



STUDENT TEACHING FIELD EXPERIENCE GUIDE

2011-2012

143A Cooperating Teacher Guide

Multiple Subject Credential Program

San José State University

Connie L. Lurie College of Education

Department of Elementary Education

One Washington Square

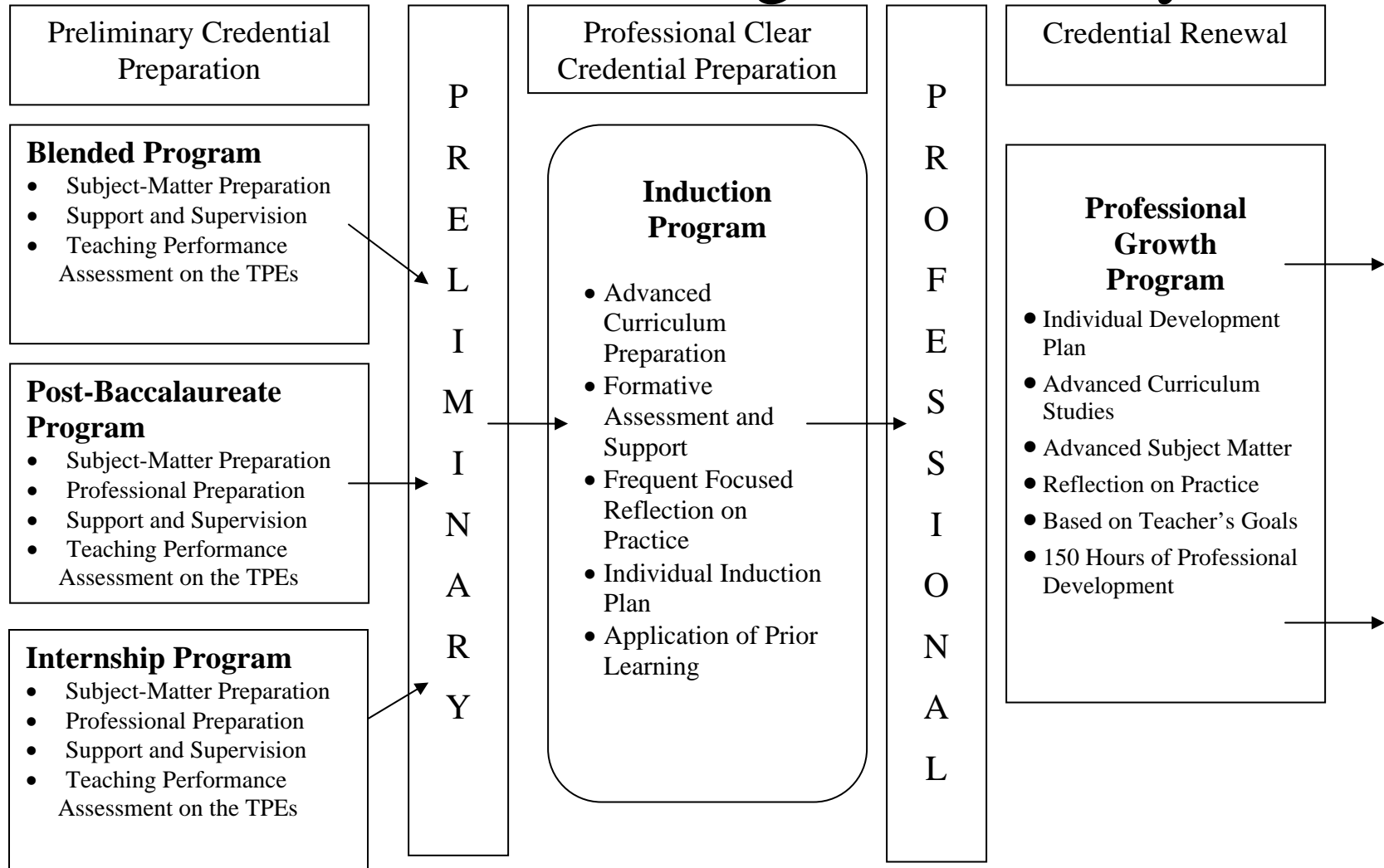
San José, CA 95192-0074

2011-2012 Field Guide
143A Cooperating Teacher Version
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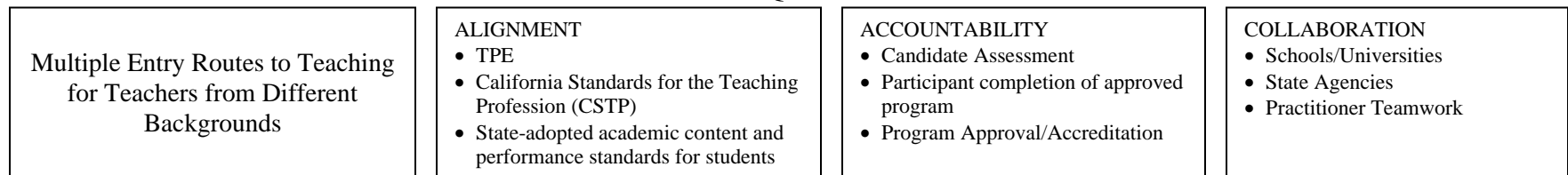
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California's Learning to Teach System



SYSTEM QUALITIES



Section 1: About Student Teaching

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Introduction

San José State University (SJSU) has been in the forefront of innovation in education for over 100 years and has a long history of meeting challenges that require changes in society and in schools. Preparing teachers for California's schools since 1857, SJSU was established as the first public normal school west of the Mississippi River. The oldest public institution of higher education in the state of California, San José State University is located in an area of rapidly increasing cultural diversity and technological complexity. One of the largest universities of the 20-campus California State University system, San José State University has an enrollment of over 30,000 students from every state in the United States and numerous other countries around the world.

The Division of Teacher Education, in the Connie L. Lurie College of Education at San José State University, houses basic credential programs for elementary and secondary teachers (called Multiple and Single Subject Credentials in California); offers master's degrees in education.

The Multiple Subject Teaching Credential Program (MSCP) offers in-depth and comprehensive preparation for teacher candidates who will teach in classrooms often marked by great diversity and a majority of language minority students.

San José State University's Teacher Education Program operates on the assumption that an effective classroom teacher is committed to establishing and maintaining the highest standards of teaching and learning for all children. Teachers must have high expectations for themselves and for the young people they teach. We expect our teacher candidates to cultivate reflective habits of mind, and believe that candidates must consider the implications of their actions to make thoughtful decisions that place the interests of their student at the forefront. At San José State University, the Teacher Education Program is committed to the preparation of teachers who can meet the challenges of today and those of tomorrow. We seek to admit students to the Teacher Education Program who reflects the diversity of our community in ethnicity, gender, and socio-economic background.

What follows is a description of San José State University's response to the Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for the Multiple Subject Credential Program.

The California SB2042 Multiple Subject Preliminary Credential Program Standards can be found at www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf

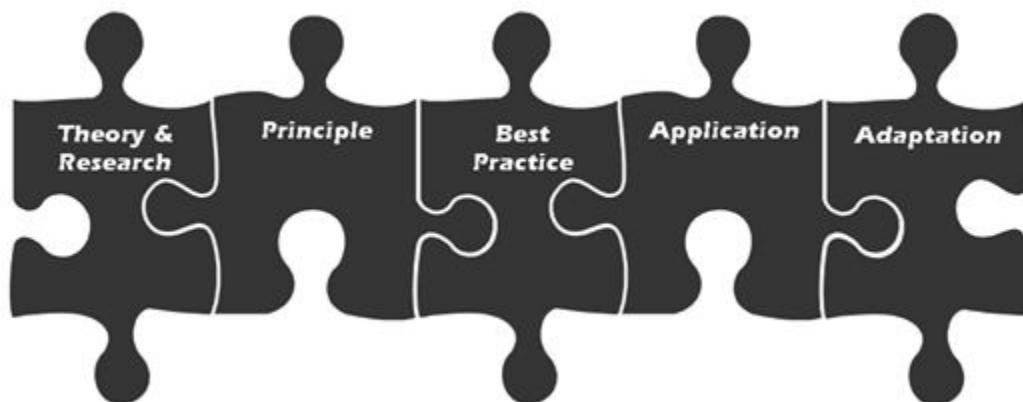
The College Mission and Vision

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Shared Vision: The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Knowledge Base Continuum

The knowledge base continuum depicted below represents the cyclical process of theory's adaptation. Field placement develops beginning teachers' knowledge base concerning how the theory/research and principle aspects of the continuum undergird the best practices, applications, and adaptations that one might use to effectively teach all students. While engaged in student teaching, candidates will observe cooperating teachers' use of best practices, applications, and adaptations and inquire about their theoretical rationale given the students they serve. As candidates take on increasing levels of responsibility in the classroom, they will design and teach their own lessons, demonstrating and justifying how they put theory into practice.



Dispositions

Graduates from SJSU College of Education will manifest a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the belief that all children can learn. These dispositions are foundational to the Elementary Education Program. We expect that students entering the Credential Program will recognize the importance of these dispositions and will strengthen their understanding of them as they progress through the program.

The dispositions are described as follows:

- ✧ Commitment to ethical conduct: demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- ✧ Commitment to equity and social justice: recognizes and opposes social injustice in themselves, their institutions, and professional environments.

- ✧ Commitment to reflective practice: systematically and regularly reflects on personal practice with an aim to continuous improvement.
- ✧ Commitment to the social, emotional, and intellectual growth of all students: to value diversity and to accept responsibility to facilitate learning for all students.

