, and learn how to establish a caring and culturally responsive classroom community. Candidates will also undertake a close examination of the *Visual and Performing Arts Framework for California Schools* and learn how to incorporate the arts into their instruction. *Taken concurrently with MSTE 310 Supervised Teaching I.*

MSTE 263 Curriculum & Instruction: Literacy I (3)

In this course, candidates survey theory and methods for teaching reading and language arts in the primary grades. Balanced, literature-based, integrated, process-oriented curriculum is emphasized. Literacy instruction for English learners is integrated into the curriculum. The course incorporates content included in the Reading Instruction Competence Assessment (RICA). It is aligned with the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *California English Language Development Standards*.

MSTE 345 Curriculum & Instruction: Social Studies & Humanities (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California History-Social Studies Framework* and the *Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subject*. Candidates learn subject matter pedagogy, instructional methods and materials for use in social studies and humanities education, and curriculum integration. The course emphasizes research on how children construct their understanding of history, the humanities, and critical thinking skills. Candidates learn to design instructional objectives, plan lessons, and assess student learning, with special emphasis on providing access to the core curriculum for English learners and students with special needs.

MSTE 328 Teaching English Learners (2)

This course introduces candidates to the history of bilingual education, research and theory on language learning, best practices and pedagogy of English language instruction, and principles of assessment and differentiated instruction for English language learners in the general education classroom. Topics that are addressed include theories of second language acquisition, school program models supporting English learners; culturally and linguistically responsive pedagogy; creating a supportive, healthy environment for student learning; and universal access to curriculum. Effective methods of communication and ways to involve families in the school are also covered. Universal access to curriculum through incorporating Specially Designed Academic Instruction in English (SDAIE strategies) and developing Academic Language are specifically addressed.

MSTE 350 Curriculum & Instruction: Mathematics (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California Common Core State Standards: Mathematics* as a foundational resource for understanding the elementary and middle school mathematics curriculum. The course will introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in mathematics education. It focuses on assessment, curriculum planning, and teaching techniques that promote differentiated instruction that facilitates the learning of mathematics by all students.

January/Summer Term

MSTE 223 Technology in the Classroom (1)

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

MSTE 242 edTPA Practicum (1)

This course supports candidates through the completion and submission of a comprehensive Teaching Performance Assessment, which is required by the California Commission on Teacher Credentialing. At Saint Mary's, this requirement is fulfilled by completing the edTPA. Candidates receive specific support and opportunities to reflect on teaching, to connect theory and practice, and to analyze student work. Candidates also receive support in the technical aspects of completing the assessment, such as editing video, scanning documents and saving video material.

Spring/Fall Term

MSTE 320 Supervised Teaching II (2)

This course is the first in a developmental sequence of supervised field work in schools. The field experience extends the candidate's understanding of key concepts and theories developed in the program while contributing to the candidates' preparation in meeting the Teaching Performance Expectations and preparation for successful completion of the edTPA (required California Teaching Performance Assessment). The candidate completes a sequence of supervised school-based experiences that meets the requirements for a Preliminary Level I Teaching Credential and that contributes to his/her preparation to serve as competent teacher in an induction program. Effective communication will be taught with an emphasis on effective classroom management, developing healthy self-esteem, building social skills and teams for cooperative learning, motivating students, evaluating performance, achieving educational equity, celebrating diversity, managing problem behavior, and supporting English learners and students who have special needs.

Taken concurrently with MSTE 370 Fieldwork Seminar

MSTE 370 Fieldwork Seminar II (2)

The purpose of this course is to support credential candidates as they complete their second Supervised Teaching placement. Candidates will discuss and reflect on their development as teachers and professionals, refine their classroom management and professional development plans, and learn how to establish a caring and culturally responsive classroom community. Candidates will establish communication with parents and engage broadly with the school and community. Candidates will also extend their knowledge of how to incorporate the arts into their instruction. *Taken concurrently with MSTE 320 Supervised Teaching II.*

MSTE 264 Curriculum & Instruction: Literacy II (3)

In this course, candidates survey theory and methods used to teach reading and language arts to upper elementary students. Balanced, literature-based, integrated, collaborative, process-oriented curriculum is emphasized. The course also includes making reading and language arts content accessible to English learners and students with special needs. The course incorporates content included the Reading Instruction Competence Assessment (RICA). It is aligned with the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *California English Language Development Standards*. *Prerequisite: MSTE 263*

MSTE 349 Curriculum and Instruction: Science (3)

This course is designed to introduce prospective elementary and middle school teachers to the *California Science Framework* and *The Next Generation Science Standards* as a foundational resource for understanding the elementary and middle school science curriculum. The course will introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in science education. The focus is on assessment, curriculum planning, and teaching techniques that promote differentiated instruction to facilitate the learning of science by all students.

MAT COURSE DESCRIPTIONS

MASTER OF ARTS IN TEACHING

MAIT 401 Introduction to Inquiry (1) (Summer)

This course prepares students for inquiry-based learning and completing the master's program. Students reflect individually and collaboratively on areas of their professional preparation that they would like to improve and/or investigate more deeply. After choosing a subject area for further investigation, students generate a list of guiding questions on content and pedagogy in that area. Students learn how to extract and summarize essential information from research articles and primary content sources, and how to use the library and library databases to access this material. Students write a reflection on their existing teaching knowledge and their personal goals for the MAT.

