STUDENT TEACHING 143B
FIELD EXPERIENCE GUIDE
2016-2017

Multiple Subject Credential Program

San José State University
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**Preliminary Credential Preparation**
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- Paraprofessional Teacher Training Program (PTTP)
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**Professional Credential Preparation**
- Induction Program
  - Application of prior knowledge
  - Advanced Curriculum Demonstration
  - Formative Assessment and Support
  - Frequent Reflection on Practice
  - Individual Induction Plan (professional growth plan).

**Credential Renewal**
- A Clear Credential is valid for the life of the holder as long as renewal fees and evidence of meeting professional fitness are submitted every 5 years.
- Professional growth and successful service verification are not required for credential renewal.
- School districts are directed to encourage teachers to participate in professional growth activities at the local level.

**System Qualities**
- **Alignment**
  - California Standards for the Teaching Profession (CSTP)
  - State-adopted Academic Content and Performance Standards for Students
  - Teaching Performance Expectations (TPEs)
- **Accountability**
  - Candidate Assessment
  - Credential Program Approval/Accreditation
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  - State Agencies
  - BTSA Induction Programs
  - Practitioner Teamwork

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State of California  Teaching Performance Expectations (TPE’s)

2016-2017

A. Making Subject Matter Comprehensible for Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction (teaching English, social studies, mathematics, science, world languages, physical education, art, music)

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction (determining progress toward learning, pacing of instruction, using questioning strategies, examining student work)

TPE 3: Interpretation and Use of Assessments (using formal and informal assessments, developing multiple assessment measures, using standardized tests, providing feedback on student learning)

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible (incorporating specific strategies that motivate students to learn, meeting student academic learning needs in a variety of ways)

TPE 5: Student Engagement (ensuring participation of all students, examining multiple points of view, encouraging student cooperation and sharing, using student experience to make instruction relevant)

TPE 6: Developmentally Appropriate Teaching Practices (explaining and using practices that are of greatest importance and effectiveness in teaching adolescents such as problem solving, concrete reasoning and abstract thinking, connecting the curriculum to life beyond the classroom)

TPE 7: Teaching English Learners (applying instructional theories, principles and practices for instruction of English language learners)

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students (understanding patterns of adolescent development, encouraging parents to be involved in student learning, understanding how factors such as gender and health can influence student learning)

TPE 9: Instructional Planning (establishing short- and long-term learning goals, planning and sequencing daily instruction, accommodating student needs through a wide variety of instructional strategies)

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time (establishing procedures for routine instructional tasks, managing transitions to maximize instructional time)
TPE 11: Social Environment (promoting a positive, safe environment, creating and using a student discipline plan)

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations (teaching tolerance, promoting democratic principles, resisting racism and sexual harassment)

TPE 13: Professional Growth (evaluating teaching practices, using reflection and feedback to improve teaching, increasing subject matter knowledge)
STANDARD ONE:

Engaging and Support All Students in Learning

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests.
1.3 Connecting subject matter to meaningful real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

STANDARD THREE:

Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meeting the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

Assessing Students for Learning

5.1 Applying knowledge of purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity and ethical conduct

SCOE Induction Website– http://www.stancoe.org/induction
Section 2: Teacher Education
Department Foundations
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 Teacher Education Department, 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); and 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.

**Elementary Education Department**

**Vision**

Our vision is to prepare ethical and social justice oriented teachers who create relevant, rigorous, transformative educational experiences, attuned to students’ academic, cultural, linguistic, social, and emotional needs.

**Guiding Principles**

As a program, we are committed to: preparing a diverse community of teachers, across factors including race, culture, class, language, gender and sexual orientation; serving a diverse range of communities, including underserved and under-resourced schools; and offering equity and social justice oriented perspectives. Four key principles drive these commitments, as follows:

1. **Teaching as a Political Act**

   We believe that teaching is a political act. Our program engages candidates to develop an educational philosophy, grounded in theory and the socio-political context of schooling, towards challenging social and educational injustice.

2. **Teaching as Praxis**

   We believe that teaching should be informed by both theory and research. Our program develops candidates’ abilities to 1) reflect deep content knowledge of the disciplines, 2) make student centered pedagogical choices informed by theory 3) leverage cultural wealth toward student empowerment, and 4) engage alongside teachers, students, and communities to co-create dynamic changes within curriculum and neighborhoods.

3. **Teaching as a Reflective Practice**

   We believe that teachers must be reflective and collaborative. Our program offers candidates continuous, collegial and dynamic learning opportunities. Candidates develop an orientation of reflection and inquiry.

4. **Teaching as a Complex Activity**

   Teaching is a complex challenging profession. Our program develops candidates’ academic, political, social and emotional orientations for resilience.

**Characteristics of our Graduates**

**Student Centered**
They foster caring relationships with students, students’ families, and communities from a cultural wealth perspective. They are aware of the social and political dimensions of schooling and how context affects marginalized communities. They are attentive to the social and emotional dimensions of teaching and learning. They teach to the whole child.

**Reflective and Caring**

Graduates reflect on the ethical dimensions of teaching and learning given the political and social consequences of their pedagogical decisions on the life chances of their students. They assume a caring stance that is growth-oriented and supports their own and their students' resilience.