California Teaching Performance Expectations (TPEs)

<p>MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS TPE 1: Specific pedagogical skills for subject matter instruction Understanding the state-adopted academic content standards and how to teach the subject matter in the standards; planning to teach to the standards; demonstrating the ability to teach to the standards</p>
<p>ASSESSING STUDENTS LEARNING TPE 2: Monitoring Student Learning During Instruction Determining student progress toward achieving the state-adopted academic content standards; supporting students' learning during instruction</p>
<p>ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4: Making Content Accessible Addressing state-adopted academic content standards; prioritizing and sequencing essential skills and strategies; using a variety of strategies to facilitate learning TPE 5: Student Engagement Understanding goals; ensuring active and equitable participation; monitoring student progress TPE 6: Developmentally Appropriate Teaching Practices Understanding important concepts about learners; designing instructional activities; providing appropriate educational experiences TPE 7: Teaching English Learners Knowledge of important concepts about English learners; understanding theories, principles, and instructional practices; applying theories, principles, and instructional practices for comprehensive instruction of English learners</p>
<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS TPE 8: Learning about Students Knowledge of child and adolescent development; student assessment; students' needs and abilities TPE 9: Instructional Planning Establishing goals; connecting academic content to students; selecting strategies/activities/materials</p>
<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING TPE 10: Instructional Time Allocating instructional time; managing instructional time; reflecting on the use of instructional time TPE 11: Social Environment Understanding the importance of the social environment; establishing a positive environment for learning; engaging in behaviors that support a positive environment</p>
<p>DEVELOPING AS A PROFESSIONAL EDUCATOR TPE 12: Professional, Legal, and Ethical Obligations Knowledge of professional, legal, and ethical obligations TPE 13: Professional Growth Evaluating teaching practice; improving teaching practice; reflection and feedback</p>

Goals of Student Teaching

Student teaching is an important part of the professional preparation of future teachers. The student teaching experience joins the University and the school in a collaborative effort to prepare future teachers. Candidates typically enroll in the first semester of Student Teaching, EDEL 143A-Student Teaching: Phase I, concurrently with some or all of the EDEL 108 courses. This enables students to experience contextually integrated methods and practice. The collaboration between school administrators, cooperating teachers, and University faculty, provides a highly supportive context for candidates as they enter the classroom. The student teaching experience should provide opportunities to:

1. Work with a diverse population of children individually, in small groups, and in large group settings.
2. Relate developmental characteristics of children and youth to teaching strategies and materials used in the classroom.
3. Relate field observations of child development and learning to theoretical knowledge base provided in university courses.
4. Increase knowledge of how various children learn and what teachers can do to facilitate and encourage learning.
5. Plan and present appropriate learning experiences for individuals, small groups, and large groups that provide for individual differences among children and provide for the linguistic and cultural diversity present in classrooms.
6. Reflect upon the student teaching experiences with the help of the supervision and support of a cooperating teacher and university supervisor.
7. Articulate a personal philosophy of teaching.

Grading

Student teaching is graded on a "credit" or "no credit" basis. A grade of "credit" implies a grade of "B" or better. A "no credit" means "no passing". Depending on the conditions preceding the "NC" grading, either a candidate has to re-take the practicum, or exit the teacher preparation program. The University supervisor determines the grade after reviewing the candidate's performance in seminars, PACT, observations and consulting with the cooperating teacher.

Sample Plan for Student Teaching

Overview

Consistent with the mission and philosophy of the Connie L. Lurie College of Education, the Elementary Education teacher preparation program intends to prepare teachers capable of designing curriculum and learning environments which enable children to become competent adults by (1) learning to explore their environment, (2) learning from mistakes, (3) undertaking projects which challenge their creativity and problem solving abilities, and (4) valuing the abilities of other individuals. In order for our teacher preparation program to succeed in its task, we must ensure that the program provides a

set of cohesive, powerful experiences. The fieldwork and coursework must reinforce and extend the learning, each for the other.

Consistent with state and national recommendations for the redesign of teacher preparation programs (Goodlad, 1990; Holmes Group, 1986) and feedback provided by the Multiple Subject Advisory Council, the Elementary Education Program faculty restructured the field experience portion of the professional preparation program to increase the quality of field experience and strengthened the linkages between what students learn at the university and what they experience during student teaching.

The structure of the SJSU Multiple Subject Credential Program (MSCP) field experience assures that:

- ✧ The field component of the teacher-education program is an integral part of teacher preparation;
- ✧ All courses within the program relate to one another and the field experiences extend the learning within those courses;
- ✧ Teacher candidates see models of excellent teaching and have field experiences consistent with California state-adopted recommendations;
- ✧ Teacher candidates have a variety of opportunities to practice effective state- and program-recommended teaching methods in a minimum of two different elementary grade spans;
- ✧ Teacher candidates spend time learning how to reflect upon and engage in the analysis of classroom teaching, including their own;
- ✧ In order to make appropriate uses of district resources, teacher candidates have the opportunity to learn about district-level organizational structure and resources;
- ✧ In order to work collaboratively and to promote the school as a learning community, teacher candidates develop leadership skills and understand the change process;
- ✧ The university supervisor plays an important role:
 - ✧ Modeling the analysis process for teacher candidates,
 - ✧ Providing specific, constructive feedback to teacher candidates,
 - ✧ Discussing supervisory practices and teacher candidate evaluation with cooperating teachers and principals,
 - ✧ Promoting leadership for teacher candidates,
 - ✧ Building collegial relationships with school and district personnel, and
 - ✧ Serving as a liaison between school and district personnel and university faculty in the MSCP;
- ✧ Collection and analysis of data to evaluate the SJSU MSCP is continuous.

Advancement to Student Teaching

Before registering for EDEL 143A: Student Teaching: Phase I, candidates must:

1. Be officially admitted to the Multiple Subject Credential Program AND San José State University.
2. Show proof of successful completion of CBEST and CSET.
3. Hold a valid Certificate of Clearance or Substitute Teaching Permit with the California Commission on Teacher Credentialing confirming successful completion of a background check.
4. Have successfully taken (grade of C or better) or be registered for EDTE 162: Meeting the Needs of Second Language Learners.
5. Be registered for EDEL 108A, Curriculum Reading & Language Arts.

Before registering for EDEL 143B: Student Teaching: Phase II, candidates must:

1. Successfully complete EDEL 143A: Student Teaching: Phase I, as evidenced by completing an exit interview with the EDEL 143A supervisor, in which evaluations and requirements are carefully reviewed and assessed. Advancement to EDEL 143B: Student Teaching: Phase II occurs at the discretion and recommendation of the 143A supervisor.
2. Have successfully taken (grade of C or better) or be registered for EDEL 108D: Curriculum: Mathematics.
3. Maintain a 3.0 GPA for all program coursework.
4. Have successfully taken EDEL 108A: Curriculum: Reading/Language Arts (grade of C or better).

NOTE: Bilingual candidates must pass language and culture test at exit level and meet culture competence requirements before enrolling in EDEL 143B.

Criteria for Cooperating Teachers

School sites will be selected collaboratively by the EDEL 143A and EDEL 143B supervisors assigned to a given district and that school district's liaison. Ideally, candidates will be clustered in groups of 2-5 at school sites within the same district. Selection of cooperating teachers is based on the following criteria:

1. Effectiveness of observed teaching and learning.
2. Effective implementation of state-adopted academic core curriculum.
3. Knowledge of state-adopted content standards and frameworks.
4. Effective collaboration and communication with other professional teachers.
5. Experience in organizing for and teaching core curriculum effectively to English learners.
6. Experience as a mentor to new teachers and/or as a beginning teacher support provider.
7. Three or more years of teaching experience.
8. Holding a credential appropriate to the classroom.
9. Holding an English Learner (EL), or Cross-cultural Language and Academic Development (CLAD) authorization.

Suggested Criteria for Field Site Technology

The following technology criteria are highly recommended for field sites:

- ✧ Access to computers and other technologies. At a minimum, the classroom should have a multimedia capable computer with Internet connection located in the classroom or the teacher should have access to a computer lab on a regular basis.
- ✧ Model technology integration. The teacher should model technology integration into standard-based curriculum on a regular basis.

Field Placement Requirements

Teacher candidates must:

- ✧ Have field placements in the primary grades (K-2) and one of the following grade spans: 3-5 or 6-8. The two grade levels selected must be at least two grade levels apart, i.e., a candidate could not satisfy this requirement with a placement in Gr. 2 followed by a Gr. 3 placement.
- ✧ Have a field placement in a low-performing school and/or hard-to-staff school and/or school with English learners.

Teacher candidates must not:

- ✧ Be placed at a school that any relative attends or in which any relative works.
- ✧ Be supervised/evaluated by a relative as cooperating teacher, principal, or university supervisor.

Field Placements Not Accepted for EDEL 143A or EDEL 143B

- ✧ Secondary school
- ✧ Instructional aide
- ✧ Private school

Policies and Legal Issues

Legal Status of Teacher Candidates

When questions arise regarding the legal status of teacher candidates, the University follows criteria stated in the *State Education Code*, Section 12202:

The candidate is authorized to do student teaching without salary from district funds, and no teacher candidate shall be deemed a certified employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision and control the holder performs his duties whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the teacher candidate.

Based on the above, the SJSU MSCP requires that:

1. Student teachers should have experience supervising playground activities accompanied at all times by a regular certificated teacher.
2. The cooperating teacher should plan to leave the teacher candidate in charge of the classroom for varying lengths of time as the teacher candidate grows in ability to handle classroom activities, but must be available on the school site if the teacher candidate needs assistance.

Sexual Harassment / Assault / Child Abuse

San Jose State University is committed to maintaining a learning and working environment free from sexual harassment of its students, employees, and those who apply for employee or student status. Sexual harassment is conduct subject to disciplinary action.

CSU policy defines sexual harassment to include "such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- ✧ Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- ✧ Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- ✧ The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive, or otherwise adverse working environment;

- ✧ The conduct had the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive, or otherwise adverse learning environment or adversely affecting any student."

Any complaints dealing with policies and legal issues should be directed to the placement school principal, university supervisor, Director of Field Placement, and/or Department Chair. Teacher candidates need to be aware of the school policies. The teacher candidate should make any complaints immediately to the university supervisor.

SJSU Teacher Candidate Strike Policy

The University shall maintain a position of neutrality in any strike or job action involving school districts with which it has contracts for placement of teacher candidates, or other students engaged in supervised field work experiences. As used further in this statement "teacher candidate" is understood to include those other students.

The University has an obligation to protect its students and provide them with instruction. In the event of a strike/job action, an immediate re-assignment normally will not be initiated. Rather, University supervisors shall assign teaching-related duties under the assumption that the strike/job action will be settled in a short time. Such duties shall be integral parts of the preparation program and shall constitute assignments as in a University course. If it appears, however, that the teacher candidate will be deprived of adequate teaching experience, the EDEL 143A instructor may re-assign the teacher candidate to a non-striking district.

The teacher candidate is responsible for notifying the University supervisor that a strike/job action has begun, or will begin. Student teachers may request re-assignment to a non-striking district. Request shall be addressed to the University Supervisor and the Director of Field Placements.

No teacher candidate shall assume control of a classroom in lieu of a credentialed teacher during a strike. If a teacher candidate accepts employment on an emergency permit, it shall be presumed that the student teaching status has been terminated.