MAIT 402 Content Knowledge (3) (Summer)

In this course, students expand and develop their disciplinary expertise as a teacher. Students conduct an investigation in which they seek answers to a set of guiding questions focusing on content knowledge, by collecting, analyzing, sharing and reflecting on three types of subject-specific resources (primary, secondary, and experiential) to be used in their future work as classroom teachers. In addition, students read and discuss analyses of contemporary issues in education and situate their inquiry within the broader educational community. As an element of their electronic portfolio, students create an annotated online collection of content resources for teaching in their subject area. *Prerequisite: MAIT 401*

MAIT 403 Pedagogical Knowledge (3) (Summer & Fall)

In this course, students engage in a deep examination of how pupils learn and how to teach specific K-12 subjects. The course includes readings in contemporary and classic learning theory as well as library research into subject-specific learning and teaching. During the course, students focus on investigating their guiding questions related specifically to pedagogy, through reading, observation of teaching, and interviewing experienced teachers. They also apply educational research and learning theory to the analysis of classroom teaching. Students begin the process of designing their Capstone Project, and add to their e-portfolio a full academic Literature Review within their chosen subject area. *Prerequisite: MAIT 401*

MAIT 404 Capstone Project (2) (Spring, Summer & Fall)

During this course, students complete a Capstone Project of their own design, and present this project as well as their reflections on meeting the guiding questions developed at the beginning of the program. The Capstone Project should synthesize the knowledge gained in the areas of educational theory, research, content knowledge and pedagogical content knowledge. It could be a curriculum unit, a multimedia project, a professional development experience, or another project approved by the student's instructor. The Final Presentation addresses the student's progress during the program as well as highlights from the Capstone Project. Students finalize their e-portfolios by adding the Capstone Project to the other elements (Course Reflections, Content Resource Collection, and Literature Review). *Prerequisites: MAIT 401, 402 & 403*

MAIT Elective

MAIT 410 Special Topics in Education (3) (Summer, Fall & Spring)

Rotating topics

General Course Description:

This course offers a deep investigation of contemporary or classic topics in K-12 teaching and learning, providing students the opportunity to extend their understanding of education, at both the conceptual and applied levels. The topics rotate depending on instructor.

M.ED COURSE DESCRIPTIONS

MASTER OF ARTS IN EDUCATION

MATS 501 Great Ideas in Education (3) (Summer)

This course is designed to introduce master's students to some of the great ideas in education that have influenced the shape of education over the centuries. Students read and discuss, seminar fashion, primary texts that have been selected for their quality and importance. Assignments include daily responses to the readings, a short paper, and a philosophy of education.

MATS 530 Introduction to Classroom Research (3) (Fall)

This course introduces students to basic concepts of research and to the nature and value of teacher as researcher. Students learn to use online sources to locate educational research sources, and they complete a brief review of literature in the area of their proposed classroom research.

Prerequisite: MATS 501 or the consent of the Program Coordinator

MATS 531 Classroom Research (3) (Spring)

This course helps students design and conduct their classroom research projects. Students examine different research methodologies, refine their research questions, prepare a proposal for review by the Institutional Review Board, and carry out the data collection phase in their classroom.

Prerequisite: MATS 530

MATS 532 Classroom Research Project (2) (Summer)

In this course students analyze the data they have collected and report their findings in a) a formal presentation and b) a written thesis.

Prerequisite: MATS 531

Forms

Please use form located in the shared drive. They will be the most current version.



CANDIDATE PROFILE

NAME:	
ADDRESS:	
TELEPHONE:	
EMAIL:	

EDUCATIONAL BACKGROUND:

--

EXPERIENCE WITH CHILDREN:

--

OCCUPATIONAL HISTORY:

--

PERSONAL HISTORY:

--

REASON FOR ATTENDING SAINT MARY'S COLLEGE:

--

VISION FOR THE FUTURE:

--

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)¹

City: _____
Suburb: _____
Town: _____
Rural: _____

2. What grade levels are at your school site (e.g., K–6)?

[]

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to mathematics instruction in your classroom?

[]

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

[]

3. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.

[]

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

[]

¹ If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator.

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):
[]
2. Number of
 - students in the class: _____
 - males: _____ females: _____
3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.²

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, graph paper for 3 digit numbers</i>
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>

Students with Other Learning Needs

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions and simplified text for word problems</i>

COOPERATING TEACHER OBSERVATION

Completed by: _____ Supervisor Candidate

Focus of Learning Segment	
California/Common Core Content Standard(s)	
Specific Learning Objectives (Students will be able to) What do you think the teacher wants the students to learn in this lesson? What should the students be able to do after the lesson? (observable learning outcomes)	
Prerequisites What skills, knowledge and prior experience do students need for this lesson? How will you determine whether students have these? How will you connect to students' interests, backgrounds, strengths and needs, including their cultural, ethnic, and socio-economic differences?	
Key ELD Standard(s) How does the teacher make the lesson accessible to English learners? How does the teacher make the lesson accessible to students with special needs?	
Challenging Academic language and concepts	
Access to the curriculum/modifications How does the teacher make the lesson accessible to English learners? How does the teacher make the lesson accessible to students with special needs?	
Assessment What form(s) of informal assessment does the teacher use to evidence student learning? What formal assessment does the teacher collect to document student learning?	
INSTRUCTIONAL SEQUENCE	
Time	Set or introduction How does the teacher begin the lesson? How does the teacher engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?
	Developing Content How does the teacher develop new concepts, skills or strategies through teacher directed instruction, such as critical questioning, teaching how to use graphic organizers, giving instruction for group work or activities modeling activities? Student Learning Activities What are the students doing and how did the teacher help them get started? Guided Practice Independent Practice (students continuing to work individually or with peers)
	Checks for Understanding/On-going informal assessment How will the teacher know what students understand? (questioning and observing throughout the lesson) How will the teacher keep track of this information for later differentiation?
	Closure 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)?
	Homework How is homework utilized?