**Pedagogically Sophisticated**

They know and use a range of instructional strategies and classroom organizational structures chosen to match their instructional goals. They can provide theoretical, research-based rationale for their decisions.

**Knowledgeable of the Subject-Matter Content**

They know and understand the importance of solid mastery of the content they will teach. They strategically engage in continuous learning of that content and its relation to development and learning standards.

**Knowledge of Assessment**

They engage in ongoing cycles of inquiry fluidly using formative and summative assessments to guide instruction that is sensitive to context and individual learning needs.

**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.
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.
Section 3: Overview of Student Teaching Phase 2
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.

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 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.

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

1. Successfully complete EDEL143A: Student Teaching: Phase I, as evidenced by successful completion of all assignments and requirements as outlined on the 143A exit interview form 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 course work.
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.

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
- Short Term Staffing Permit (STSP)
- Long Term Sub position
- Instructional aide
- Private school

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.
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.
10. Having created a safe environment for learning by demonstrating the following dispositions:

- 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.

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.
Section 4: Suggested Schedule of Experiences and Role Guidelines
Timeline of Assignments and Guidelines

- P = materials to be placed in Professional Portfolio
- 6 University Supervisor Observations; up to 2 can be videotaped (this is determined by CT, TC, and University Supervisor)
- 3 Cooperating Teacher Observations
- Note: Cooperating teachers’ and supervisors’ observations must include a variety of content areas.
- 2 weeks of solo teaching

Teacher Candidate

Weeks 1-5: Assignments

1. **Supervisor Observation #1** Classroom Environment & Engagement, Debrief, Student Reflection
2. Complete PACT Task 1. Context for Learning with commentary (Teaching Event) P
3. Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. P
4. Complete formal **Supervisor Observation #2**, including lesson plans prepared with the Lesson Plan Template. P

Weeks 1-5: Guidelines

- Provide teacher candidate background information for cooperating teacher, supervisor, and principal.
- Maintain professional attitudes, appearance, and relationships with all members of school.
- Arrive at least one-half hour before school starts. Remain until classroom is in order and necessary conferencing, planning, and preparation are complete.
- 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.
- Become familiar with classroom procedures and the schools’ physical layout, rules and regulations, programs, and resource personnel.
- Become familiar with textbooks, units, materials, and technology available at the school site and begin thinking about how to integrate technology appropriately into instruction.
- Learn the classrooms’ student profile: learn students’ names and learning needs (e.g., CELDT levels of English learners, any special needs, and so on) and classroom social dynamics.
- Become acquainted with lesson planning used by cooperating teacher, observe instruction, and begin teaching.
- As soon as possible participate in classroom routine (roll taking, recording grades, handing out/collecting material, supervising outside classroom) and learn daily schedule.
- Participate in school activities, e.g. faculty meetings, athletic events, and student clubs.

Weeks 6-10: Assignments

2. Plan first week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher’s planning book) for the first solo teaching week.
3. Teach series of PACT lessons (Teaching Event)
4. Complete Task 3: Instructing Students and Supporting Learning with commentary to include video (PACT Teaching Event).
5. Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. P
6. Complete one formal **Supervisor Observation #3**, including lesson plans prepared with the Lesson Plan Template. P
7. Successfully complete first solo week, including one formal **Supervisor Observation #4**, including lesson plans prepared with the Lesson Plan Template. P
8. Complete Formative Assessment with cooperating teacher (meet and discuss).

**Weeks 6 - 10: Guidelines**

- Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period, or preparation every one to two weeks as teaching proficiency increases.
- Assume responsibility for doing assessment (grades and evaluation) of student progress with consent of cooperating teacher.
- If scheduled, participate in parent-teacher conferences and/or SST meetings with cooperating teacher.

**Weeks 11-15: Assignments**

- Plan second week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher’s planning book) for the first solo teaching week.
- Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. P
- Successfully complete second solo week, including one formal **Supervisor Observation #5**, including lesson plans prepared with the Lesson Plan Template. P
- Successfully complete second solo week, including one formal **Supervisor Observation #6**, including lesson plans prepared with the Lesson Plan Template. P
- Complete PACT Task 4. Assessing Student Learning with commentary (Teaching Event)
- Complete PACT Task 5. Reflecting on Teaching and Learning with commentary (Teaching Event)
- Submit complete PACT Teaching Event (all 5 tasks) to PACT office, SH 108, by required deadline.
- Complete Summative Assessment with cooperating teacher. P
- Complete CSU Exit Survey ([www.csuexitsurvey.org](http://www.csuexitsurvey.org))
- Participate in Exit Conference with supervisor. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Submit certificate for completion of CSU Exit Survey.
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.
- Maintain primary responsibility for planning and conducting class and involve teacher candidate in discussion of plans; share long-range plans/goals for semester.
- Establish schedule for weekly planning time (45-60 minutes) with teacher candidate.
- If in a primary grade (K-2) classroom, select a student for the Teaching Beginning Reading Project.
- Model a variety of instructional strategies used to help diverse learners in your classroom.
- Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- Observe (Observation #1) a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form.
  - Confer with university supervisor about candidate’s progress.
  - Help teacher candidate prepare for one formal observation by supervisor.
  - According to PACT guidelines, support teacher candidate’s completion of Task 1: Context for Learning (PACT Teaching Event).