Teacher candidates are not to be coerced into crossing picket lines nor coerced into joining a strike or job action. Allegations of coercion are to be reported to the Elementary Education Department Chair.

Student Teaching "Under Contract" Policy

The purpose of student teaching in a pre-service preparation program is to provide candidates with high quality mentoring, modeling and support by well qualified cooperating teachers; and to develop and polish their teaching practice within a timeline of increasing responsibility. Throughout student teaching, candidates compile a portfolio of formative and summative assessments that evaluate and reveal their ongoing learning and accomplishments related to state-mandated outcomes.

Given the importance of a quality, supervised, and assessed student teaching experience, SJSU discourages candidates from taking jobs before completing student teaching. In the rare instance when candidates are offered a contract with a short-term temporary staff permit, they are required to fulfill all student teaching expectations and

assessments. Approval for “under contract” status is made on a case-by-case basis in consultation with the Field Placement Director, Department Chair, and university supervisor (EDEL143A/B). District personnel must contact the Department Chair to arrange the contract and sign a memorandum of understanding (MOU).

Process for Remediation

In the event a problem or concern arises during the student teaching experience, the university supervisor should take the following steps as soon as the problem or concern is identified (and the student has been alerted once with no change in the problem/concern):

1. Schedule a conference with the student, to discuss the necessary corrections or modifications to behavior. State the reason for the conference and express the concerns that motivated this special action. Allow the student to express his/her opinion. Take notes and record the exact nature of the problem on the Improvement Plan Form. *Start an ongoing dialogue with the Field Placement Director.*
2. Outline a plan for resolving the problem/conflict on the Improvement Plan Form. Objectives should reflect specific activities to be completed by each participant along with a timeline.
3. Complete the Improvement Plan Form, setting a deadline date for the candidate's attainment of all specified objectives. Each party must sign the agreement to affirm understanding of responsibilities. All parties should be given a copy of the form, and one (1) copy should be filed with the Field Placement Director.
4. Monitor progress toward reaching each objective, maintaining more frequent communication, making additional comments and/or observations as needed, and keeping written documentation that timelines are being met. The university supervisor and the cooperating teacher should document student progress or failure to progress by means of lesson observation forms, copies of products, and written anecdotal records.
5. Reconvene to evaluate completion of objectives when the deadline has been reached; the more critical the problem the less time should elapse before evaluating (no more than three (3) weeks). If the problem is resolved, all parties should sign and retain a copy of the form and one copy of the signed form should be filed with the Field Placement Director.
6. If the objectives are not fully met, a second Improvement Plan Form must be completed, with each party signing the agreement. A new deadline date will be set for the candidate to meet all of the specified objectives. All parties should be given a copy of the second form and one (1) copy should be filed with the Field Placement Director.
7. Reconvene to evaluate completion of objectives when the second deadline has been reached (no more than two (2) weeks). If no progress has been made, contact the Field Placement Director immediately. *The Field Placement Director will examine objectives/activities, criteria, deadlines, and determine the next step.* Contingencies not met during student teaching will result in termination and/or a grade of "NO CREDIT."

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EDEL 143A/B Improvement Plan Form

Candidate: _____ Date: _____

Supervisor: _____ Check one: EDEL 143A _____ EDEL 143B _____

Cooperating Teacher: _____ Placement School: _____

Part One: Nature of Problem

The teacher candidate needs to improve in the following area(s) in order to receive credit for the current field placement (check all that apply):

- Planning Instruction (TPEs 8 & 9)
- Professional Development (TPEs 12 & 13)
- Teaching Skills (TPEs 1 & 4-7)
- Interpersonal Relationships (Dispositions)
- Maintaining Effective Environments (TPEs 10 & 11)
- Other (specify): _____

If appropriate, attach a Professional Attributes Form or Formative/Summative Evaluation form completed by cooperating teacher and/or university supervisor.

Nature of the problem/concern:

Expected behavior and plan for improvement:

Deadline Date: _____

The behavior outlined in this plan must be met by the deadline. We understand that this plan is proposed because there are behavior/practices/dispositions that might result in ineffective learning opportunities for children.

Teacher Candidate Cooperating Teacher University Supervisor

Part Two: Program Improvement Plan Results

Date (must be the same as or before the date as listed in part one): _____

The expected behavior and plan for improvement and plan for improvement listed in part of this program improvement plan have been (check one):

- Fully met
- Partially met*
- Not met*

*Requires new Program Improvement Plan with updated behavioral expectations and deadline.

Comments:

We agree with the checked evaluation and comments above.

Teacher Candidate

Cooperating Teacher

University Supervisor

- Check here if this is the second Program Improvement Plan. If it is, all objectives must be fully met by the deadline, or the teacher candidate will not receive credit for the field placement in (check one):
 - EDEL 143A
 - EDEL 143B

If this is the second Program Improvement Plan, we understand the consequences.

Teacher Candidate

Cooperating Teacher

University Supervisor

Policy and Procedures for Unsatisfactory Performance

Removal of a teacher candidate from his/her assignment should be done for compelling reasons only. Provisions for removal are available because there can be circumstances that warrant it. The Field Experience Director will consider removing a teacher candidate from his/her assignment when any of the following occur:

1. The appropriate school authority, for just and explained reasons, requests that the teacher candidate be removed.
2. The university supervisor believes circumstances will prevent either the development or maintenance of a satisfactory learning environment.
3. Either the cooperating teacher or the teacher candidate has exhibited unethical behavior.
4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies are evident.

Initial discussion for a withdrawal can be made by any person directly involved with the student teaching arrangement. It is important that the university supervisor and the Field Experience Director be involved in the initial and on-going discussions. The Director will relay concerns to the Department Chair (and Dean, when warranted). Should a teacher candidate's performance be deemed unsatisfactory, the following procedures shall apply:

- ✧ Copies of all observation reports by the cooperating teacher and university supervisor, including written narrative, must be filed in the Field Placement Office and the Department Chair's office.
- ✧ To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a teacher candidate's withdrawal.

Determination of Candidate Competence

According to the California Commission on Teacher Credentialing (CCTC), candidates must attain competency in all areas of relevant content and communication outlined in the CCTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either phase of the practicum by failing to achieve the expected level of performance, the Process for Remediation (articulated above) would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will not receive credit for that phase of the practicum.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur in a subsequent semester. **Two unsuccessful experiences in either EDEL 143A or EDEL 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.**

Section 2

EDEL 143A: Student Teaching: Phase I

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EDEL 143A: Student Teaching: Phase I

Overview

Cooperating teachers at each placement school site and the university supervisor meet together at the beginning of the semester to plan and schedule a set of experiences for student teachers. These candidates observe and participate in identified placement classrooms.

In the semester before full-time student teaching, the candidate enrolls in EDEL 143A- Student Teaching: Phase I, which requires two types of participation: (1) weekly 2-hour seminars with the university instructors and (2) formal participation/observation & teaching in various classrooms for three consecutive mornings (i.e., opening bell through beginning of lunch) per week for the first 9 weeks of the placement. In the last three weeks of the placement, student teachers will attend one full day and one morning per week on consecutive days (the full day can be either the first or second of these two consecutive days).

During Phase I, teacher candidates:

- ✧ Gain an understanding of district, school, and classroom organization.
- ✧ Become acquainted with the school curriculum and available technology.
- ✧ Become acquainted with the instructional resources available at the district and school site levels.
- ✧ Observe and implement different instructional strategies.
- ✧ Observe and engage in teacher planning and management.
- ✧ Observe teacher-student interactions in the classroom.
- ✧ Tutor a beginning reader one on one or in a small group throughout the entire semester.
- ✧ Teach different small groups under teacher guidance, after first 6 weeks.
- ✧ Plan and execute at least two whole-class lessons (one using technology).

Candidates are also expected to interact with individual children, small groups, and review student work. Additionally, candidates have the opportunity to visit teachers at other school sites within the district and meet with school and district level personnel to learn about the school and district organizational structure and resources.

Suggested Schedule of Experiences and Role Guidelines

Teacher Candidate

Part I: Weeks 1 – 5

- ✧ Before the opening of the school day, inform the school and the university supervisor of any illness, absence, or schedule changes that could affect classroom responsibilities.
- ✧ After cooperating teacher identifies beginning reader and provides curriculum and lesson ideas, start working with beginning reader.
- ✧ Start assessing beginning reader using 108A assessments.
- ✧ Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom.
- ✧ Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction.
- ✧ Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class.
- ✧ Observe instruction and become acquainted with management strategies and lesson planning used by cooperating teacher.
- ✧ Participate in classroom routine (roll taking, recording grades, handing out/collecting material, supervising outside classroom) and learn daily schedule.
- ✧ Begin to assume some instructional responsibilities (administer tests, tutor, and conduct short, informal instructional activities).
- ✧ Become familiar with textbooks, units, and materials to be used in the classroom.
- ✧ Set calendar with cooperating teacher for Teaching Beginning Reader, Technology Lesson, and Coaching Cycle observations.
- ✧ Engage in first CT observation/evaluation of Teaching Beginning Reader lesson.
- ✧ Complete School/Community Resource.
- ✧ Complete Reflection on Learning Environment.
- ✧ Complete first Aspects of Practice Conversation Log with cooperating teacher.
- ✧ Engage in first formal observation by supervisor: Technology Lesson.

Part II: Weeks 5-10

- ✧ Plan Coaching Cycle to include a DVD.
- ✧ Engage in second CT observation/evaluation of Teaching Beginning Reader lesson.
- ✧ Complete second Aspects of Practice Conversation Log with cooperating teacher.
- ✧ Discuss and complete Professional Attribute Form with cooperating teacher.
- ✧ Engage in second formal observation by supervisor: Coaching Cycle.

Part III: Weeks 10 -15

- ✧ Engage in third formal observation by supervisor: Teaching Beginning Reader Project.
- ✧ Complete third Aspects of Practice Conversation Log with cooperating teacher.
- ✧ Complete and submit Coaching Cycle.
- ✧ Complete and share Professional Portfolio.
- ✧ Discuss and complete Formative Assessment with cooperating teacher.
- ✧ Complete Formative Assessment on self.
- ✧ Participate in Exit Conference with supervisor.