COOPERATING TEACHER OBSERVATION

Completed by: _____ Supervisor Candidate

Master Teacher	Date / /
Grade	Time
Content Area	Classroom Organization
Resources and materials	
Focus of Learning Segment	
California/Common Core Content Standard(s)	
Specific Learning Objectives (students will be able to)	
Prerequisites	
Key ELD Standard(s)	
Challenging academic language and concepts	
Access to the curriculum/modifications	
Assessment	
INSTRUCTIONAL SEQUENCE	
Time	Set or introduction
	Developing Content Student Learning Activities Guided Practice
	Checks for Understanding/On-going informal assessment
	Closure
	Homework (option)

3 Copies – distribute to Candidate, Cooperating Teacher, College Supervisor



ELD OBSERVATION FORM

Candidate		Date
College Supervisor	School	District
Group Size	Grade Level	ELD Level B EI EA A
<input type="checkbox"/> Engaging, age appropriate topic	<input type="checkbox"/> Content specific vocabulary	<input type="checkbox"/> Sentence patterns
<input type="checkbox"/> Examples of lesson specific language in relevant, real life contexts		<input type="checkbox"/> Manipulatives

Language Instruction	Student Language Practice	Comments
Teacher clearly explains, models and provides practice using target language	50% of lesson should be devoted to students producing language being taught	
		Score 1 2 3 4
Opening the Lesson (3-7 min) <input type="checkbox"/> Clearly states language objective to students orally and in writing (1 minute) <input type="checkbox"/> Brings to life: story, song, realia, role-playing, etc. <input type="checkbox"/> Link to prior lesson or other prior knowledge	<input type="checkbox"/> Actively listening <input type="checkbox"/> Focused on instructional visuals <input type="checkbox"/> Participating in opening activity	
		Score 1 2 3 4
Modeling and Practicing <input type="checkbox"/> Vocabulary is sufficiently challenging and taught in context of sentence <input type="checkbox"/> Teaches using (circle) illustrates Word Banks, Word Cards, labeled charts or... Grammatical forms in patterns: <input type="checkbox"/> Clearly teaches how to use target forms to communicate using (circle) Sentence Frames, Sentence Stems, Sentence Construction Chart or ...	<input type="checkbox"/> Structured Opportunities for Language Practice Whole Group, Choral Response, My Turn, Your turn, etc. Small Group: Talking Stick, etc. Partners: Think, Pair, Share etc. <input type="checkbox"/> Use target vocabulary and language pattern in complete sentence or multiple sentences	
		Score 1 2 3 4
Pacing and Monitoring <input type="checkbox"/> Provides specific instructional feedback (immediate, respectful and related to task) <input type="checkbox"/> Pace of instruction maintains engagement (brisk; not too fast or too slow) <input type="checkbox"/> Adapts pace to match student learning needs, appropriately increasing complexity	Students Practice Language Taught <input type="checkbox"/> Using language that stretches them beyond current ability <input type="checkbox"/> Multiple times <input type="checkbox"/> In varied ways	
		Score 1 2 3 4
Practicing the Language – You Do It <input type="checkbox"/> Clearly and succinctly explains task <input type="checkbox"/> Actively requires students to practice language stated in objective <input type="checkbox"/> Activity requires students to use taught brick and mortar in purposeful way <input type="checkbox"/> Monitors student to student practice <input type="checkbox"/> Provides opportunities for written application	During independent structured language practice, students <input type="checkbox"/> Know what to do and are on task <input type="checkbox"/> Uses (circle) manipulatives such as word, cards, games, or posted charts to generate: <input type="checkbox"/> Oral language <input type="checkbox"/> Written Application • _____	
		Score 1 2 3 4

Questions/Next Steps

Distribution 3 copies: Candidate, Cooperating Teacher, College Supervisor

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

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



FIELD EXPERIENCE ASSESSMENT

MID-Year Assessment

FINAL ASSESSMENT

Date: _____ / _____ / _____

Date: _____ / _____ / _____

Candidate: _____
Print *Signature*

Completed By: _____
Print *Signature*

- Candidate
- College Supervisor (CS)
- Cooperating Teacher (CT)
- Fieldwork I
- Fieldwork II

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

Additional terms defined in footnotes of rubric pages—please read through those when discussing and selecting criteria. There is space for additional notes on final page.

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: Engaging and Supporting All Students in Learning

A. Gathering and applying knowledge of students to engage them in learning (1.1, 1.3, 1.8, 2.4, 4.6)

Beginning: Candidate conducts general survey ³ to collect data about students. Plans and practice do not clearly incorporate or make connections to information gathered.	Developing: Candidate uses information primarily from survey or context forms to design appropriate content and language objectives. Some attempt to design and implement lessons that meet various learning needs. Monitors learning during instruction and attempts to make adjustments to engage students in the moment.	Maturing: Candidate collects data about students using multiple methods ; ⁴ Objectives clearly tied to data; activities incorporate prior experiences, background/interests, language proficiency, and learning needs. Multiple methods of monitoring learning during instruction and makes appropriate adjustments to engage students.	Integrating: Candidate collects data about students using multiple methods. Applies knowledge of students, including their prior experiences and social-emotional learning needs to develop strong plans. Recognizes cultural, language, and socioeconomic backgrounds and incorporates students' funds of knowledge into practice. Multiple methods of monitoring learning, including student self-assessment , during instruction and makes appropriate adjustments to engage students.
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B. Supporting students with special needs (1.4, 1.6, 4.6, 6.4)

Beginning: Candidate demonstrates some understanding of their responsibilities to students with special needs; Accessed at least one IEP and has had some communication with Ed Specialist. Can articulate some theories, principles, and/or instructional practices for comprehensive instruction.	Developing: Knows how to access IEPs and maintains sporadic communication with Ed Specialist; when appropriate or possible, attends IEP meetings. Applies theories, principles, and/or instructional practices for comprehensive instruction; articulates some accommodations on plans.	Maturing: Accesses IEPs and maintains regular communication with Ed Specialist and families ; when appropriate, attends IEP meetings. Plans include accommodations and are clearly tied to specific IEP goals for some students .	Integrating: Accesses IEPs and maintains regular communication with Ed Specialist and families; when appropriate, attends IEP meetings. Plans include accommodations and are clearly tied to specific IEP goals for all their students with special needs . Helps students develop skills to monitor their own progress towards goals.
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C. Supporting language acquisition and development (1.6, 1.7)