PART II: Weeks 6-10

- Observe (Observation #2) a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form. Confer with supervisor about candidate’s progress.
- Help teacher candidate prepare for one formal observation by supervisor.
- According to PACT guidelines, support teacher candidate’s completion of Task 2: Planning Instruction (PACT Teaching Event).
- According to PACT guidelines, support teacher candidate’s completion of Task 3: Instructing Students and Supporting Learning to include video (PACT Teaching Event).
- Schedule opportunities for teacher candidate to observe/participate in parent/teacher conferences and/or SST meetings.
- Remain on site during solo week.
- Complete Formative Assessment and discuss with teacher candidate.

PART III: Weeks 11-15

- Observe (Observation #3) a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form.
- Confer with supervisor about candidate’s progress.
- According to PACT guidelines, support teacher candidate’s completion of Task 4: Assessing Student Learning (PACT Teaching Event).
- According to PACT guidelines, support teacher candidate’s completion of Task 5: Reflecting on Teaching and Learning (PACT Teaching Event).
- Plan second week of solo teaching with candidate.
• Remain on site during solo week.
• Complete Summative Assessment and discuss with teacher candidate.

University Supervisor

PART I: Weeks 1 – 5

• Orient teacher candidate to the PACT Teaching Event.
• Become acquainted with school principals.
• Hold orientation meeting with cooperating teachers and teacher candidates at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms. Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide.
• Observe and conference with each teacher candidate regularly. Note: At least four of the six supervisors’ formal observations are made during solo teaching weeks. Observations must include a variety of content areas.
• Conduct 8 seminars with all teacher candidates (during the semester).
• Be available for questions from cooperating teachers or teacher candidates either in person, by email, or by telephone.
• Review first Cooperating Teacher Observation Form.
• Confer with cooperating teacher about candidate’s progress.
• **Supervisor Observation #1** Classroom Environment, supervisor observation notes, Debrief Form and Student Reflection.
• Monitor completion of Task 1: Context for Learning with commentary (PACT Teaching Event).
• **Supervisor Observation #2**, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.

PART II: Weeks 6-10

• Monitor completion of Task 2: Planning Instruction and Assessment with commentary (PACT Teaching Event).
• Review second Cooperating Teacher Observation Form.
• Confer with cooperating teacher about candidate’s progress.
• Conduct two formal observations (**Observations #3 and #4**) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
• Support teacher candidate and cooperating teacher in completing and discussing Formative Assessment, and confer with teacher candidate afterward.
• Monitor completion of Task 3: Instructing Students and Supporting Learning with commentary to include video (PACT Teaching Event)
• Review each teacher candidate’s weekly plans (e.g., what is in the cooperating teacher’s planning book) for the first solo teaching week.

PART III: Weeks 11-15

• Review third Cooperating Teacher Observation Form.
• Confer with cooperating teacher about candidate’s progress.
• Monitor completion of Task 4: Assessing Student Learning with commentary (PACT Teaching Event).
• Monitor completion of Task 5: Reflecting on Teaching and Learning with commentary (PACT Teaching Event).
• Review each teacher candidate’s weekly plans (e.g., what is in the cooperating teacher’s planning book) for the first solo teaching week.
• Conduct two formal observations (Observations #5 and #6) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
• Hold Exit Conferences with teacher candidates. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Collect certificate for completion of CSU Exit Survey.
• Complete EDEL 143B Exit Checklist
• Turn in the entire Teacher Candidate Folder, including all records from EDEL 143A and EDEL 143B, to Field Experience Office.
• Complete Grade Roster and enter Summative Evaluation and Diversity Rubric scores into the College of Education’s online assessment database.

Placement School Principal

• Ensure that teacher candidates are placed with cooperating teachers who will provide them with an enriching experience.
• Orient all teacher candidates to school policies/activities.
• Observe teacher candidate during solo week.
Section 5: Resources for Lesson Planning, Feedback and Reflection
The following pages provide you with guidance in doing one of the most important activities of your work as a teacher – thinking about, planning, implementing, and reflecting on your instruction through the use of a lesson plan. The following introduction is divided into three sections, as follows:

I. Lesson Plan Overview

II. Lesson Plan Format

III. Post-Instruction Reflection

The intention of this lesson planning process is to provide you with extensive practice in thinking deeply and critically about the instructional process. With significant practice in writing full lesson plans, you will develop the skills needed to “think like a teacher” and work successfully with your students.

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. These guidelines are intended to develop habits of mind that will facilitate successful lesson planning. At SJSU, we emphasize teaching to the Common Core State Standards, together with integrating social-emotional learning skills and academic language development. Candidates are supported in developing their teaching skills through the co-teaching process.
I. Lesson Plan Overview

Lesson Plan 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 Lesson Plan Template provides guidelines that are intended to support Teacher Candidates in developing habits of mind that will facilitate successful lesson planning.

Directions for Use

Use these guidelines to prepare lesson plans.