Suggested Schedule of Experiences and Role Guidelines

Cooperating Teacher

Part I: Weeks 1 – 5

- ✧ Introduce the teacher candidate to the school facilities, resources, and faculty.
- ✧ Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accident.
- ✧ Select a student for the Teaching Beginning Reader Project and provide teacher candidate with curriculum and lesson ideas.
- ✧ Complete first Aspects of Teaching Conversation Log with teacher candidate.
- ✧ Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- ✧ Assist teacher candidate to complete School/Community Resources.
- ✧ Assist teacher candidate to complete Reflection on Learning Environment.
- ✧ Use Evaluation of Candidate's Teaching of Beginning Reading form to observe and evaluate first Teaching Beginning Reader lesson.
- ✧ Assist teacher candidate in planning for first formal observation: Technology Lesson.

Part II: Weeks 5-10

- ✧ Continue modeling a variety of instructional strategies used to help diverse learners in your classroom.
- ✧ Complete second Aspects of Teaching Conversation Log with teacher candidate.
- ✧ Use Evaluation of Candidate's Teaching of Beginning Reading form to observe and evaluate second Teaching Beginning Reader lesson.
- ✧ Provide opportunities for teacher candidate to work with different groups.
- ✧ Complete Professional Attribute Form and discuss with student teacher.
- ✧ Assist student teacher in planning and completing the Coaching Cycle.
- ✧ Review Professional Attribute Form and discuss with student teacher.

Part III: Weeks 10 -15

- ✧ Complete third Aspects of Teaching Conversation Log with teacher candidate.
- ✧ Complete Formative Assessment and discuss with teacher candidate.

Suggested Schedule of Experiences and Role Guidelines

University Supervisor

Note: Before the beginning of the semester, the supervisor has arranged a classroom placement for each of her/his teacher candidates, according to CTC guidelines.

Part I: Weeks 1 – 5

- ✧ Provide cooperating teachers with all evaluation forms, and review guidelines presented in EDEL 143A/B Field Experience Guide.
- ✧ Distribute syllabus, including calendar of weekly seminars and assignment deadlines, to teacher candidates at the beginning-of-semester orientation meeting.
- ✧ Conduct an informal observation with each teacher candidate and cooperating teacher during the first week of school.
- ✧ Observe and conference with each student teacher regularly during the semester.
- ✧ Be available for questions from cooperating teachers or student teachers either in person, by telephone or email.
- ✧ Collect and review School/Community Resources
- ✧ Collect and review Reflection on Learning Environment
- ✧ Collect and review first Evaluation of Candidate's Teaching of Beginning Reading form.
- ✧ Collect and review first Aspects of Practice Conversation Log
- ✧ Conduct weekly seminars
- ✧ Conduct first formal observation (Technology Lesson) and provide supervisor observation notes and comments.

Part II: Weeks 5-10

- ✧ Assist teacher candidates in planning Coaching Cycle with videotaped lesson
- ✧ Collect and review second Aspects of Practice Conversation Log
- ✧ Collect and review second Evaluation of Candidate's Teaching of Beginning Reading form.
- ✧ Encourage cooperating teacher to assign candidate to work with different groups of students.
- ✧ Collect and review Professional Attributes Form with teacher candidate
- ✧ Conduct second formal observation (Coaching Cycle) and provide supervisor observation notes and comments.

Part III: Weeks 10 -15

- ✧ Conduct third formal observation (Teaching Beginning Reading Project) and provide supervisor observation notes and comments.
- ✧ Collect and review third Aspects of Practice Conversation Log
- ✧ Collect Coaching Cycle and score using rubrics
- ✧ Conduct Professional Portfolio share
- ✧ Collect and review Formative Assessments (teacher candidate and cooperating teacher)

Exit Conference

- ✧ Complete first side (page 1) of the Exit Checklist
- ✧ Verify all Professional Portfolio entries, as listed below:
 - Reflection on Learning Environment
 - School and Community Resources
 - Technology Lesson
 - Coaching Cycle
 - Aspects of Teaching Conversation Logs (3)
- ✧ Review supervisor's Formative Assessment with teacher candidate
- ✧ Complete Exit Checklist, including decision regarding recommendation for EDEL 143B.
- ✧ Sign Exit Checklist.
- ✧ Collect required documents for 143A Teacher Candidate folder:
 - Professional Attributes
 - Evaluation of Teaching Beginning Reading (3)
 - Formative Assessments (3)
 - 143A Exit Checklist

End of Semester

- ✧ Keep 143A Teacher Candidate folder of all candidates whom you will supervise in EDEL 143B.
- ✧ Submit to Field Experience Office (SH 303) the 143A Teacher Candidate folder of any candidate not continuing with you in EDEL 143B.
- ✧ Enter scores for the following in Waypoint:
 - Professional Attributes
 - Coaching Cycle rubrics
 - Formative Assessment (supervisor's scores)

Suggested Schedule of Experiences and Role Guidelines

Placement School Principal

- ✧ Assure that teacher candidates are placed with cooperating teachers from whom they will receive an enriching experience.
- ✧ Orient all teacher candidates to school policies/activities.
- ✧ Maintain communication with cooperating teachers, teacher candidates, and university supervisors regarding how program is progressing.
- ✧ Convey any concerns/issues that arise from cooperating teachers about the program to the university supervisor.
- ✧ Keep abreast of teacher candidates' progress and participate in any teacher candidate team conference, as necessary, if a teacher candidate's performance is marginal.

Timeline of Assignments & Assessments: EDEL 143A

P = materials to be placed in Professional Portfolio

Part I: Weeks 1-5

- ✧ Letter introducing self to cooperating teacher
- ✧ Selection of beginning reader and starting Teaching Beginning Reading project
- ✧ School/Community Resources **P**
- ✧ Reflection on learning environment **P**
- ✧ Observation and evaluation by cooperating teacher of first lesson of Teaching Beginning Reading project using Evaluation of Candidate's Teaching of Beginning Reading form **P**
- ✧ Completion of first Aspects of Practice Conversation Log with cooperating teacher **P**
- ✧ First formal observation by supervisor (technology lesson) **P**

Part II: Weeks 5-10

- ✧ Completion of second Aspects of Practice Conversation Log with cooperating teacher **P**
- ✧ Observation and evaluation by cooperating teacher of second lesson of Teaching Beginning Reading project using Evaluation of Candidate's Teaching of Beginning Reading form **P**
- ✧ Discuss and complete Professional Attributes Form with cooperating teacher **P**
- ✧ Second formal observation by supervisor (coaching cycle) **P**

Part III: Weeks 10-15

- ✧ Third formal observation by supervisor (Teaching Beginning Reader project) **P**
- ✧ Completion of third Aspects of Practice Conversation Log with cooperating teacher **P**
- ✧ Completion and submission of Coaching Cycle **P**
- ✧ Sharing of Professional Portfolio with peers
- ✧ Formative Assessments: discuss and complete with cooperating teacher. Complete self-assessment. **P**

Timeline of Assignments & Assessments: EDEL 143A (cont.)

Exit Conference

- ✧ Discuss Formative Assessment completed by supervisor
- ✧ Use the Professional Portfolio entries listed above to discuss the teacher candidate's strengths and areas of growth, and set goals for 143B.
- ✧ Complete and sign Exit Checklist, including recommendation for 143B, if applicable.

End of Semester

- ✧ The supervisor will keep all EDEL 143A candidate records for any teacher candidates whom (s)he will continue to supervise in EDEL 143B.
- ✧ If a teacher candidate is not continuing with the supervisor, the supervisor will submit the following to the Field Placement Office (SH 303):
 - EDEL 143A Exit Checklist
 - Professional Attributes Form,
 - All three Formative Assessments (candidate's, cooperating teacher's, and supervisor's)
 - Evaluation of Teaching Beginning Reading
- ✧ The supervisor will complete the grade roster and input Coaching Cycle rubrics, Formative Evaluation, and Professional Attributes on Waypoint.

Procedures for Evaluation of Teacher Candidate Performance: EDEL 143A

1. University instructors visit the classroom during the semester, conferring with cooperating teachers, and observing and conferring with teacher candidates.
2. The Cooperating Teacher completes the Professional Attributes mid-semester or as needed, and shares this information with both the teacher candidate and the supervisor upon completion.
3. Criteria for evaluation are enumerated on the EDEL 143A Professional Attributes. In addition, students must complete all of the activities specified in the portfolio requirements for EDEL 143A.
4. The teacher candidates, cooperating teacher, and university supervisor review the Professional Attributes form mid-semester or after the cooperating teacher has completed it.
5. The teacher candidates, cooperating teacher, and university supervisor complete the Formative Assessment.
6. The cooperating teacher and the university supervisor discuss the evaluation of the teacher candidate.
7. The teacher candidate has an exit interview with the university supervisor to discuss the Formative Assessment Form, the Professional Portfolio, Beginning Reading and progress to date. The supervisor highlights the candidate's strengths and helps create a plan for additional development in EDEL 143B.
8. Copies of the forms are to remain with the supervisor for the upcoming EDEL 143B experience. If the teacher candidate is not continuing to 143B, copies of the forms are forwarded in the "Student Teaching Folder" to the Field Placement Office in SH 303.

EDEL 143A Teacher Candidate Professional Portfolio

The purpose of this Professional Portfolio is not to create the exact one that a teacher candidate will use to get a job, although some of the contents may be used for that purpose. Rather, each candidate will compile a portfolio to provide documentation of:

- ✧ Strengths as a teacher
- ✧ Growth as a teacher
- ✧ Areas of need as a teacher

Compiling the Professional Portfolio provides an opportunity for teacher candidates to deepen reflection and analysis throughout the student teaching experience while documenting evidence of growth.

Portfolio Contents

- ✧ School/Community Resources
- ✧ Reflection on Learning Environment
- ✧ Three Aspects of Practice Conversation Logs
- ✧ Formal Observation: Technology Lesson, including:
 - Lesson Plan (use Lesson Plan Checklist)
 - Supervisor's observation notes and comments
- ✧ Formal Observation: Coaching Cycle lesson, including:
 - Lesson Plan (use Lesson Plan Checklist)
 - Supervisor's observation notes and comments
- ✧ Formal Observation: Beginning Reader Project lesson, including:
 - Lesson Plan (use Lesson Plan Checklist)
 - Supervisor's observation notes and comments
 - Cooperating teacher's evaluations and comments

Complete descriptions of formal observation assignments can be found below.