Beginning: Candidate demonstrates some understanding of English language development; identifies general strategies and supports, but they do not necessarily align with specific language demands of lessons or students' needs	Developing: Candidate implements some general strategies and supports to meet the needs of some of the students; attempts to adjust strategies based on varying language demands and information gathered about students; accommodations mostly limited to receptive processes ; has some understanding of CELDT or other formal ways to assess academic language.	Maturing: Candidate aligns practices with valid theories and instructional programs to support language development ⁵ ; implements supports for receptive and productive processes; uses CELDT and develops additional assessments (or uses those of CT) to gather information about prior learning and proficiency	Integrating: Candidate aligns practices with valid theories and instructional programs to support language development; implements supports for receptive and productive processes, including incorporation of visual and performing arts ; gathers information in various ways to determine if Standard English proficiency is also affected by an identified disability.
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D. Communicating with students and families (1.2, 1.4, 3.8, 5.3, 5.5, 6.4)

Beginning: Candidate reaches out to families when required or encouraged to do so ⁶ ; Sporadic communication with students and families about achievement and expectations.	Developing: Candidate reaches out to families independently; ongoing communication with students and families about achievement and expectations. Some systems in place to document and mediate communication.	Maturing: Candidate maintains regular communication with students and families about achievement, expectations. Clear systems in place to document and mediate communication, including the use of appropriate technology.	Integrating: Candidate maintains regular communication with students and families beyond updates on achievement and expectations; helps students develop skills to monitor their progress and take responsibility of some communication; Clear systems in place to document and mediate communication, including the use of appropriate technology.
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Remarks:

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

1 2 3 4

Teacher Performance Expectations 2: Creating and Maintaining Effective Environments for Student Learning

A. Establishing a climate that promotes fairness, respect, and inclusion (2.1, 2.2, 2.3, 2.4)

Beginning: Candidate is able to	Developing: Candidate is	Maturing: Candidate	Integrating: Candidate establishes
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³ Surveys may include context form from fieldwork notebook, conversations with Cooperating Teacher, course assignment, or edTPA

⁴ Additional methods may be conversations with colleagues, outreach to families, student narratives, etc....

⁵ English immersion integrated and designated English language development, and Standard English acquisition.

⁶ Outreach initiated by coursework assignment, College Supervisor, or Cooperating Teacher

establish rapport with individual students; describes environment as being fair and reminds students to treat one another with respect; physical environment ⁷ allows students to access materials	able to establish rapport with individual students and classroom as a whole; if possible , displays artifacts around room to promote fairness and respect as well as representing backgrounds/interests of students; physical environment allows for access to materials and facilitates interactions among students.	establishes strong relationships with all students; physical environment promotes safety; multiple representations of various backgrounds around room; attempts to reflect various perspectives with curriculum materials; physical environment allows for access to materials and facilitates interactions among students.	strong relationships with all students; practices and physical environment promote mental, intellectual, and physical safety; multiple representations of various backgrounds around room; curriculum reflects multiple perspectives and is culturally responsive ; physical environment allows for access to materials and facilitates interactions among students.
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B. Fostering independence, autonomy, and collaboration (2.2, 2.5, 4.7)

Beginning: Uses some strategies to develop students' individual and group responsibilities; Candidate monitors and directs interactions	Developing: Provides some opportunities for students to act as leaders in large and/or small groups; students encouraged to monitor progress, but is still mediated by candidate directly or through materials they have prepared (i.e., task check-lists, role description sheets, etc...)	Maturing: Multiple opportunities for students to act as leaders in large and small groups; activities allow students to share and examine a variety of viewpoints ; students monitoring their own progress, but candidate plays large role in monitoring behavior.	Integrating: Multiple opportunities for students to act as leaders in large and small groups; activities allow students to share and examine a variety of viewpoints; students monitoring their own progress and behavior.
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C. Establishing and maintaining clear expectations for behavior (2.1, 2.3, 2.5, 2.6)

Beginning: Rules and/or expectations for students are posted in room; inconsistent responses to student behavior; attempts to address instances of intolerance and harassment; establishes consequences that are mostly punitive.	Developing: Rules and/or expectations for students are posted; attempts to respond to students more consistently ; shares expectations for interactions among students as well as teacher-to-student ; recognizes and address instances of intolerance and harassment; attempts to implement positive interventions ; candidate helps students develop skills for conflict resolution	Maturing: Establishes and maintains clear expectations for student and teacher behavior/interactions; expectations incorporates student input . Candidate appropriately implements punitive and positive interventions for all students; practices clearly aligned with principles of Restorative Justice ; students play some role in conflict resolution; adapts systems based on feedback from CS or CT.	Integrating: Establishes and maintains clear expectations for student and teacher behavior/interactions; Candidate appropriately implements punitive and positive interventions for all students; practice guided by principles of Restorative Justice; students play major role in effective conflict resolution and designing expectations ; regularly assesses systems and makes adjustments in response to students, families, and school contexts.
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D. Using instructional time effectively (2.5, 2.6, 4.4)

Beginning: Instructional time is not always allocated appropriately and pacing is off.	Developing: Instructional time is mostly allocated appropriately; pacing provides most students time to complete learning activities, and most transitions are timely	Maturing: Instructional time is allocated appropriately ; pacing provides time for presentation, completion of learning, and transitions are timely.	Integrating: Instructional time is allocated appropriately; pacing includes ongoing review and closure of lessons ; timely transitions integrated into learning activities
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Remarks:

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

1 2 3 4

Teacher Performance Expectations 3: Understanding and Organizing Subject Matter for Student Learning

⁷ It is understood that Candidate may not have complete control over arrangement of room; in these cases effort should be made to allow for some movement of students to encourage collaboration

