

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



KALMANOVITZ  
SCHOOL OF  
EDUCATION

**Field Experience Handbook  
2018-2019**

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## GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

**KSOE:** Kalmanovitz School of Education

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

## **MISSION STATEMENT**

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

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

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

## **VISION STATEMENT**

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

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

# THE ROLE OF THE EDUCATION SPECIALIST CREDENTIAL CANDIDATE

## With the College

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

## With the College Supervisor

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

## With the Cooperating Teacher and School Site

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

# THE ROLE OF THE COLLEGE SUPERVISOR

## REPRESENT SAINT MARY'S COLLEGE

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

## INITIAL CONTACT WITH SCHOOL SITE

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

## INITIAL CONTACT WITH CANDIDATE

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

## OBSERVATIONS

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



## CONFERENCING

Conferencing involves planned interactions between the College Supervisor and the Candidate

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

### 1. Pre-observation

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

### 2. Post-observation Conference

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

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

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

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

### **Observation Opportunities:**

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

**Video and Audio Taping:**

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

**Opportunities for Independent Practice:**

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

## **THE ROLE OF THE COOPERATING TEACHER**

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

It is suggested that the Cooperating Teacher follow these guidelines:

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

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

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

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

**AUG-SEPT.**

**FEB.-MAR.**

### **Orientation and Observation**

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

**SEPT.-OCT.**

**MAR.-APR.**

### **Participation and Teaching**

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

**NOV.-DEC.**

**APR.-MAY**

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

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

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

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

# THE KSOE CREDENTIAL PROGRAM EXPECTATIONS

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

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

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

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

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

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

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

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

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

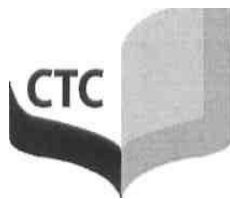
## **V. Assessing Student Learning (TPE 2, 3)**

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

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

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

# CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS



## Commission on Teacher Credentialing Revisions Adopted, March 2013

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

### **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

#### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

*Background Information for TPE 1:* TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject and Single Subject credential holders. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single subject credential holders work in departmentalized settings and have more specialized assignments.

*Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.*

### **B. ASSESSING STUDENT LEARNING**

#### **TPE 2: Monitoring Student Learning During Instruction**

Candidates use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted academic standards. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning, including performance-based real-world applications, questioning strategies, work samples and products. Candidates anticipate, check for, and address common misconceptions and identified misunderstandings. They act upon the information gathered during instruction.

#### **TPE 3: Interpretation and Use of Assessments**

Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students' progress and plan instruction. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as well as performance-based real-world applications of learning. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of state-adopted assessment program. They know how to appropriately administer the assessment program, including implementing accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students understand the results of assessments to help students achieve the academic curriculum.

*Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnicity, gender, or linguistic differences may be confused with manifestations of a disability.*

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 4: Making Content Accessible**

Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to teach students the academic content described in the state-adopted academic content standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose, lesson content and student needs. To meet student academic learning needs, Candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates understand how to deliver a comprehensive program of rigorous instruction that includes Reading, Writing, Speaking and Listening, and Language within discipline-specific standards. They provide opportunities and adequate time for students to practice and apply what they have learned to real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They encourage the development of students' communication skills, including facilitating student interactions within classroom instruction. They teach students strategies to read and comprehend a variety of texts and a variety of information sources in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

*Education Specialist Candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.*

### **TPE 5: Student Engagement**

Candidates clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals as identified in the academic content standards. If students are struggling and off-task, Candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.



*Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.*

### **TPE 6: Developmentally Appropriate Teaching Practices**

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

TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

### *Developmentally Appropriate Teaching Practices for Education Specialists*

*Education Specialist Candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.*

### **TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, Candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naive understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

### **TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, Candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Candidates recognize and respond appropriately to these cues.

### **TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, Candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform,

and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

### **TPE 7: Teaching English Learners**

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, Candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>2</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

## **D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

### **TPE 8: Learning about Students**

Candidates draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. Candidates are knowledgeable about students' community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students who need specialized instruction, including gifted students and/or students with physical disabilities, learning disabilities, or health conditions requiring instructional adaptations. They encourage parents to become involved and support their efforts to increase student learning.