School and Community Resources

Purpose

When teacher candidates apply to teach in a district, it behooves them to research the schools within the district. The School and Community Resources investigation provides teacher candidates with the opportunity to research their school. An additional purpose of the School and Community Resources investigation is to familiarize teacher candidates with the possible resources that may be available to them when teaching in California public schools. These resources are not only within the school and district, but also within the community surrounding the school. Schools do not operate in a vacuum. Teachers need to have a deep understanding of the culture and neighborhood of their school to develop effective communication and utilize the community's strengths in the classroom. Teachers also need to know what school and district resources are available to encourage, support, and engage all students in learning. The School and Community Resources activity consolidates these various elements so that teacher candidates may use this information to inform their teaching practice.

Description

As soon as the 143A placement has begun, the teacher candidates need to begin asking about the various resources within the school and observing the neighborhood. Additionally, teacher candidates will use Web-based resources to investigate demographics, rankings, and other information about their school (e.g., after school programs for youth and/or their family, social services). Complete the School Community Resources [make link] template by entering data directly into the Word document and then printing, rather than printing the document and entering information by hand. The university supervisor will have a specific date for sharing this information in a seminar at the beginning of the semester. Not all schools and districts will have exactly the same resources. Comparing and discussing differences among schools during the student teaching seminar will be an opportunity to examine elements of equity within public education.

School and Community Resources

Note: Use the electronic version of this Word document as a template. Enter data electronically and then print rather than printing and entering information by hand.

Name: _____ Date: _____
 Cooperating Teacher: _____ Grade Level: _____
 Placement School: _____ District: _____

School Resources

Resource Personnel

Who can assist you with your classroom and students?

_____	Bilingual Resource Teacher	_____	Primary Language Assistants
_____	Community Liaisons	_____	Resource Specialist
_____	Content Area Coaches	_____	School Psychologist
_____	Counselors	_____	School Nurse
_____	Custodian	_____	Special Day Class Teacher
_____	Librarian	_____	Special Day Class Teacher
_____	Migrant Teacher	_____	Union Representative
_____	Paraprofessional Aides	_____	Other

Programs

What programs exist before, during, and after school to support your students?

_____	After School Intervention	_____	Homework Center
_____	Conflict Resolution	_____	Other
_____	Healthy Start		

Facilities/Resources

What resources are available to support your students?

_____	Computer Lab	_____	Teacher Curriculums, Supplies, Materials
_____	Library Resources	_____	Other
_____	Title I Resources		

What resource personnel, programs and/or facilities do you want to access?		
---	--	--

Whom to Contact	For What Purpose	By When

Credit to: New Teacher Center at the University of California, Santa Cruz

Designations

Indicate which of the following terms apply to your school:

- Charter School
- Dual-Immersion School—What language? _____
- Program Improvement--What year? _____
- Other—specify _____
- Magnet School—What focus? _____
- Professional Development School
- Title I

Explain the meaning of each category you checked above and describe their implications.

Community Resources

How would you characterize the socioeconomic status of the neighborhood surrounding your school? How are student attendance boundaries determined, e.g., is it a neighborhood school, or are some students bused to the school? Where do children who attend the school tend to play after school? Describe the student population; give percentages of ethnicities.

What community resources can you, your students, and their families access? Describe any community-based resources, such as preschool programs or adult education courses offered at the school site.

What additional information about the school community would help you teach your students more effectively?

Reflection on Learning Environment

Purpose

The purpose of this reflection is to give the teacher candidate an opportunity to notice and think about specific elements that create a community of learners and to reflect on how the teacher is purposefully designing the physical and emotional environment to increase student success. Such a purposeful design facilitates proactive classroom management rather than just emphasizing control of student behavior.

Process

During the first weeks in a placement, the teacher candidate will set aside time each day to observe the classroom using the questions as a guide and take observation notes. If some elements are unclear, the teacher candidate may have a conversation with the cooperating teacher about the specific area and take notes from this conversation. Then, the teacher candidate will write a reflection that includes the answers to these questions and his or her own insights about these key elements to classroom management.

The following questions and tasks need to be addressed in the written reflection:

TPE 11: Social Environment

Physical Environment

- ✧ How does the physical classroom space and environment reflect and encourage student learning?
- ✧ How does the room arrangement facilitate classroom interactions?
- ✧ On a separate piece of paper, sketch the room's layout or submit photos of the classroom.
- ✧ How is classroom seating arranged and adapted to accommodate individual and group learning needs?
- ✧ How is access to materials, technology, and resources managed to facilitate learning?
- ✧ How is the classroom environment made physically safe and supportive for students?

Establishing a Positive Environment for Learning (Proactive Measures/Planning)

- ✧ How do students participate in the development of classroom procedures? What choices and options are they given?
- ✧ How are classroom rules used to support students in assuming responsibility for themselves and one another?
- ✧ How do students learn classroom procedures and routines?

- ✧ How is fair treatment of students modeled and promoted in the classroom?
- ✧ How are culturally sensitive issues of diversity (of any kind) handled in the classroom?
- ✧ How are student achievements and contributions encouraged, supported, and recognized?

Engages in Behaviors that Support a Positive Environment (Intervention)

- ✧ How are realistic standards of behavior maintained?
- ✧ What interventions are used when student behavior does not meet classroom standards?
- ✧ How are procedures and rules modified or adjusted?

TPE 10: Instructional Time

- ✧ How is instructional allocated across content areas?
- ✧ How are non-instructional tasks (lining up, roll call, distributing materials, etc.) managed?
- ✧ How do students make transitions between instructional activities?

Aspects of Practice Conversation Logs

Purpose

The Aspects of Practice Conversation Logs record three of the essential learning conversations held between the teacher candidate and the cooperating teacher throughout the 143A field placement. The Aspects of Practice Conversation Logs provide the opportunity to summarize key learning and next steps related to classroom management and effective teaching.

Description

The Aspects of Practice Conversation Log lists five aspects of practice: presence, structure, content, assessment/evaluation, and climate. During the initial weeks of the field placement, the cooperating teacher observes the candidate's interactions with students and implementation of lessons. Based on these observations, the cooperating teacher selects an aspect of practice and completes that section of the log. Then, the cooperating teacher and the candidate have a conversation about that aspect of practice and use the log to record the candidate's strengths and next steps. There will be three such conversations throughout the semester. Each conversation should focus on a different aspect of practice.

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Aspects of Practice Conversation Log

Student Teacher: _____ Cooperating Teacher: _____

Grade Level: _____ Subject Taught: _____ Date: _____

Aspect of Practice	Elements (Check all that apply)	What went well:	Suggestions/Ideas for Improvement:
<p><u>Presence</u> TPEs: 5, 11</p>	<p><input type="checkbox"/> Voice/pace/tone</p> <p><input type="checkbox"/> Eye contact</p> <p><input type="checkbox"/> Gesture/movement/posture</p>		
<p><u>Structure</u> TPEs: 9, 10</p>	<p><input type="checkbox"/> Beginning: Hook/Motivation Articulates standards/objectives</p> <p><input type="checkbox"/> Middle: Instruction/Procedures</p> <p><input type="checkbox"/> End: Closing/"Take away"</p>		
<p><u>Content/Instruction</u> TPEs: 1, 4, 5, 6</p>	<p><input type="checkbox"/> Identifies Big Idea, schema, and/or essential question</p> <p><input type="checkbox"/> Connects to prior <u>or</u> upcoming lessons/unit</p> <p><input type="checkbox"/> Engages higher order thinking skills</p> <p><input type="checkbox"/> Addresses language demands</p>		

<p><u>Assessment/ Evaluation</u> TPEs: 2, 3, 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Invites responses/feedback <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Collects information/data <input type="checkbox"/> Includes evaluative criteria aligned with objectives/instruction in lesson plan 		
<p><u>Climate</u> TPEs: 5, 6, 11</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and consistently uses a routine/signal to bring class to attention <input type="checkbox"/> Invites participation/collaboration <input type="checkbox"/> Sustains interest, attention, engagement <input type="checkbox"/> Builds community/tone of respect 		

General Comments/Suggestions/Feedback:

Cooperating Teacher’s Signature

Teacher Candidate’s Signature

Technology Lesson

Purpose

The purpose of the technology lesson is to provide an opportunity for teacher candidates to develop an understanding of how to use some form of technology to increase learners' intellectual engagement. A teacher must not only be comfortable with various forms of technology, but also design opportunities to increase student learning by moving beyond novelty to conceptual understanding with technological tools. The focus of the lesson should be on standards-based content; technology supports student learning, but should not be the focus of the lesson. By doing the technology lesson, teacher candidates will practice using technology available at the school or from the university.

Description

Teacher candidates will work with the cooperating teacher to describe the site's technological resources with the *Technology Lesson Pre-Observation Form* and then select a lesson that would use technology available at the school or that the student can check out from the university. The lesson should be in a content area other than literacy. With the assistance of the cooperating teacher, the teacher candidate plans instruction, teaches, evaluates, and reflects on learning using the technology lesson rubric.

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San José State University

Technology Lesson Pre-Observation Form

Note: Use this form as a template. Enter data into the Word document and print or email it to your supervisor, according to her/his specifications.

Teacher Candidate: _____

Date of Observation: _____ Semester Year: _____

University Supervisor: _____

Cooperating Teacher: _____

Grade/Subject Area: _____ School/District: _____

A. Computer and Internet Resources

1. Classroom: Number of computers : _____ # connected to the Internet: _____

2. Computer lab (if any): # of computers: _____ # connected to the Internet: _____

B. Other than computers, list any forms of technology that are available at the school (e.g., calculators, document camera, LCD projector, etc.).

C. While reviewing your lesson plan, please consider how each of these questions is related to your goals.

1. What are the standards-based (content and ELD) learning goals and objectives for this lesson?

2. What forms of technology would best support your students' learning of this content? Why?

3. How will you address the diversity of experience in technology use and access of your students?

- **Please attach the lesson plan and a set of any handouts used in the lesson for the observer.**
- **Please attach a copy of the current Technology Acceptable Use Policy for the school or district, if available.**

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Technology Lesson Rubric

Teacher Candidate _____ Supervisor _____ Date _____ Grade/Subject Area _____

Supervisor: Please verify that the candidate has submitted the required documents below before you observe the technology lesson. Indicate content area. Then, complete the rubric by placing the numerical value of your rating in the box provided for the score.