A. Demonstrating knowledge of subject matter and curriculum frameworks (1.5, 3.1, 4.3)			
Beginning: Candidate knows how to access state adopted standards and curriculum frameworks; references standards on daily lesson plans; lessons not necessarily tied together into cohesive unit.	Developing: Candidate attempts to develop central focus and units around standards; lessons within units are loosely connected to central focus; promotes some critical thinking as identified in Subject-specific Pedagogical skills ⁸	Maturing: Candidate uses information from standards to develop daily lessons clearly related to unit themes, focus, or central questions; critical thinking built into lessons regularly with some real-world applications/connections.	Integrating: Candidate uses information from standards to develop daily lessons clearly related to focus or central questions that challenge students to think critically, construct their own knowledge, and make connections to real world settings; units related to one another by larger themes across school year
B. Making content accessible (3.2, 3.4, 3.5, 3.6, 3.8, 4.8)			
Beginning: Candidate relies mostly on direct instruction; lists some accommodations on plans, but they are not necessarily related to specific students in class.	Developing: Candidate uses multiple means of representing, expressing, and engaging students; identifies accommodations based on different language or learning needs of some students in class	Maturing: Candidate uses multiple means of representing, expressing, and engaging students; identifies clear accommodations for developing academic language and learning needs of specific students; attempts to adapt resources and technology to facilitate equitable access to curriculum.	Integrating: Candidate adapts curriculum, resources, organization, and planning to fully support academic language development and promote subject matter knowledge for all students; utilizes technology to promote independence and equitable access to curriculum.
C. Interrelating ideas across subjects and disciplines (3.1, 3.3, 3.4, 4.3, 4.6)			
Beginning: Learning sequences limited to candidate's specific subject area.	Developing: Candidate develops some learning sequences that integrate elements of core disciplines; ⁹ may collaborate with instructor in other class(es) to develop joint short-term assignments.	Maturing: Candidate regularly develops learning sequences that cross core disciplines and integrates visual or performing arts; collaborates with other instructors to develop joint projects.	Integrating: Candidate regularly develops learning sequences that cross core disciplines and integrates visual or performing arts; collaborates with other instructors to develop joint projects (short-term and long-term) and assessments.
Remarks:			
Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)			
1	2	3	4

⁸ See Subject-Specific Pedagogical skills in Section 2 of TPEs

⁹ English, Social Studies/History, math, and science

Teacher Performance Expectations 4: Planning Instruction and Designing Learning Experiences for All Students

A. Drawing on and valuing students' backgrounds, interests and developmental learning needs (4.1, 4.2)

<p>Beginning: Candidate is able to locate information about students' current academic status, learning needs and goals, and language proficiency status.</p>	<p>Developing: Candidate is able to locate information about students' current academic status, learning needs and goals, language proficiency status, assessment data, and cultural background; attempts to incorporate that information into short-term plans.</p>	<p>Maturing: Candidate demonstrates understanding of students' current academic status, learning needs and goals, language proficiency status, assessment data, and cultural background; articulates how that information is used to inform short-term AND long-term plans</p>	<p>Integrating: Candidate frequently accesses databases and resources to maintain updated understanding of students' current academic status, learning needs and goals, language proficiency status, assessment data, and cultural background; articulates and demonstrates how that information is used to inform short-term AND long-term plans</p>
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B. Establishing and articulating goals for student learning (4.4, 4.5, 6.4)

<p>Beginning: Content objectives are identified on lesson plans, and they are explained to students regularly.</p>	<p>Developing: Content and Language objectives are identified on plans; candidate regularly explains objectives, including how they support one another; designs general short-term and long-term goals for student learning.</p>	<p>Maturing: Content and Language objectives are identified on plans; candidate regularly explains objectives, including how they support one another; designs short-term and long-term goals for student learning based on specific needs of individual students; students and/or families sometimes consulted when designing goals.</p>	<p>Integrating: Content and Language objectives are identified on plans; candidate regularly explains objectives, including how they support one another; collaborates with students, families, and other support staff to design short-term and long-term goals for student learning based on specific needs of individual students.</p>
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C. Modifying plans and instruction to adjust for student needs (1.4, 3.6, 4.4, 4.5, 5.8)

<p>Beginning: Plans list general accommodations for students; may or may not be tied to specific needs of students</p>	<p>Beginning: Plans include specific accommodations for students; attempts to implement at least two appropriate instructional strategies¹⁰</p>	<p>Maturing: Plan, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through appropriate instructional strategies; provide opportunities for students to understand and advocate for strategies that meet their individual learning needs</p>	<p>Integrating: Plan, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through appropriate instructional strategies; provide opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans¹¹</p>
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Remarks:

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

1 2 3 4

¹⁰ Instructional and assistive technology; applying principles of UDL; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.

¹¹ e.g., Individual Education Program (IEP), Individual Family Service Plan (IFSP), Individual Transition Plan (ITP), and 504 plans.

Teacher Performance Expectations 5: Assessing Student Learning

A. Designing appropriate assessments (5.1, 5.3, 5.6, 5.7)

<p>Beginning: Candidate has general understanding of informal/ formal and formative/summative assessments; actual design assesses superficial understanding; monitoring strategies limited to generic “checking for understanding.”</p>	<p>Developing: Candidate demonstrates knowledge of design principles, such as test construction, test question development that assess critical thinking; understands scoring approaches, including rubric design; able to articulate and practice active and specific monitoring strategies; make general accommodations or modifications for language and/or learning needs.</p>	<p>Maturing: Candidate demonstrates knowledge of a variety of types of assessments and their appropriate uses; attempts to mitigate potential bias in design; accommodations or modifications made for specific students based on language and/or learning needs; begin to support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics.</p>	<p>Integrating: Candidate demonstrates knowledge of a variety of types of assessments and their appropriate uses; candidate articulates the importance of validity and reliability in assessment and know how to mitigate potential bias in design; accommodations or modifications made for specific students based on language and/or learning needs; regularly supports peer- and self-assessment using identified scoring criteria and/or rubrics.</p>
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B. Using the results of assessments to develop and modify instruction (5.2, 5.6, 5.7, 5.8)