<sup>2</sup> *Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.*

### **TPE 9: Instructional Planning**

Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly. They establish clear long and short term goals for learning based on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so the content to be taught connects to preceding and subsequent

content. They use varied teaching methods to help students meet or exceed grade level expectations. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, media and technology to meet student learning goals. Candidates reflect on and improve their planning based on their instructional experiences and analyses of student work.

Candidates develop relevant, differentiated instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. Candidates understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals.

## **E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

### **TPE 10: Instructional Time**

Candidates recognize and articulate the critical importance of time management in their instructional planning, and of the effects of class scheduling on planning the most effective use of instructional time. Candidates allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. Candidates consider how to achieve short and long term goals within the confines of the available instructional time and schedule. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and on consultation as appropriate, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

*Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.*

### **TPE 11: Social Environment**

Candidates create a positive climate for learning. They establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior. Candidates establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner. They help students learn to work responsibly with others and independently. The Candidate evaluates the classroom social environment and its relationship to academic achievement for all students, and makes necessary adjustments based on observations of students and consultation with other teachers and students' families.

*Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.*

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

### **TPE 12: Professional, Legal, and Ethical Obligations**

Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They recognize and resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities,

including implications for their placement in classrooms. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to both implementing student assessments, including K-12 standardized assessments, and completing required Candidate assessments within the preparation program (e.g., the Teaching Performance Assessment).

### **TPE 13: Professional Growth**

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

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p><b>STANDARD 1: ENGAGING ALL STUDENTS IN LEARNING</b></p> <ol style="list-style-type: none"> <li>1.1 Using knowledge of students to engage them in learning</li> <li>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests</li> <li>1.3 Connecting subject matter to meaningful, real-life contexts</li> <li>1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</li> <li>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</li> <li>1.6 Monitoring student learning and adjusting instruction while teaching</li> </ol> <p><i>TPE 4, 5, 6, 7</i></p>	<p><b>STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <ol style="list-style-type: none"> <li>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</li> <li>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</li> <li>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</li> <li>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</li> <li>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li> <li>2.7 Using instructional time to optimize learning</li> </ol> <p><i>TPE 10, 11</i></p>
<p><b>STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <ol style="list-style-type: none"> <li>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</li> <li>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content</li> <li>3.3 Organizing curriculum to facilitate student understanding of the subject matter</li> <li>3.4 Utilizing instructional strategies that are appropriate to the subject matter</li> <li>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</li> <li>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</li> </ol> <p><i>TPE 1</i></p>	<p><b>STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <ol style="list-style-type: none"> <li>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>4.2 Establishing and articulating goals for student learning</li> <li>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</li> </ol> <p><i>TPEs 8, 9</i></p>
<p><b>STANDARD 5: ASSESSING STUDENTS FOR LEARNING</b></p> <ol style="list-style-type: none"> <li>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</li> <li>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</li> <li>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</li> </ol> <p><i>TPEs 2,3</i></p>	<p><b>STANDARD 6: DEVELOPING AS AN EDUCATOR</b></p> <ol style="list-style-type: none"> <li>6.1 Reflecting on teaching practice in support of student learning</li> <li>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>6.4 Working with families to support student learning</li> <li>6.5 Engaging local communities in support of the instructional program</li> <li>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</li> </ol> <p><i>TPEs 12,13</i></p>

## A DESCRIPTION OF PROFESSIONAL PRACTICE FOR CALIFORNIA TEACHERS

Adopted by the California Commission on Teacher Credentialing 2009  
 Adopted by the State Superintendent of Public Instruction, January, 2009  
 Endorsed by the State Board of Education, July, 2009

## A COMPARISON—TPE AND CSTP

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

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



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# EDUCATIONAL SPECIALIST PROGRAM