___ Pre-Observation Form ___ Lesson Plan ___ Handouts used in lesson, if any ___ District technology acceptable use policy

Content area (specify): _____

Educational technologies:	Score	(1)	(2)	(3)	(4)
Content Learning and Intellectual Engagement	_____	No electronic resources are used.	The use of technology resulted in lack of intellectual engagement or was more entertaining than instructional. Technology, not content, was the focus of the lesson.	The educational technologies used intellectually engage the students and support the attainment of standards-based instructional objectives.	The use of technology not only intellectually engages students and supports their content learning but also promotes creativity, critical thinking, and synthesis.
Technological Scaffolding and Access	_____	The educational technologies are not scaffolded to accommodate any students' level of technical ability.	The pace of the lesson is negatively impacted by the fact that a significant group of students have obvious difficulties using the educational technology.	The students' use of technology is appropriately scaffolded to allow the lesson to flow smoothly.	The teacher candidate has scaffolded students' use of technology to allow them to develop their ability to use it to enhance their access to content.
Technological Problem Solving	_____ No technical problems occurred.	When a technical problem arises, the candidate has no apparent systematic method of approaching it.	When the equipment or software does not operate as expected, the candidate either abandons the use of the technology or calls technical support immediately.	When a technical problem arises, the candidate begins a systematic problem solving routine. If the problem is not easily resolved, the candidate is able to describe the symptoms to the appropriate technical support personnel.	When a technical problem arises, the candidate immediately begins a systematic problem-solving routine designed to isolate and resolve the problem. If the problem is not easily resolved, the candidate is able to suggest some possible reasons for the difficulty to the appropriate technical support personnel.

Comments (continue on back or next page):

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EDEL 143A/B Lesson Plan Checklist

Purpose

Lesson planning is fundamental to teaching that meets the needs of all learners. Pre-service education is the time for teacher candidates to develop the habits of mind that can be carried into the classroom to plan and deliver lessons with the learning needs of specific students in mind. This checklist is intended to develop habits of mind to facilitate successful lesson planning.

Directions for Use

Supervisors will use this checklist to assess lesson plans submitted for EDEL 143A/B. Accordingly, teacher candidates should use the checklist to prepare all written lesson plans submitted with assignments in EDEL 143A/B.

Key Questions

As part of the lesson planning process, consider the following questions:

- What is the big idea that this lesson relates to?
- Why is it important for my students to learn about this idea?
- What do they already know about the content and language related to this idea?
- How will I assess students to determine whether they have met the standard(s) and understood the big idea(s)?
- What are the specific instructional experiences that students need to have so that they can successfully complete the assessments?
- What are the learning needs pertaining to specific students that I need to consider in designing this lesson, including the assessments and instructional experiences above?
- Which scaffolding strategies will I use to meet students' learning needs and prepare them to successfully participate in the instructional experiences and complete the assessment(s)?

Lesson Plan Components

Lesson plans prepared for all formal observations—CT or supervisor (e.g., Technology Lesson, Beginning Reading Project, Coaching Cycle, and any others)—should include the components listed below. The order in which these components are listed works best with direct instruction lessons. Other types of lessons (e.g., inquiry) might address the components in a different order. In general, learning goals should drive lesson type (e.g., inquiry, direct instruction, etc.), which in turn determines lesson plan format.

Standards and Objectives

Include each of the following in any written lesson plans submitted for EDEL 143A/B:

- Content standards most relevant to the lesson (just a few rather than several)

- Content objectives aligned with content standards—each objective should list the content standard(s) to which it corresponds
- Language objectives corresponding with content objectives (primary concern) and aligned with ELD standards (secondary concern)—each objective should list the ELD standard(s) to which it corresponds

Notes

- Objectives should be phrased in terms of understandings to be achieved and skills to be mastered, not activities to be performed during the lesson. E.g., “SWBAT write using complete sentences,” not “Students will write four complete sentences.” Standards not aligned with any objectives should be dropped from the lesson.
- ELD standards most relevant to the lesson, i.e., linked to the language objectives, which in turn flow from the content objectives. List ELD standards by language process(es), ELA strand, ELD level, grade-level range, and page number [e.g., Listening and Speaking: Comprehension: Beginning ELD Level: Grades K-2: Answer simple questions with one- to two-word responses (p. 17)].
- When identifying ELD standards, keep in mind that you are planning your lesson to accommodate students at CELDT levels 1 (Beginning) and 3 (Intermediate).

Assessments

- Assessments aligned with content and language objectives—each assessment should list the content and/or language objective(s) to which it corresponds.

Note

- Each objective must be assessed, but there doesn't necessarily have to be a separate assessment for each objective. I.e., one instrument can assess more than one objective. Explain how you will use the evidence from the planned informal and formal assessments to provide feedback to students and to monitor their progress toward meeting learning objectives.

Procedure

- Beginning (opening) of lesson
- Middle of lesson
- End (closure) of the lesson

Note

- Provide a sufficiently detailed description of the lesson to provide evidence of thoughtful planning to facilitate the learning of all students.

Coaching Cycle

Purpose

Powerful teaching is an unending chain of cycles of inquiry. Teachers plan instruction that engages all students in learning (especially English learners), teach and monitor learning, examine student work and assessment results to evaluate the effectiveness of the instruction, and reflect on their teaching and what was learned in order to plan the next lesson. In the EDEL 143A Coaching Cycle, teacher candidates walk through this entire process with one lesson and plan a second lesson with support from the cooperating teacher and the university supervisor. The EDEL 143A Coaching Cycle provides the opportunity for teacher candidates to use their learning from coursework as rationale for instructional decisions and to develop the habits of mind in effective, professional teaching.

Overview: What to Include

A. Planning

1. Final lesson plan (use the Lesson Plan Checklist as a guide)
2. Focus student selection (see Coaching Cycle: Selection of Focus Students)
3. Planning conversation form (left side on own, right side w/ CT)
4. Language Demands Matrix
5. Rationale for lesson design (see prompts below)

B. Teaching

1. DVD of lesson (15 minutes with one cut. Note: Supervisor must observe this lesson.)
2. Reflection form (with CT after watching DVD)

C. Assessing Student Learning

1. Copy of assessment tool or prompt
2. Samples of student work from 3 focus students (one English learner)
3. Assessment commentary (see prompts below)

D. Reflection

1. Reflection commentary (see prompts below)
2. 2nd lesson (designed after analyzing student work and reflecting on Lesson 1)

Part A: Planning

Work in collaboration with your cooperating teacher to identify a focus for the lesson. Write a draft of your lesson plan and get feedback from your CT on your ideas. Use the planning conversation form to share your lesson and record your CT's feedback. Revise

your lesson plan and include the final draft in your coaching cycle materials. Write a rationale for the design of your lesson addressing the following prompts:

- Why is the content of this lesson important for your particular students to learn now? (Consider its importance apart from being in the school curriculum or academic standards for this grade level.) How does the lesson build on students' prior learning, as well as their experiences, interests, and/or backgrounds? What evidence are you using to make this decision?
- Explain why the instructional tasks or strategies you are using will support the learning of YOUR students (consider any relevant theories as well as who your students are, what they bring and the needs of GATE students, those with IEPs, and English learners—see (3) below).
- Describe potential language demands in learning and assessment tasks. Refer to your completed Language Demands Matrix. What are the language levels (i.e., CELDT levels) of the English learners in your class? What can the ELs at each respective level do with language and what are they learning to do? How might the particular aspects of language in this lesson, such as vocabulary, structures, and genre, pose challenges for ELs at each level? How do you plan to address and support the needs of students who might find these language demands challenging?
- How will you assess what your students have learned related to the specific standards and objectives of the lesson?

Part B: Teaching

Teach and videotape your lesson. Make a DVD of your recorded lesson and watch it with your cooperating teacher and complete the reflection form.

Part C: Assessing Student Learning

Using the work samples from the three focus students, address the following prompts in your commentary:

- Identify the specific standards/objectives for this student assessment; and describe the corresponding evaluative criteria you used to determine student learning using this assessment.
- In relation to your evaluative criteria, discuss what the three students appear to understand well, and, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent. What can you conclude about their learning of the desired outcomes of this lesson? Cite evidence to support your analysis from the work samples you selected.

Part D: Final Reflection

Use information from the reflection form completed with your cooperating teacher and your analysis of student work to address the following prompts:

- What is working in this lesson? For whom? Why?
- What is not working? For whom? Why?

Second Lesson

Based on students' performance on the assessment and your reflections on the DVD, create another lesson plan that depicts your next steps for instruction. Explain how and why the second lesson plan addresses next steps for learning for the whole class, and individualized next steps for the students whose individual learning you analyzed. These next steps may include how you will provide feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend student learning. In your explanation, be sure to explain how these specific next steps follow from your analysis of student performance and your reflections on your teaching.

Selection of Focus Students

As part of the planning process for your Coaching Cycle (part A above), select three students that best represent the range of learners in your classroom. One must be an English learner. Use the descriptors below to choose the other two.

1. Academic Language Acquisition/Development
 - English Learners
 - Speakers of varied forms of English
2. Academic Learning Needs
 - Struggling Students (e.g., beginning readers, mathematically challenged)
 - Advanced Learners
 - Students with Additional Needs (e.g., IEP/504)
3. Socio-Emotional
 - Low Participation
 - Distractibility/Hyperactivity
 - Attention & Memory
 - Peer Relationships
 - Withdrawn/Shy
 - Status Issues
4. Cultural Difference (e.g., gender and socioeconomic status)
5. Home/Family Situations
6. Physical Differences

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143A Coaching Cycle¹
 Rubrics/Feedback Form

Planning Task Checklist [indicate quality (+, √, or -): superior: +, acceptable: √, inferior (needs revision): -]

_____ Lesson Plan

_____ Standards (including ELD)

_____ Objectives

_____ Procedures

_____ Assessment

_____ Planning Conversation Form

PLANNING: MAKING CONTENT ACCESSIBLE			
EL2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1, 4, 5, 6, 7, 8, 9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Plans refer to students' experiential backgrounds², interests, or prior learning³ that have little or no relationship to the lesson's standards/objectives. OR There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the standards/objectives. Plans for the implementation of learning tasks include support to help students who often struggle with the content. 	<ul style="list-style-type: none"> Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the standards/objectives. Plans for implementation of learning tasks include scaffolding or other structured forms of support⁴ to provide access to grade-level standards/objectives. 	All components of Level 3 plus: <ul style="list-style-type: none"> Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

Comments

¹ Modified slightly from rubrics from the PACT Teaching Event (2010).

² Cultural, linguistic, social, economic.

³ In or out of school (based on assessments and interactions w/ students).

⁴ Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work; strategic groupings of students.