<p>Beginning: Candidate able to present trends in whole class learning based on results; might suggest general ways to reteach based on results or adjustments are superficially related to learning needs¹²; future instruction not clearly informed by assessment outcomes.</p>	<p>Developing: Candidate able to present trends in whole class learning and that of individuals based on multiple measures; future instruction includes targeted support to individuals and the larger group, which take into consideration language or learning needs.</p>	<p>Maturing: Candidate identifies connections between quantitative and qualitative patterns of learning for individuals and groups from multiple measures; future instruction includes targeted support to individuals and the larger group, which take into consideration language and learning needs; students provided with opportunities to revise or reframe work</p>	<p>Integrating: Candidate identifies connections between quantitative and qualitative patterns of learning for individuals and groups from multiple measures; targeted support to individuals and the larger group, take into consideration specific language and learning needs¹³; students provided with opportunities to revise or reframe work</p>
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C. Providing feedback and communicating assessment results (5.3, 5.4, 5.5, 6.4)

<p>Beginning: Candidate provides feedback on assessments in a timely manner; addresses some needs while monitoring learning during instruction.</p>	<p>Developing: Candidate provides timely feedback that helps students improve their understanding and encourage academic progress.</p>	<p>Maturing: Candidate provides timely feedback that helps students improve their understanding and develop self-assessment skills; feedback encourages academic progress, which is clearly communicated to students and families.</p>	<p>Integrating: Candidate provides timely feedback that helps students improve their understanding and develop self-assessment skills so students can articulate strengths and areas of growth; progress and goals clearly communicated to students and families.</p>
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Remarks:

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

1 2 3 4

¹² repeating instruction, pacing, or classroom management issues

¹³ Students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

Teacher Performance Expectation 6: Developing as a Professional Educator

A. Reflecting on teaching practice and values (6.1, 6.2, 6.7)

<p>Beginning: With some prompting, Candidate recognizes areas of strength and those that need improvement; proposes changes in practice that are superficially related to performance or learning (i.e., task management, pacing, improving directions) of students; does not consider how implicit or explicit biases affects their practice</p>	<p>Developing: Candidate can independently articulate some areas of strength and those that need improvement; proposes changes that focus on individual and collective learning needs of students; Candidate references their biases as potentially affecting their practice</p>	<p>Maturing: Candidate identifies specific areas of strength and those that need improvement; proposes changes that focus on individual and collective learning needs of students; recognizes their own values and implicit and explicit biases and how these positively and negatively affect teaching and learning</p>	<p>Integrating: Candidate identifies specific areas of strength and those that need improvement; proposes changes that focus on individual and collective learning needs of students; recognizes their own values and implicit and explicit biases and, the ways in which these positively and negatively affect teaching and learning, and works to mitigate their negative impact on the teaching and learning of students</p>
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B. Working with communities, families, and colleagues to improve professional practice (1.2, 4.6, 5.4, 6.4)

<p>Beginning: Meets with CT on a regular basis; attends additional meetings (PLC, department, staff) if prompted by CT or CS; communication with families is sporadic and mostly unidirectional; professional learning goals are vague or not tied to reflections</p>	<p>Developing: Meets with CT and other colleagues on a regular basis; communicates with families regularly, but still mostly as a way to provide updates on student performance; with help from CS or CT, establishes professional learning goals that are tied to issues addressed in reflections and discussions.</p>	<p>Maturing: Establishes strong professional learning goals based on observations, discussions, and reflection; routinely engages in communication and inquiry with colleagues, and seeks feedback from family, to improve practice.</p>	<p>Integrating: Establishes strong professional learning goals based on observations, discussions, and reflection; goals also address issues of equity and access; routinely engages in communication and inquiry with colleagues, and seeks feedback from family and community, to improve practice.</p>
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C. Practicing professionalism and understanding responsibilities (6.3, 6.5, 6.6)

<p>Beginning: Candidate maintains plans for fieldwork notebook; other items in notebook updated upon prompting; lesson plans mostly complete, but sometimes sent to CS late; needs reminding to complete weekly reflections; has some understanding of professional responsibilities¹⁴ to students; asks for/needs assistance in mediating conversations with CT; shows up to placement on time and informs CT of absences¹⁵</p>	<p>Developing: Candidate maintains various documents for fieldwork notebook and lesson plans are complete; may need suggestions on additional items to include in notebook; plans and reflections regularly sent to CS on time; demonstrates professional responsibilities with students and colleagues; initiates communication with CT, but may need assistance to advocate for professional needs.</p>	<p>Maturing: Candidate maintains various documents for fieldwork notebook and lesson plans are complete; may need suggestions on additional items to include in notebook; plans and reflections regularly sent to CS on time; demonstrates professional responsibilities with students and colleagues; initiates communication with CT and is comfortable advocating for professional needs.</p>	<p>Integrating: Candidate maintains various documents for fieldwork notebook and lesson plans are complete; updates notebook with relevant assignments and items from experiences to highlight progress; plans and reflections regularly sent to CS on time; demonstrates professional responsibilities with students colleagues, and families; maintains open and critical conversations with CT.</p>
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Remarks:

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

1 2 3 4

Additional notes:

Teacher Performance Expectation 1: Engaging and Supporting All Students in Learning

¹⁴ Professional responsibilities related to code of ethics and standards of practice; include but are not limited to: professional conduct and moral fitness; use of digital content and social media; education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+; privacy, health, and safety of students, families, and school professionals; mandated reporting; and students' acts of intolerance and harassment such as bullying, racism, and sexism.

¹⁵ Regular attendance is an expectation and excessive absences, even if reported to CT/CS can be grounds for not passing fieldwork.