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?
☐ What are the learning goals (standards and objectives for content and ELD)?
☐ How will I assess students to determine whether or not they have met the learning goals 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 of 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)?
☐ What, if any, are the social-emotional skills or competencies that need to be either taught to students or addressed in this lesson in order to be successful?

Lesson plan Components

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 the lesson plan format.

Standards and Objectives

Include each of the following as appropriate:

☐ Main or key Common Core and content standards most relevant to the lesson
☐ Content objectives aligned with content standards—each objective should be related to the content standard(s) to which it corresponds (See note 1 below)
☐ 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
ELD standards (See notes 2 and 3 below)

Note

1. Phrase objectives 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.

2. Include only 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 sub-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)].

3. When identifying ELD standards, your default planning should accommodate students at Emerging (CELDT Levels 1 & 2) and Expanding levels (CELDT Level 3), unless you have a specific classroom demographic in mind.

Social-Emotional Learning Skills (SEL)

Consider whether there are certain SEL core skills or competencies that need to be taught or reviewed for students to be able to complete the requirements of this lesson. Integrate elements of the following SEL skills where appropriate: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-making.

Assessments

Assessments align with content, language, and SEL objectives (each assessment should list the content and/or language and/or SEL objective(s) to which it corresponds).

Include both formative and summative assessments. Both formative and summative assessments should result in recorded data (e.g., teacher-completed observation checklist, student work samples, etc.)

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 formative and summative assessments to provide feedback to students and to monitor their progress toward meeting learning objectives.

Procedure

- Beginning (opening) of lesson
- Middle of lesson (e.g., modeling, guided practice, and independent practice)
- 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, i.e., differentiate as needed, including extension activities.
II. Lesson Plan Format

**Lesson Topic and Title**

<table>
<thead>
<tr>
<th>Name</th>
<th>Lesson Date</th>
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<tbody>
<tr>
<td>_____________________</td>
<td>___________</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mentor Teacher</th>
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</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Rationale for lesson (*why do these students need this lesson at this time?*):

Common Core Content Standard(s); Practice Standard(s) (if appropriate) [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/):

English Language Development Standard:

**Lesson Objectives** (link to standards): (*What do you want students to learn/be able to do as a result of this lesson?*)

Content objective(s):

English Language Development objective(s) for Level 1 (Emerging) & 3 (Expanding):

What SEL skills will students need in order to be successful in this lesson? How will they be taught or reviewed?
### Instructional Sequence and Learning Tasks
*(The order of the steps below may vary.)*

<table>
<thead>
<tr>
<th><strong>Introduction/Hook:</strong></th>
<th><strong>Scaffolding and Differentiation for ELs or Special Populations and Formative Assessment Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(How will you pique interest of your students, make links to their prior knowledge, set objectives, deal with any concerns they may have if it is new material. How will you explain rationale to students?)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Content Instruction</strong></th>
<th></th>
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<tbody>
<tr>
<td><em>(Includes Input and Modeling what you expect)</em></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Guided practice, if appropriate</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What activity(ies) will you provide for students to give them practice while you can give them immediate feedback?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Independent Practice, if appropriate</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What activity(ies) will you ask students to do on their own before you provide feedback? If independent practice includes homework, how will you insure that students are ready to do work on their own successfully?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wrap-Up</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>(Opportunities for students to: reflect on their learning; self-assess; highlight or review key concepts)</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Assessment *(How will you know whether students learned/are able to do what you taught?)*
Link directly to objective, standard, and SEL skills or competencies. Provide criteria & assessment tool for both formative and summative assessments (both of these assessments may not be appropriate). Think about how you may be able to provide feedback that encourages a growth mindset and/or perseverance among students.

### Co-teaching strategy, if applicable (check one):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>____</td>
<td>One Teach, One Observe</td>
</tr>
<tr>
<td>____</td>
<td>One Teach, One Assist</td>
</tr>
<tr>
<td>____</td>
<td>Parallel Teaching</td>
</tr>
<tr>
<td>____</td>
<td>Alternative (Differentiated Teaching)</td>
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<tr>
<td>____</td>
<td>Team Teaching</td>
</tr>
<tr>
<td>____</td>
<td>Station Teaching</td>
</tr>
<tr>
<td>____</td>
<td>Supplemental Teaching</td>
</tr>
</tbody>
</table>

Additional comments:
III. Post-Instruction Reflection

**Connect Theory to Practice:** Identify 1-3 key ideas that you acquired in your courses that helped you in developing and implementing this lesson.

**English Language Development:** To what extent did you meet your goals for English learners? How do you know?

**Co Teaching:** Was your co-teaching plan effective? What worked? What will you do/change next time?

**SEL Skills/Disposition:** What teacher and/or student SEL skills/dispositions did you address (if appropriate) to support students and/or yourself during this lesson (e.g. such as fostering a growth mindset, building cooperative skills, encouraging perseverance, building relationships, fostering student self-reflection, responding productively to a challenging student, etc.)? How did you plan to go about doing so?

Think about the degree to which you met your SEL goals.

**Content:** To what extent did you meet your content objectives? How do you know?
Cooperating Teacher (CT) Observation Form

For CT use when observing teacher candidate’s lessons including, mathematics, science, social studies, art, music, PE. Please complete this form as you observe the lesson. During your conversation with the teacher candidate after the lesson, you may add notes. Please give the completed form to the teacher candidate after your conversation.