ACADEMIC LANGUAGE: UNDERSTANDING LANGUAGE DEMANDS⁵ AND RESOURCES

EL11: How does candidate identify language demands relative to students' levels of academic language proficiency?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Candidate's description of students' academic language proficiency at lower levels is limited to what they CANNOT do • Language genre(s)⁶ discussed are only tangentially related to lesson's academic purposes. • Candidate identifies unfamiliar vocabulary without considering other linguistic features. OR • Candidate did not identify any language demands of the learning and assessment tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • Language genre(s) discussed are clearly related to the academic purposes of the lesson and language demands are identified. • Candidate identifies vocabulary that may be problematic for students.⁷ 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • Language genre(s) discussed are clearly related to lesson's academic purposes and language demands are identified. One or more linguistic features and/or textual resources of genre are explicitly identified. • Candidate goes beyond listing key terms; identifies words/phrases that students from different backgrounds may find challenging, and articulates importance of these terms for specific learning/assessment tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at the full range of academic language proficiency. • Language genre(s) discussed clearly related to lesson's academic purpose and language demands are identified. One or more genre-related linguistic features or textual resources of specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency. • Candidate identifies related clusters of vocabulary that students from different backgrounds may find challenging, and articulates the importance of these terms for lesson-specific learning or assessment tasks.

Comments:

⁵ Language demands might include: speaking in whole sentences; decoding words or sentences; writing paragraphs; summarizing the plot of a story; writing a list of descriptors of a character; distinguishing uses of words used in everyday language from their use in disciplinary texts (e.g., balance, product, simplify, ruler); using formal language to explain intuitive understandings; using precise language in descriptions; persuading an audience to accept a proposal.

⁶ Key genres in literacy might include: *interpreting* or *representing* the meaning of texts with greater precision; *recounting* what happened on a field trip; *evaluating* or constructing *arguments* about characters in a story; *explaining* what an author meant; *defining* new vocabulary; engaging in collaborative and oral *interpretation of texts*.

⁷ For example, common words that are new to English learners, synonyms used interchangeably, content terms with distinctive meanings from their everyday equivalents

Instruction Task Checklist [indicate quality (+, √, or -): superior: +, acceptable: √, inferior (needs revision): -]

_____ Videotape of lesson

_____ Reflection form

INSTRUCTION: MONITORING STUDENT LEARNING DURING INSTRUCTION

EL5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2, 5)

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The candidate primarily monitors student understanding by asking surface-level questions and evaluating student responses as correct or incorrect. Candidate responses are not likely to promote student thinking. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Materials or candidate responses include significant inaccuracies in content that will lead to student misunderstandings. 	<ul style="list-style-type: none"> The candidate monitors student understanding by eliciting student responses that require thinking. Candidate responses represent reasonable attempts to improve student use of skills and strategies. 	<ul style="list-style-type: none"> The candidate monitors student understanding by eliciting student responses that require thinking. Candidate responses build on student input to guide improvement of students' use of skills or strategies. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> The candidate elicits explanations of student thinking, and uses these explanations to further the understanding of all students.

Comments (specific to learning environment, relationships with students, and transitions/procedures):

Assessment Task Checklist [indicate quality (+, √, or -): superior: +, acceptable: √, inferior (needs revision): -]
 Evaluative Criteria or Rubric Samples of Student Work

ASSESSMENT: ANALYZING STUDENT WORK FROM AN ASSESSMENT			
EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1, 3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The criteria/rubric and analysis have little connection with the identified standards/objectives. OR • Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards/objectives. 	All components of Level 3 plus: <ul style="list-style-type: none"> • The criteria/rubric and analysis focus on partial understandings as well. • The analysis is clear and detailed.

ASSESSMENT: USING ASSESSMENT TO INFORM TEACHING			
EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3, 4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are vaguely related to or not aligned with the identified student needs. OR • Next steps are not described in sufficient detail to understand them. OR • Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through general support that addresses some identified student needs. • Next steps are based on accurate conclusions about student performance on the assessment. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups. 	All components of Level 3 plus: <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

Reflection Task Checklist [indicate quality (+, √, or -): superior: +, acceptable: √, inferior (needs revision): -]

_____ 2nd Lesson Plan (derived from analysis of student work and reflection on teaching)

REFLECTION: MONITORING STUDENT PROGRESS			
EL9: How does the candidate monitor student learning and appropriately plan instruction in the second lesson? (TPEs 2, 10, 12, 13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Reflections indicate inconsistent monitoring of student performance. • Changes in teaching practice (as depicted in 2nd lesson plan) are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. • There is limited evidence of adjusting instruction to address student confusion or to challenge students. 	<ul style="list-style-type: none"> • Reflections identify what students could or could not do within the lesson. • Changes in teaching practice (as depicted in 2nd lesson plan) are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions • Adjustments to instruction are focused on improving directions for learning tasks, time management, or re-teaching. 	<ul style="list-style-type: none"> • Reflections indicate monitoring of student progress toward meeting the standards/objectives within the lesson. • Changes in teaching practice (as depicted in 2nd lesson plan) are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions • Adjustments to instruction are focused on addressing some individual and collective learning needs. • 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Changes in teaching practice (as depicted in 2nd lesson plan) are specific and strategic to improve individual and collective student understanding of standards/objectives. • Adjustments to instruction are focused on deepening key skills, understanding of literacy concepts, and/or thinking processes. •

Comments:

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Language Demands Matrix

Language Demands Domain	Students' (Ss') English Language Proficiency (CELDT) Levels			
	CELDT 1: Beginning or lowest CELDT level (specify):		CELDT 3: Intermediate or second lowest level (specify):	
	What Ss can do	What Ss are learning to do	What Ss can do	What Ss are learning to do
Curriculum Materials				
Teacher Talk				
Students' Language Use (Listening, Speaking, Reading, & Writing), including assessment				

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Teaching Beginning Reading: Purpose and Description

Purpose

The California Commission on Teacher Credentialing (CTC) requires all multiple subject teacher candidates to demonstrate competence in the teaching of beginning reading. The Teaching Beginning Reading assignment allows teacher candidates to apply the assessments and instructional strategies learned in EDEL 108A in their placement classroom while teaching a beginning reader. CTC requires documentation of the candidate's teaching of beginning reading over time. The cooperating teacher's and supervisor's observations of the teacher candidate's lessons verify that he/she can competently teach beginning reading.

Description

The Teaching Beginning Reading project is described in the following steps:

1. At the beginning of the EDEL 143A placement, the cooperating teacher selects a beginning reader for the teacher candidate to instruct during this project. (Note: If the candidate is in a K-2 placement, any beginning reader in the class can be selected for the project. If in a Gr. 3-5 or Gr. 6-8 placement, the teacher candidate must work with a struggling reader who is reading at a Gr. 1 or early Gr. 2 level.)
2. The cooperating teacher will provide the teacher candidate with initial curriculum and lesson ideas.
3. The teacher candidate will use the curriculum and lesson ideas that the cooperating teacher has provided in (2) above to create two separate lesson plans.
4. The cooperating teacher will observe both of these two lessons and document her/his observation with the Evaluation of Candidate's Teaching of Beginning Reading form (below).
5. Simultaneous with steps 2-4 above, the teacher candidate will be assessing the beginning reader using the assessments learned in EDEL 108A.
6. The teacher candidate will use her/his action plan from EDEL 108A to develop a third lesson to teach the beginning reader.
7. The supervisor will observe this third lesson and document the candidate's effectiveness with the Evaluation of Candidate's Teaching of Beginning Reading form.
8. The teacher candidate will place all lesson plans and evaluation forms related to the Teaching Beginning Reading project in her/his EDEL 143A portfolio.

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Evaluation of Candidate's Teaching of Beginning Reading

Teacher Candidate _____ Date _____

Grade _____ Lesson Type: _____

Focus: _____

Standard(s) and Objective(s):

Observer (check one): Cooperating Teacher University Supervisor

Based on the observation of this lesson, the candidate has met the expectations for:

Observation Component	Yes	No
Assessment—Uses previous assessment data to plan lesson		
Planning/Curriculum implementation—Complete lesson plan aligned with standards, appropriate objective(s), and assessment(s), according to Lesson Plan Checklist		
Introduction-- Presentation of goal(s) for lesson		
Instruction-- Lesson development (modeling; checking for understanding and/or competence; engagement, practice, and/or learning activities)		
Evaluation—Checks for learning		
Review- Closing activity		

Curriculum Used:

State Adopted (check one): *Imagine It* Houghton Mifflin

Other (specify): _____

<Over>

In this lesson the candidate has taught (check all that apply) and rate according to lesson observed and provide suggestions for growth or improvement as necessary:

RATING SCALE AND DESCRIPTORS:

- I Ineffective** Candidate is struggling to demonstrate practices described in the criteria.
- P Progressing** Candidate performs within criteria. May be inconsistent, but is showing improvement over time.
- E* Effective** Candidate consistently demonstrates practice described in criteria. Ready to teach on one's own within an induction program.
- H* Highly Effective** Candidate's performance consistently demonstrates integrated, nuanced, and sophisticated elements of the criteria.

*Evidence statements are required on the "Notes" lines for checks in the ineffective and highly effective boxes. **"Effective" is defined as "ready to teach on one's own".**

		Level of Growth	Suggestions for growth
Oral Language Development	Vocabulary		
	Appropriate language forms and functions (syntax and pragmatics)		
	Oral comprehension		
	Oral expression		
	Oral fluency		
Decoding	Concepts About Print		
	Phonemic Awareness		
	Phonics/Knowledge of the alphabetic principle		
	Word analysis		
	Fluency		
Comprehension	Text Structure		
	Retelling		
	Questions		
	Vocabulary developments		
	Literary analysis and response		
	Metacognitive strategies		
Writing	Strategies		
	Applications		
	Conventions		
	Purpose		
	Organization/Structure		

Professional Attributes In-Progress Report

Program: (Check one) __ FLEX __ BCLAD __ CRA __ TE __ MLE __ YLR

Student Teacher _____ Date _____

Supervisor _____ Cooperating Teacher _____

School _____ Grade _____

Professional Attributes Scale

1. Attendance

- Exemplary attendance
- Rarely absent
- Frequently absent
- Not evident

Comments:

2. Punctuality

- Always on time
- Generally punctual
- Frequently late
- Not evident

Comments:

3. Oral Expression

- Expressive, animated
- Articulate
- Inarticulate/hesitates to express self
- Makes frequent grammatical errors or is flat/monotone

Comments:

4. Written Expression

- Frequently and effectively communicates with parents and/or administrators
- Organizes and clearly expresses ideas
- Writing is often unclear and disorganized
- Written work exhibits frequent misspellings and/or grammatical errors

Comments:

5. Tact/Judgment

- Highly sensitive to others' feelings and opinions; diplomatic
- Perceives what to do or say in order to maintain good relations with others and responds accordingly.
- Thoughtless; insensitive to others' feelings and opinions.
- Not evident

Comments:

7. Self-Initiative/Independence

- Creative and resourceful; independently implements plans.
- Has good ideas, works effectively with limited supervision.
- Passive; depends on others for direction, ideas, and guidance.
- Not evident

Comments:

9. Interaction with Students

- Outgoing; actively seeks opportunities to work with students.
- Relates easily and positively with students.
- Shy; hesitant to work with students.
- Responds inappropriately to students' questions and comments.