## **AREAS OF SPECIALIZATION**

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

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

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

**PROGRAM OF STUDY (MDUSD COHORT II ONLY)  
EDUCATION SPECIALIST-MILD/MODERATE PROGRAM**

<b>PROGRAM DESIGN</b>	
<b><u>Year 1-Fall Term</u></b> <b><u>(7 units)</u></b>	<b><u>Year 2- Fall Term</u></b> <b><u>(7 units)</u></b> <i>Candidates must have CBEST, CSET and U.S. Constitution requirements completed</i>
(Sep Oct Nov Dec) SPED 290 (2) Learning & Development for the Education Specialist SPED 291 (2) Introduction to Inclusive Education: Legal, Ethical, & Educational Foundations SPED 297 (2) Consultation, Collaboration, and Communication for the Education Specialist SPED 293 (1) Educational and Assistive Technology for Mild/Moderate Disabilities	(Sep Oct Nov Dec) SPED 299 (3) Assessment & Program Planning SPED 294 (4) Teaching & Learning for Mild/Moderate Disabilities I (with field work component)
<b><u>Year 1-Spring Term</u></b> <b><u>(6 units)</u></b> (Feb Mar Apr May)	<b><u>Year 2-Spring Term</u></b> <b><u>(6 units)</u></b> (Feb Mar Apr May)
SPED 292 (3) Best Practices for the Education Specialist: Introduction to Assessment, Curriculum & Case Management SPED 295* (2) Universal Access for English Learners SPED 296** (1) Health Education	SPED 298 (6) Teaching and Learning for Mild/Moderate Disabilities II (with field work component)
<b><u>Year 1-Summer Term</u></b> <b><u>(6 units)</u></b> (Jul-Aug)	
SPED 282 (3) Positive Behavior Support SPED 280*** (3) Literacy Preparation in General Education: K-12	
<b>TOTAL UNITS</b>	<b>32</b>

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

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

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

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

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

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

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

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

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

**PROGRAM OF STUDY**  
**EDUCATION SPECIALIST-MILD/MODERATE PROGRAM**  
**Justice, Community and Leadership with SPED Concentration**

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

\* Student teaching placement requirement of 90 hours

\*\* Student teaching placement requirement of 180 hours

# EDUCATION SPECIALIST PROGRAM

## STUDENT TEACHING EXPERIENCES

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

### SUPERVISED STUDENT TEACHING

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

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

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

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

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

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

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

# FORMS



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## EDUCATION SPECIALIST CREDENTIAL PROGRAM

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

- Exchange contact information
- Verify that the Cooperating Teacher has received a copy of the *Field Experience Handbook 2018-2019 which includes all observation and evaluation forms.* (You are encouraged to electronically share the handbook and included forms)
- Review and complete the *Placement Verification Supervised Teaching* form *for student teachers only*
- Explain the purpose and process of supervising student teachers/interns including the use of observation forms, evaluation forms and the mid-semester and final assessment forms
- Invite the Cooperating Teacher to describe his/her background, class and school culture
- Schedule the first Candidate observation
- Thank the Cooperating Teacher for his/her willingness to work with the St. Mary's College and how much we value their partnership

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

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

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

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



PLACEMENT VERIFICATION  
SUPERVISED STUDENT TEACHING I

*EDUCATION SPECIALIST PROGRAM*

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

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

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

*Please print clearly*

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

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

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

District \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

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

Candidate \_\_\_\_\_





## PLACEMENT VERIFICATION SUPERVISED STUDENT TEACHING II

### *EDUCATION SPECIALIST PROGRAM*

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

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

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

*Please print clearly*

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

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

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

District \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

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

Candidate \_\_\_\_\_



## \*CANDIDATE PROFILE

\*(Optional form)

Name:	
School of Assignment	

Summary of Educational Background:

Summary of Experience with Children:

Summary of Work/Volunteer Experience:

Strengths, hobbies, etc:

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

Vision for the Future:



## \*CLASS PROFILE

### \*(Optional form)

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

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

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

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

#### A. Class Composition

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

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

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

#### C. Resources to assist ELL

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

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

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

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

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

**F. Grouping Strategies**

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

**G. Additional Comments or Information?**

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

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

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



## OBSERVATION AND CONFERENCE FORM

# 1 2 3 4 5 6 7 8 9 10

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

Field Experience I

Field Experience II

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

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

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

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

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

TPE A. Making Subject Matter Comprehensible to Students

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

TPE B. Assessing Student Learning

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

TPE C. Engaging and Supporting Students

Score

1 2 3 4

TPE D. Planning Instruction and Designing Learning Experiences for Students

Score

1 2 3 4

TPE E. Creating and Maintaining Effective Environments for Student Learning

Score

1 2 3 4

TPE F. Developing as a Professional

Score

1 2 3 4

Questions/Next Steps





**COOPERATING TEACHER/CANDIDATE OBSERVATION  
(Optional)**

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

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

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

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

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

**Additional Comments:**

## FIELD EXPERIENCE ASSESSMENT

FALL TERM ASSESSMENT

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

SPRING TERM ASSESSMENT

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

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

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

Candidate

Supervised Teaching/Teaching &  
Learning I

College Supervisor

Supervised Teaching/Teaching &  
Learning II

Cooperating Teacher

### DEFINITION OF TERMS

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

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

3-Maturing: is building competence in this standard

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

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

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

## Teacher Performance Expectation 1

### A. Making Subject Matter Comprehensible to Students

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

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

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

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

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

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

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

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

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

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

Remarks:

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

1      2      3      4

## Teacher Performance Expectations 2 and 3

### B. Assessing Student Learning

#### 1. Pacing instruction and reteaching content based on evidence gathered by using assessment

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Pacing is inadequate and there is little connection between assessments and reteaching | <input type="checkbox"/> <b>Developing:</b> Makes reasonable attempts to match assessment results to pacing and reteaching | <input type="checkbox"/> <b>Maturing:</b> Provides clear connections between reteaching strategies and assessment results | <input type="checkbox"/> <b>Integrating:</b> Paces instruction and reteaches content based on evidence gathered by assessment results so that students develop a deeper understanding of content |
|---|--|---|--|

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

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

#### 3. Teaching students how to use self-assessment strategies

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

#### 4. Using the results of assessments to develop and modify instruction

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Uses the required assessments | <input type="checkbox"/> <b>Developing:</b> Uses information from a range of assessments to plan or guide activities | <input type="checkbox"/> <b>Maturing:</b> Uses information from a variety of assessments to target individual student needs | <input type="checkbox"/> <b>Integrating:</b> Uses information from assessments to identify student understanding and adjust teaching during a lesson |
|--|--|---|--|

#### 5. Communicates with students, families, and other audiences about student progress

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

Remarks:

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

1      2      3      4

**Teacher Performance Expectations 4, 5, 6, and 7**

**C. Engaging and Supporting Students in Learning**

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

**Remarks:**

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

**1            2            3            4**

**Teacher Performance Expectations 8 and 9**

**D. Planning Instruction and Designing Learning Experiences for Students**

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

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

**2. Establishing and articulating goals for student learning**

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

**3. Developing and sequencing instructional activities and materials for student learning**

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

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

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

**5. Modifying instructional plans to adjust for student needs**

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

**Remarks:**

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

**1      2      3      4**

## Teacher Performance Expectations 10 and 11

### E. Creating and Maintaining Effective Environments for Student Learning

#### 1. Creating a physical environment that engages all students

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

#### 2. Establishing a climate that promotes fairness and respect

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Establishes rapport with individual students, but not with the class as a whole | <input type="checkbox"/> <b>Developing:</b> Uses some strategies to respond to inappropriate behavior | <input type="checkbox"/> <b>Maturing:</b> Encourages students to take risks; responses to inappropriate behavior are equitable | <input type="checkbox"/> <b>Integrating:</b> Maintains a caring and respectful climate and supports students in developing skills to respond to inequity and disrespect |
|--|---|--|---|

#### 3. Promoting social development and group responsibility

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

#### 4. Establishing and maintaining standards for student behavior

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

#### 5. Planning and implementing classroom procedures and routines that support student learning

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

#### 6. Using instructional time effectively

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

Remarks:

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

1      2      3      4



## Teacher Performance Expectations 12 and 13

### F. Developing As a Professional Educator

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

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

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

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

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

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

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

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

Remarks:

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

1            2            3            4



## COOPERATING TEACHER EVALUATION BY Candidate

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

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

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

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

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

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

3. Would you recommend using this Cooperating Teacher again?

YES                       NO

If no, please explain:

---

---

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

1

2

3

4

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

YES                       NO

## COOPERATING TEACHER EVALUATION BY College Supervisor

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

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

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

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

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

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

2. Would you recommend using this Cooperating Teacher again?

YES                       NO

If no, please explain below:

---

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

Fall Semester  
 Spring semester

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

1                                      2                                      3                                      4

Comments:



## COLLEGE SUPERVISOR EVALUATION BY CANDIDATE

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

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

*Print*

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

*Print*

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

**Comments:**



## COLLEGE SUPERVISOR EVALUATION BY COOPERATING TEACHER

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

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

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

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

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

**Comments:**

## NOTES