Teacher Candidate: | Date:
---|---

Cooperating Teacher: | Grade Level:
---|---

Content Focus:

What's Working: | Current Focus/Challenges/Concerns:
---|---

| Teacher Candidate's Next Steps | Cooperating Teacher's Next Steps:
---|---

(For additional comments, use back.) Cooperating Teacher's signature:
# University Supervisor Debrief Form

**Student Teacher:**

**Date:**

## Classroom Observation Debriefing Sheet

**Focus of observation/debrief:**
- **O Planning**
- **O Learning environment**
- **O Engaging students**
- **O Monitoring learning**
- **O Supporting students**
- **O Content & Standards**
- **O Assessing learning**
- **O Routines & Procedures**

<table>
<thead>
<tr>
<th>Successes/Progress</th>
<th>Challenges/Setbacks</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Student Teacher Next Steps</th>
<th>Supervisor Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviors/Challenges</td>
<td>What students might do</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| **Language Processing: Vocabulary - Breadth & Depth - Relationships between words** (e.g. “things you find at home”) | • Use familiar language  
• Use limited descriptive language  
• Use limited academic language | • Multiple exposure to words in meaningful context over time  
• Provide multiple examples from their world  
• Illustrate words with art  
• Model and monitor teacher’s use of vocabulary  
• Provide visuals & physical representations  
• Use games that require students to categorize and justify groupings  
• Do activities with Word Walls  
• Use anticipation guides & word maps |
| **Language Processing: Complex Grammatical Structures** Types of sentences Variety of sentences | • Use simple sentences  
• Use phrases or fragments  
• Read word-by-word and don’t connect in meaningful phrases or sentences.  
• Decode letters, but don’t put it together | • Select read alouds that are rich in syntax and language structures  
• Model how to break sentences up into meaningful chunks  
• Model complex language structures in oral and written language  
• Use sentence strips with phrases for students to use in oral language and borrow for written language |
| **Language Processing: Following Multi-step directions and auditory memory** | • Follow directions one at a time  
• Follow visual representations  
• Solve routine problems | • Break down tasks to their simplest components  
• Give directions one at a time  
• Model the entire process and provide rationale for sequence  
• Write out directions one at a time (e.g. a checklist)  
• Illustrate sequences  
• Provide anchor charts in the room for future reference |
| **Comprehending: Integrating multiple sources of information** | • Decode  
• Use selective information from text/sources | • Provide guided reading at their level  
• Use think alouds that model integrating information  
• Provide anchor charts that remind/guide students to integrate sources of information  
• Have students share what they used to problem solve |
Students with special needs may exhibit one or more of the following behaviors in a general education classroom.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Focus on one aspect or area</td>
<td>• May approach a challenge</td>
<td>• Recognize some familiar features</td>
<td>• Copy or follow someone else’s organization</td>
</tr>
<tr>
<td>• Ignore major miscues, and continue reading</td>
<td>• Makes multiple attempts, but are all the same</td>
<td>• Notice general similarities</td>
<td>• Walk through a simple, doable process with the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Establish a routine for this process</td>
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<td></td>
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<td></td>
<td>• Scaffold by asking questions/prompts that help the student understand the sequence or organization</td>
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<td></td>
<td></td>
<td></td>
<td>• Establish an environment where mistakes are celebrated</td>
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<td></td>
<td></td>
<td></td>
<td>• Promote a growth mindset in the classroom, not fixed mindset</td>
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<td></td>
<td></td>
<td></td>
<td>• Model the difference between survival strategies and problem solving strategies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Use think alouds to model asking questions that monitor understanding while reading or problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provide guided reading at their level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Celebrate any attempts to problem solve, whether they are accurate or not</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Avoid over correction. Give the students time to figure it out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Promote a growth mindset in the classroom, not fixed mindset</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Model the difference between survival strategies and problem solving strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use think alouds to model options for solving problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provide guided reading at their level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use physical manipulatives—magnetic letters, math blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use motion to notice differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Find many opportunities to compare and contrast anything</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Discuss how items/concepts are the same or different</td>
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<td></td>
<td></td>
<td></td>
<td>• Use thinking maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use manipulatives &amp; visuals in all subjects to model problem solving</td>
</tr>
<tr>
<td>Spatial Orientation:</td>
<td>Transfer: Applying information from one area to another</td>
<td>Attention Span: Attending &amp; screening</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Left to right - Midline (across body)</td>
<td>- Know &amp; apply a concept in one area</td>
<td>- Pays attention for a short period of time</td>
<td></td>
</tr>
<tr>
<td>• Follow a model</td>
<td>• Use thematic units to model connections and/or to identify similarities across materials or subject(s)</td>
<td>• Pay attention to personal interests</td>
<td></td>
</tr>
<tr>
<td>• Do large movements</td>
<td>• Provide opportunities for students to see the concept in a slightly different context (e.g.- history book and reading class book)</td>
<td>• Pays attention for a short period of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use graphic organizer or charts that relate concepts to one another</td>
<td>• Pay attention to personal interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for expanded conversation</td>
<td>• Provide opportunities to express what is learned through actions and by representing concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Link learning to the student’s world</td>
<td>• Be patient and calm, don’t take the behavior personally</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Limit teacher talk by strategically planning what to say</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use novelty and drama to attract attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide opportunities to express what is learned through actions and by representing concepts</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide ear muffs for students who are distracted by classroom noise</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Create a special quiet corner for the student to retreat to if needed (for a short period of time)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Have a special seating arrangement that limits distractions and provides learning opportunities depending on lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use big movements across the body to teach concepts or practice skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for dance and art to build spatial awareness</td>
<td>• Use visual cues (e.g.: dots on the right hand, arrows or dots on paper)</td>
<td></td>
</tr>
</tbody>
</table>