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Teacher Performance Expectations 2: Creating and Maintaining Effective Environments for Student Learning

Teacher Performance Expectations 3: Understanding and Organizing Subject Matter for Student Learning

Teacher Performance Expectations 4: Planning Instruction and Designing Learning Experiences for All Students

Teacher Performance Expectations 5: Assessing Student Learning

Teacher Performance Expectation 6: Developing As a Professional Educator

THE INITIAL THREE - WAY CONFERENCE AND TRAINING

- Contact information exchanged (emails and numbers) and indicate preferred method of contact
- Cooperating Teacher received the *Field Experience Handbook*, copy of the Field Experience assessment (mid/final assessment) and placement timeline.
- Confirm handbook received by email
- Purpose of the meeting discussed. Roles and responsibilities as defined in the handbook: Cooperating Teacher (CT), College Supervisor (CS), Student Teacher/Candidate. Review additional information for employed candidates.
- Reiterate attendance requirements; once formal evaluation period begins, candidates are expected to be at teaching site daily (modified for block schedules). Excessive absences can result in NOT passing field work.
- CT describes his/her background, class, community, school culture. Candidate's "Context for Learning" is due by the first observation.
- Review the Candidate profile including their weekly schedule.
- Discuss the candidate's program (student and class/work schedule)
- Schedule observation/s and reiterate expectations prior to, during, and after those visits.
- Schedule the Cooperating Teacher observation by supervisor and candidate. Review CT observation form.
- Review Mid semester and Final Assessment, Time-line *and* if applicable, overview of edTPA.
- If placement agreement/contract not signed during meeting, remind candidates to get appropriate signatures and have those available for first observation.

Cooperating Teacher _____
Signature

College Supervisor _____
Signature

Student Teacher _____
Signature

Date of meeting _____

SAINT MARY'S LESSON PLAN TEMPLATE

NAME: _____

LESSON PLAN NAME: _____

LESSON PLAN #: _____

<i>I. Planning Statement</i>	
Central Focus of Lesson or Learning Segment	
Grade:	Content Area:
Time Allotted:	Classroom organization:
Instructional resources and materials:	
Content Standard(s) – include number and text:	
Specific Academic Learning Objectives: <ul style="list-style-type: none">• <i>What do you want students to learn in this lesson? Students will learn:</i>• <i>What should students be able to do after the lesson? Students will be able to:</i>	
Prerequisites: <ul style="list-style-type: none">• <i>What prior academic learning and prerequisite skills do students need for this lesson?</i>• <i>How will you determine whether students have these?</i>• <i>How will you connect to students' assets, including everyday experiences, cultural and language backgrounds and practices, and interests?</i>	
(If Applicable) Key ELD Standard(s):	
Academic language demands: <ul style="list-style-type: none">• <i>What academic language is used in the lesson? (language functions, vocabulary/symbols, syntax and discourse)</i>	
Academic language supports: <ul style="list-style-type: none">• <i>Identify the specific strategies/tasks/language supports used before and during the lesson to help all students meet the language demands.</i>	
Accommodations (to ensure all students have access to the curriculum): <ul style="list-style-type: none">• <i>Describe your instructional strategies and planned supports for:</i><ul style="list-style-type: none">• <i>individual and/or groups of students who are learning English</i>• <i>individual and/or groups of students who have special needs</i>	
Assessment: <ul style="list-style-type: none">• <i>Describe your planned formal and informal assessments.</i>• <i>How will your assessment(s) provide evidence of student learning?</i>• <i>Describe any adaptations of your assessments for:</i><ul style="list-style-type: none">• <i>individual and/or groups of students who are learning English?</i>• <i>individual and/or groups of students who have special needs?</i>	
<i>II. Instructional Sequence</i>	

Time	<p>Set or introduction: <i>How will you begin the lesson? How will you present a problem or question, engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i></p>
	<p>Developing Content/Body of Lesson: <i>What learning tasks and instructional strategies will you use in the main part of the lesson? How will the lesson unfold? What if students finish early or are not finished?</i></p>
	<p>Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i></p>
	<p>Monitoring and Informal Assessment: <i>Throughout the lesson, how will you determine what students are understanding? What kind of questions will you ask? What will you be watching for? How will you keep students on task?</i></p>
	<p>Extending the Lesson/Homework (optional):</p>
	<p>Reflection, Next Steps:</p>



MID-SEMESTER REVIEW

TPE SUMMARY

Candidate: _____		Date: _____		
Check one: <input type="checkbox"/> Supervised Teaching I		<input type="checkbox"/> Supervised Teaching II		
Teacher Performance Expectations <i>California Standards for the Teaching Profession</i>	Student Teacher is NOT making sufficient progress towards meeting this standard	Student Teacher is making sufficient progress towards meeting this standard		
1. Engaging and supporting all students in learning	1	2	3	4
2. Creating and maintaining effective environments for student learning	1	2	3	4
3. Understanding and organizing subject matter for student learning	1	2	3	4
4. Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
5. Assessing student learning	1	2	3	4
6. Developing as a Professional Educator	1	2	3	4

Student Teacher (print name)

Student Teacher (signature)

Cooperating Teacher (print name)

Cooperating Teacher (signature)

College Supervisor (print name)

College Supervisor (signature)

Please indicate any concern(s):

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



**KALMANOVITZ
SCHOOL OF
EDUCATION**

OBSERVATION AND CONFERENCE FORM

Observation: 1 2 3 4 5 6

Credential Candidate: _____ District: _____
 College Supervisor: _____ School: _____
 Content Standard: _____ Subject/Grade level: __ Date: _____

Field Experience I

Field Experience II/III

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 <i>Beginning</i> - is aware of, or is beginning to develop the practices described in this standard	2 <i>Developing</i> - is moving toward more self-direction and independence in his/her practice	3 <i>Maturing</i> - is building competence in this standard	4 <i>Integrating</i> - is building competence in this standard, can teach independently and is becoming a reflective practitioner
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TPE 1. Engaging and Supporting All Students in Learning

Score	1	2	3	4	
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TPE 2. Creating and Maintaining Effective Environments for Student Learning

Score	1	2	3	4	
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TPE 3. Understanding and Organizing Subject Matter for Student Learning

Score	1	2	3	4	
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TPE 4. Planning Instruction and Designing Learning Experiences for All Students

Score	1	2	3	4
TPE 5. Assessing Student Learning				
Score	1	2	3	4
TPE 6. Developing as a Professional				
Score	1	2	3	4
Questions/Next Steps				