Comments:

6. Reliability/Dependability

- Self-starter; perceives needs and attends to them immediately.
- Responsible; attends to assigned tasks or duties on schedule without prompting.
- Sometimes needs to be reminded to attend to assigned tasks or duties.
- Sometimes fails to complete assigned tasks and duties.

Comments:

8. Collegiality

- Willingly shares ideas and materials and values others' input
- Willing to work with others but doesn't contribute equitably
- Struggles to work with others
- Not evident

Comments:

10. Response to Feedback

- Solicits suggestions and feedback from others.
- Receptive and adjusts performance accordingly.
- Defensive; unreceptive to feedback.
- Not evident

Comments:

11. Desire to Improve Teaching Performance

- Continually seeks new and better ways teaching.
- Makes some effort to improve teaching performance.
- Implements what is suggested

- Not evident

Comments:

12. Respects Students' Learning Potential

- Advocates for the learning of every child and uses instructional strategies that provide opportunities for all students to achieve learning outcomes.
- Accepts responsibility for all students' learning.
- Aware of the needs of some, but not all students.
- Makes excuses or negative comments about students' ability to learn.

Comments:

13. Respect for Diversity (Fairness):

- Recognizes diversity as an asset and builds on students' background while teaching.
- Acknowledges student diversity and attempts to draw on students' background.
- Insufficiently aware of diversity among students.
- Demonstrates bias or insensitive treatment of students.

Comments:

14. Maintains high ethical and professional standards (confidentiality)

- At all times
- Most of the time
- Insufficiently aware of diversity among students.
- Not evident

Comments:

Professional Attributes In-Progress Report

15. Awareness of and adherence to district policies and guidelines

- Shows initiative: finds out about guidelines and acts accordingly
- Passive: follows guidelines that have been shared
- Insufficiently aware of guidelines
- Disregards guidelines

16. Maintains professional appearance

- At all times
- Most of the time
- Seldom
- Not evident

A two-way conference between the student teacher and the cooperating teacher is expected to be held to discuss the evaluation.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Cooperating Teacher's signature

Date

Student Teacher's signature

Date

**San Jose State University
EDEL 143A/B
Formative/Summative Assessment Form**

Teacher Candidate: _____ Sem./Year _____

School: _____ District: _____

Cooperating Teacher: _____ University Supervisor: _____

Grade level: _____ Program option (check one): Flex _____ MLE _____ T.E. _____ CRA _____ BCLAD _____ YLR _____

PURPOSES:

The Formative/Summative Assessment can be used within a semester to document a candidate's teaching performance and at the conclusion of the placement.

In 143A, the Formative Assessment is used as a transition assessment to ensure the candidate is ready to proceed to fulltime student teaching in 143B.

In 143B, the Summative Assessment evaluates the candidate's readiness to be recommended for a credential.

RATING SCALE AND DESCRIPTORS:

Rating Scale: N/O = Not Observed; *I = Ineffective; P = Progressing; E = Effective; *H = Highly Effective
*Evidence statements are required on the "Notes" lines for checks in the ineffective and highly effective boxes.
"Effective" is defined as "ready to teach on one's own".

I = Ineffective

Candidate is struggling to demonstrate practices described in the criteria.

P= Progressing

Candidate performs within criteria. May be inconsistent, but is showing improvement over time.

E= Effective

Candidate consistently demonstrates practice described in criteria. Ready to teach on one's own within an induction program.

H= Highly Effective

Candidate's performance consistently demonstrates integrated, nuanced, and sophisticated elements of the criteria.

For EACH category (A-E) in the Formative/Summative Assessment completed by the University Supervisor, a candidate must meet the following performance standards to receive credit:

143A – at least 80% of marks in "Progressing" or above

143B – at least 85% of marks in "Effective" or above

A. PLANNING AND PREPARATION: THE TEACHER CANDIDATE DEVELOPS PLANS THAT...

	N/O	I	P	E	H	TPE
1. Demonstrate a command of subject matter knowledge. NOTES:						1
2. Organize and sequence curriculum to support student learning of subject matter standards. NOTES:						9
3. Use a variety of instructional strategies that respond to students' diverse backgrounds, experiences, interests, and needs. NOTES:						6
4. Demonstrate knowledge of student developmental characteristics and learning styles. NOTES:						6
5. Address students' language acquisition and promote academic language development. NOTES:						7
6. Utilize materials, resources, and technologies to make subject matter accessible. NOTES:						4
B. LEARNING ENVIRONMENT: THE TEACHER CANDIDATE ...						
1. Uses clear, consistent expectations for student behavior that maintain a classroom that is safe, efficient, and conducive to learning. NOTES:						11
2. Maintains a climate that promotes fairness, respect, and equity. NOTES:						11
3. Promotes student responsibility, collaboration, and self-directed learning. NOTES:						11

C. INSTRUCTION: THE TEACHER CANDIDATE ...						
	N/O	I	P	E	H	TPE
1. Establishes and supports high academic expectations for all students aligned with state and district standards. NOTES:						1
2. Assists students in developing positive attitudes about learning. NOTES:						11
3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments. NOTES:						4
4. Selects and uses activities such that students make connections, pose questions, and solve problems. NOTES:						5
5. Uses instructional strategies that promote active learning and intellectual engagement. NOTES:						5
6. Uses instructional time effectively. NOTES:						10
7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course. NOTES:						9
D. ASSESSMENT: THE TEACHER CANDIDATE ...						
	N/O	I	P	E	H	TPE
1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed. NOTES:						3
2. Provides opportunities for students to assess their own progress. NOTES:						2
3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly. NOTES:						2
4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal. NOTES:						2
5. Evaluates student progress against state and district standards and course objectives. NOTES:						3
6. Provides ongoing feedback to students. NOTES:						3

E. PROFESSIONAL RESPONSIBILITIES: THE TEACHER CANDIDATE ...							
	N/O	I	P	E	H	TPE	
1. Demonstrates professional conduct. NOTES:						12	
2. Honors legal/professional obligations and follows regulations. NOTES:						12	
3. Exhibits regular attendance and punctuality in the performance of assigned duties. NOTES:						12	
4. Collaborates with school-site colleagues and SJSU classmates. NOTES:						12	
5. Uses privileged information in a discreet, confidential manner. NOTES:						12	
6. Is competent in oral and written communication. NOTES:						12	
7. Maintains a professional appearance. NOTES:						12	
8. Uses self-selected technologies that assist in areas such as reporting grades, preparing assignments and assessments, using data, and communicating with others. NOTES:						13	
9. Articulates a conceptual and practical rationale for instructional decision-making. NOTES:						13	
10. Recognizes when a lesson has not gone well and attempts to revise and improve. NOTES:						13	

Form Completed by (check one)

_____ Teacher Candidate

_____ University supervisor

_____ Cooperating Teacher

Teacher Candidate
Signature/Date

University Supervisor
Signature/Date

Cooperating Teacher
Signature/Date

Multiple Subject Credential Program

EDEL 143A Exit Checklist

**San José State University
Elementary Education Program
Sweeney Hall 305 - (408) 924-3771**

Student Name: _____ SJSU ID#: _____

Address: _____ City: _____

State: _____ Zip: _____ Telephone: _____

Email Address: _____

Semester Evaluation for: Fall Spring Summer Year: _____

Program Option:	<input type="checkbox"/> Bilingual
<input type="checkbox"/> Flexible	<input type="checkbox"/> Critical Research Academy (CRA)
<input type="checkbox"/> Flexible: Yearlong Residency	<input type="checkbox"/> Middle Level Emphasis (MLE)
<input type="checkbox"/> T.E. Collaborative	

Student Teaching Arrangement:	
<input type="checkbox"/> w/cooperating teacher	<input type="checkbox"/> responsible for own classroom

EDEL 143A Placement

School District: _____

School Site: _____

University Supervisor: _____

Master Teacher: _____

Grade Level: _____

Professional Portfolio (to be retained by student)*	Comments
Reflection on Learning Environment <input type="checkbox"/>	_____
School and Community Resources <input type="checkbox"/>	_____
Technology Lesson <input type="checkbox"/>	_____
Coaching Cycle <input type="checkbox"/>	_____
Aspects of Teaching Conversation Logs (3) <input type="checkbox"/>	_____
Evaluation of Teaching Beginning Reading (3) <input type="checkbox"/>	_____

* To be checked off above, each entry must include all required documents as specified in the Field Guide.

Overall Evaluation

- Ineffective
- Progressing
- Effective
- Highly Effective

I understand that I need to satisfactorily complete all required coursework and programmatic requirements before I may apply for a teaching credential.

Student's signature: _____ Date: _____

- I recommend this candidate for 143B - Student Teaching: Phase II
- I do not recommend this candidate for 143B (see Program Improvement filed in Field Placement office, SH 303)

_____ Date: _____
University Supervisor's signature

143A Teacher Candidate Folder should include:	
<ul style="list-style-type: none"> 1. Professional Attributes <input type="checkbox"/> 2. Formative Assessment (3) <input type="checkbox"/> <ul style="list-style-type: none"> ▪ Supervisor ▪ Cooperating Teacher ▪ Self/Student Teacher 3. 143A Exit Checklist <input type="checkbox"/> 4. Teaching Beginning Reading Lessons and Evaluations (3) <input type="checkbox"/> 	<p>Instructions for Supervisor: <u>Flex, MLE, TE, SUP, BCLAD, Concurrent:</u> Create a "Student Teaching" folder for this candidate. Place the Program Planning Form, all assessments, and this checklist in that folder. Keep records for 143B. <i>If student is <u>not</u> to remain with you for 143B, label folder with candidate's name and submit to Field Placement Office, SH 303.</i></p>

Revised: 12/11 JS, 06/11 DW & JS