• Build from simple to complex or from teamwork to independence
<table>
<thead>
<tr>
<th>Adjusting to change:</th>
<th>Relating to Others:</th>
<th>Stamina: Ability to sustain thinking and problem solving over extended periods of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Scheduling</td>
<td>- Participation in groups</td>
<td>• Problem-solves/thinks for short periods of time</td>
</tr>
<tr>
<td>- Routines &amp; procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unanticipated events (e.g.-Sheldon on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Big Bang Theory”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adheres to a regular routine</td>
<td>• Participates in structured interaction with one other person</td>
<td></td>
</tr>
<tr>
<td>• Enforces classroom procedures</td>
<td>• Plan ahead and select groups strategically</td>
<td>• Establish an environment where mistakes are celebrated</td>
</tr>
<tr>
<td>• Plan ahead and think about what might</td>
<td>• Adjust the time the student is working in a group setting</td>
<td>• Promote a growth mindset in the classroom, not fixed mindset</td>
</tr>
<tr>
<td>create anxiety</td>
<td>• Set short term and long term goals for relating to others</td>
<td>• Model think alouds demonstrating persistence in problem solving</td>
</tr>
<tr>
<td>• Talk to student before changes occur</td>
<td>• Model language for relating to others in a group</td>
<td>• Provide opportunities for extended time reading, writing, or working on complex projects</td>
</tr>
<tr>
<td>• Validate the difficulty and stress</td>
<td>• Do interactive think alouds demonstrating how group members use the norms for behavior</td>
<td></td>
</tr>
<tr>
<td>associated with change</td>
<td>• Set short term and long term goals with the student</td>
<td>• Monitor student’s progress</td>
</tr>
<tr>
<td>• Model a positive attitude about</td>
<td>• Monitor student’s progress</td>
<td></td>
</tr>
<tr>
<td>unexpected events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide phrases for student to say to</td>
<td></td>
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</tr>
<tr>
<td>himself when anxious – e.g.-“I’m going to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be OK. I’ll just take a big breath.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary of Common Special Education Terms

Anxiety disorders - exaggerations of our normal and adaptive reaction to fearful or stressful events. There are many types of anxiety disorders including panic disorder, agoraphobia, specific phobia, social anxiety disorder, obsessive-compulsive disorder (OCD), posttraumatic stress disorder (PTSD) and generalized anxiety disorder (GAD). When you experience the familiar physical and psychological signs of fear and anxiety such as sweating, racing heart, shortness of breath, trembling, worry, or stress, these are cues that something is happening that could be a threat and that you need to deal with it. This “flight or fight” reaction activates the physical and psychological resources necessary to deal with the potential danger. Although this system works well most of the time, sometimes it can go into overdrive and do more harm than good. When this happens, it might indicate you have an anxiety disorder. (Owen Kelly, Ph.D. ocd.about.com)

Asperger’s Syndrome - an autism spectrum disorder (ASD), one of a distinct group of complex neurodevelopment disorders characterized by social impairment, communication difficulties, and restrictive, repetitive, and stereotyped patterns of behavior. (www.ninds.nih.gov)

Autism Spectrum Disorder— a mental condition, present from early childhood, characterized by great difficulty in communicating and forming relationships, and in which fantasy may dominate over reality. Autism has a spectrum of severity; a person can be “on the spectrum”. (www.google.com)

Central auditory processing disorders (CAPD) - deficits in the formation of processing of audible signals not attributed to impaired hearing, sensitivity or intellectual impairment. (www.healthyhearing.com)

Deafness—Have learning impairments that linguistic processing information through hearing is severely limited, with or without amplification, hence impacting educational performance when the learner is not in the appropriate learning environment. (The Iris Center at Peabody College)

Deaf-blindness—Have moderate to severe impairments in both vision and hearing. Require specialized services. 9 The Iris Center at Peabody College)

Emotional disturbance (or serious emotional disturbance): Individuals with this challenge can have difficulties with one or more of the following— inability to learn, inability to build and maintain social relationships with teacher and peers, inappropriate behavior and affect, depression, tendency to develop fears or physical symptoms associated with school and personal problems. (The Iris Center at Peabody College)

Hearing impairments—Mild to moderate hearing loss that affects developmental and educational progress. (The Iris Center at Peabody College)