3 Copies distribute to: Candidate

Cooperating Teacher

College Supervisor



PLACEMENT CHECKLIST

Student Teacher _____ ST I ___ ST II ___ ST III ___ MSTE 440 ___
 Address _____ City _____
 Phone _____ Email _____
 School _____ Grade _____ Teacher _____
 School Phone _____ Teacher Phone _____
 School Address _____ Teacher Email _____
 Principal _____ District _____
 Dates of Placement _____ Dates of Takeover _____

Observation/Conference	Date	Time	Subject Area	ELD	SDAIE
Initial 3 Way					
CT Observation					
Observation 1					
Observation 2					
Observation 3					
Observation 4					
Observation 5					
Context for Learning					
Mid Semester Review (after observation #3)					
TPE Mid-Semester Summary					
edTPA filming					
Final Assessment					
Candidate Profile					

Notes:

**MULTIPLE SUBJECT TEACHER EDUCATION PROGRAM
SUPERVISED TEACHING I
MSTE 310 - FIELDWORK AGREEMENT**

The following are requirements for the Supervised Teaching I field experience

1. All placements will take place beginning the week of 9/2/19 and ending the week of 12/9/19.
2. The MSTE 310 placement is for 2 1/2 days a week culminating in 5 consecutive days of planning and instruction.
3. Student Teaching Candidates will be on time and maintain the same contract hours as the Cooperating Teacher.
4. A three-way conference including the student teacher, cooperating teacher, and field supervisor takes place before being observed by your college supervisor. It takes at least one hour and needs to be scheduled at a mutually convenient time.
5. There are a total of 6 teaching observations. The first is an observation of the cooperating teacher. The subsequent five are student teacher observations. Prior (48 hours in advance) to each lesson, the college supervisor must receive a copy of: (a) your lesson plan in KSOE format; (b) any worksheets you plan to use during the lesson; and (c) any books that you might use during the lesson.
6. You will complete assignments for your curriculum courses and move through a continuum of observation, small group and whole class instruction.
7. You will be required to complete the Educative Teacher Performance Assessment (EdTPA). This assessment will require planning, instruction, assessment and reflection on a video sequence of 3-5 math lessons.
8. Two of the five observations will focus on ELD and SDAIE. MSTE 310 candidates should be observed teaching 1 lesson in English Language Development (ELD) and 1 “Sheltered” (SDAIE) content lesson.
9. Plan to be available immediately after each lesson so you can debrief - at least 30 minutes. Please arrange in advance the location of this meeting.
10. The “Mid Semester Assessment” is completed after the third observation by the College Supervisor, Cooperating Teacher and Student Teacher. All three should independently complete the “Mid Semester Assessment” by selecting the descriptors that best describe the student teacher’s current practice. A meeting will be held to discuss the student teacher’s progress. The “Final Assessment” takes place after the last observation.
11. Please provide the College Supervisor with a copy of your Context for Learning.
12. Substituting: Candidates may substitute if:
 - They are cleared to substitute by their district.
 - If they are substituting for their Cooperating Teacher
 - If subbing for another teacher, it does NOT alter the schedule for the assigned student teaching placement. STs may not miss placement days to sub for another teacher.
13. Do not hesitate to call me if you have any questions or concerns. The best way to contact me is by
 E mail Telephone

COLLEGE SUPERVISOR INFORMATION:

Name: _____ Telephone number is _____

Email address: _____



**MULTIPLE SUBJECT TEACHER EDUCATION PROGRAM
SUPERVISED TEACHING II
MSTE 320 - FIELDWORK AGREEMENT**

The following are requirements for the Supervised Teaching II field experience.

- 1) All placements will take place beginning the week of 9/2/19 and ending the week of 12/9/19.
- 2) The MSTE 320 placement is for 4 days a week culminating in three weeks (15 days) of planning and instruction.
- 3) Student Teaching Candidates will be on time and maintain the same contract hours as the Cooperating Teacher.
- 4) A three-way conference including the student teacher, cooperating teacher, and field supervisor takes place before being observed by your college supervisor. It takes at least one hour and needs to be scheduled at a mutually convenient time.
- 5) There are a total of 6 teaching observations. The first is an observation of the cooperating teacher. The subsequent five are student teacher observations. Prior to each lesson, the college supervisor must receive a copy of: (a) your lesson plan in KSOE format; (b) any worksheets you plan to use during the lesson; and (c) any books that you might use during the lesson. (Emailing in advance is preferable)
- 6) You will complete assignments for your curriculum courses and move through a continuum of observation, small group and whole class instruction.
- 7) You will be required to complete the Educative Teacher Performance Assessment (EdTPA) Literacy Task.
- 8) Plan to be available immediately after each lesson so you can debrief - at least 30 minutes. Please arrange in advance the location of this meeting.
- 9) Two of the five observations will focus on ELD and SDAIE. MSTE 320 candidates should be observed teaching 1 lesson in English Language Development (ELD) and 2 "Sheltered" (SDAIE) content lesson.
- 10) The "Mid Semester Assessment" is completed after the third observation by the college supervisor, cooperating teacher and student teacher. All three should independently complete the "Mid Semester Assessment" by selecting the descriptors that best describe the student teacher's current practice. A meeting will be held to discuss the student teacher's progress. The "Final Assessment" takes place after the last observation.
- 11) Please provide the College Supervisor with a copy of your Context for Learning.
- 12) Substituting: Candidates may substitute if:
 - a. They are cleared to substitute by their district.
 - b. If they are substituting for their Cooperating Teacher
 - c. If subbing for another teacher, it does NOT alter the schedule for the assigned student teaching placement. STs may not miss placement days to sub for another teacher.
- 13) Do not hesitate to call me if you have any questions or concerns. The best way to contact me is:
 E mail Telephone

FIELD SUPERVISOR INFORMATION:

Name: _____ Telephone number _____

Email address: _____

*original ink signed copy to remain in College Supervisor folder