Intellectual disability (previously known as mental retardation)—Significantly below average general intellectual functioning and concurrent deficits in adaptive behavior. May exhibit problems in learning, memory, attention, problem-solving, academic and social functioning. (The Iris Center at Peabody College)

Selective Mutism - Selective mutism (SM), formerly called elective mutism, is defined as a disorder of childhood characterized by an inability to speak in certain settings (e.g. at school, in public places) despite speaking in other settings (e.g. at home with family). SM is associated with anxiety and may be an extreme form of social phobia according to researchers and clinicians who are familiar with the disorder (Black & Uhde, 1995; Dow et al., 1995, Dummit et al., 1997, Kristensen, 2001; Leonard & Dow, 1995).
Specific learning disabilities—A disorder in one or more of the basic psychological processes involved in understanding and in using language, spoken or written, that may result in difficulties in reading, writing, listening, speaking, thinking, spelling, or mathematics. Included here are children with “conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia” (NICHCY, 2012).

Speech or Language impairments- Disorder of articulation, fluency (e.g. stuttering), voice, or language that adversely affects educational performance or a severe communication deficit.

Traumatic brain injury—“an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. “ (NICHCY)

Visual impairment— “an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” (NICHCY)
Differentiation

is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation

Respectful tasks  |  Quality curriculum  |  Teaching up  |  Flexible grouping  |  Continual assessment  |  Building community

Teachers can differentiate through

- Process
- Product
- Affect
- Learning environment

According to students'

- Readiness
- Interest
- Learning profile

........................ Z...  ****

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbiads, Complex Instruction, 4MAT, Web Quests & Web Inquiry, ETC.

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**Language Acquisition Descriptors: CELDT Level 1: Beginning**

**Key Strategy:** *Listening! Listening! Listening!*– books on tape, read-alouds, choral reading, buddy reading

Beginning vocabulary is best understood and learned when taught thematically.

Berryessa Union School District

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their primary language</td>
<td>Nod and shake head to answer questions</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>Minimal comprehension of English</td>
<td>Point to objects or print</td>
<td>Teach vocabulary using physical movement and drawings</td>
</tr>
<tr>
<td>Minimal verbal production in English</td>
<td>Sort objects into categories</td>
<td>Demonstrate personal interest and caring for students</td>
</tr>
<tr>
<td>One/two word responses</td>
<td>Pantomime</td>
<td>Provide ample listening activities including daily listening center with taped picture books</td>
</tr>
<tr>
<td></td>
<td>Draw pictures and label drawings</td>
<td>Read aloud predictable and patterned books</td>
</tr>
<tr>
<td></td>
<td>and diagrams Gesture to show understanding</td>
<td>Have students label and manipulate pictures and objects.</td>
</tr>
<tr>
<td></td>
<td>Match objects or pictures</td>
<td>Provide one-on-one time with students</td>
</tr>
<tr>
<td></td>
<td>Give yes/no answers to simple questions</td>
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<tr>
<td></td>
<td>Reproduce what they hear, repeat and recite</td>
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</tbody>
</table>

**Remember...**

♦ While beginning English learners can communicate only in their primary language, they are very capable of higher-level thinking skills.
Language Acquisition Descriptors: CELDT Level 2: Early Intermediate

Key Strategy: *Beginning vocabulary is best understood and learned when taught thematically
* Appropriate questioning techniques will increase student oral production i.e., using the answer as part of the question i.e., (Did you go to the grocery store or to the library?)

Berryessa Union School District

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>One/two word responses / some phrases Limited proficiency to communicate ideas</td>
<td>All of what student can do at the Beginning level, plus:</td>
<td>All of the above, plus:</td>
</tr>
<tr>
<td>Some comprehension of contextualized information</td>
<td>List and categorize</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>Repeat sentences, mimic intonation and phrasing and reproduce familiar phrases</td>
<td>Continue to expand student’s understanding of concrete words</td>
</tr>
<tr>
<td></td>
<td>Attempt to talk, making extensive pronunciation and grammatical errors</td>
<td>Have students learn vocabulary and sentence structure from patterned picture books</td>
</tr>
<tr>
<td></td>
<td>Generate and speak in simple sentences</td>
<td>Expand students’ responses by asking who, what, where (literal questions)</td>
</tr>
<tr>
<td></td>
<td>Begin to acquire some grammatical elements</td>
<td>Expect short answers. Give students a chance to produce language in situations where they are comfortable</td>
</tr>
<tr>
<td></td>
<td>Some basic vocabulary and write simple sentences</td>
<td>Ask questions requiring simple comparisons and descriptions</td>
</tr>
<tr>
<td></td>
<td>Give short answers to simple questions</td>
<td>Provide activities designed to encourage students to produce simple sentences</td>
</tr>
</tbody>
</table>

Remember: While Early intermediate students are still developing basic communication skills they are at the same time capable of higher level-thinking skills.
Language Acquisition Descriptors: CELDT Level 3: Intermediate

Key Strategy: * At this level, oral communication skills are more highly developed. Using cooperative groups during instruction will help students develop their higher levels of thinking while increasing their vocabulary and comprehension.

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<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
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</thead>
<tbody>
<tr>
<td>Enough English proficiency to be understood</td>
<td>All of what students can do at the Beginning and Early Intermediate levels, plus: Describe people, places and events Recall and state facts Define and explain some vocabulary Make some errors in speech Read and retell from a variety of texts with scaffolding from teacher Begin to identify main ideas and details</td>
<td>Vocabulary Development Provide explicit instruction for idiomatic expressions while continuing to help students acquire lots of vocabulary – including academic vocabulary Begin to develop cognitive skills, especially reading and writing Include instruction in phonemic awareness, decoding, spelling and grammar Model, expand, restate and use standard English with students Ask how and why open-ended questions, and help students to respond in complete sentences Ask higher level thinking questions Provide ample opportunities for partner talk and pair-share, and activities to develop higher levels of thinking</td>
</tr>
<tr>
<td>Ability to produce utterances with basic sentence structure (Subject + Verb + Object or Phrase)</td>
<td></td>
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</tr>
<tr>
<td>Ability to interact more with native speakers, but can make errors in speech</td>
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<tr>
<td>Good comprehension of contextualized information</td>
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</tbody>
</table>

Remember...
♦ Very often at this level students’ verbal communication skills are strong, but are not reliable indicators of their ability to comprehend academic material.

Language Acquisition Descriptors: CELDT Level 4: Early Advanced
Key Strategy: * Students have a strong conversational vocabulary but still need an emphasis on academic vocabulary

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<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good comprehension of information</td>
<td>Give opinions and reasons, draw comparisons, justify views and behaviors and summarize</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>Proficiency to communicate well verbally</td>
<td>Demonstrate ability to use higher order language, synthesize, analyze, evaluate, persuade and debate</td>
<td>Focus on academic language and literacy</td>
</tr>
<tr>
<td>Adequate vocabulary to achieve academically</td>
<td>Demonstrate both social and academic understanding of language</td>
<td>Structure group discussions</td>
</tr>
<tr>
<td></td>
<td>Identify main idea and details Use expanded vocabulary</td>
<td>Ask questions to help students synthesize, analyze and evaluate in oral and written communication</td>
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<tr>
<td></td>
<td>Engage in conversation and produce sequential narrative</td>
<td>Provide reading opportunities with a variety of genre</td>
</tr>
<tr>
<td></td>
<td>Develop listening, speaking, reading and writing skills with increased comprehension</td>
<td>Include grammar instruction</td>
</tr>
<tr>
<td>Remember...</td>
<td>Language Acquisition Descriptors: CELDT Level 5: Advanced</td>
<td>Provide a variety of realistic writing opportunities</td>
</tr>
<tr>
<td>♦ Students at this level need a strong emphasis on structured writing and continued vocabulary development.</td>
<td>Guide use of reference materials and technology</td>
<td></td>
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</tbody>
</table>
Key Strategy: * Provide multiple opportunities for students to participate in cooperative learning groups and take on leadership roles.

Berryessa Union School District

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
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</thead>
<tbody>
<tr>
<td>Very good comprehension of information</td>
<td>Comprehend and generate discussions and presentations in social as well as academic settings</td>
<td>Allow students to lead group discussions</td>
</tr>
<tr>
<td>Heightened proficiency to communicate well</td>
<td>Demonstrate fluency with content topics Read and comprehend grade level texts</td>
<td>Encourage independent use of reference materials and technology</td>
</tr>
<tr>
<td>Expanded vocabulary to achieve academically</td>
<td>Respond to and use figurative language and idiomatic expressions appropriately</td>
<td>Provide explicit grammar instruction</td>
</tr>
<tr>
<td>Near native speech fluency</td>
<td>Organize and generate written compositions based on purpose, audience and subject matter</td>
<td>Provide opportunities for student generated presentations</td>
</tr>
<tr>
<td></td>
<td>Prepare and deliver presentations/reports across grade level content areas that use a variety of sources; include purpose, point of view, introduction, coherent transition and appropriate conclusions</td>
<td>Provide a variety of realistic writing opportunities in a variety of genre</td>
</tr>
<tr>
<td></td>
<td>Initiate and negotiate social conversation</td>
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</tr>
</tbody>
</table>

Remember...
- Students at this level need ongoing development of background knowledge and must be challenged academically.
## Academic Language Functions

<table>
<thead>
<tr>
<th>Academic Language Function</th>
<th>Student Uses Language to:</th>
<th>Examples</th>
<th>Thinking Map©</th>
<th>Graphic Organizers</th>
<th>Language Structures/Key Signal Words</th>
<th>Tasks Associated with Academic Language Function</th>
<th>Questions Commonly Asked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek Information</td>
<td>Observe and explore; acquire information; inquire</td>
<td>Use who, what, when, where, and how to gather information</td>
<td>Circle Map</td>
<td>Attribute Diagram Web SQ3R Concept Definition Map Outlines Cornell Note-taking</td>
<td>To be, action verbs, prepositions</td>
<td>Define, count, draw, identify, indicate, label, list, match, name, point, recall, recite, reproduce, repeat, trace, write, state, select, record, attributes, characteristics, main idea</td>
<td>Who ?, What happened?, Where did it happen?, When did it happen?, Where did you find that?, How do you do that?</td>
</tr>
<tr>
<td>Inform</td>
<td>Identify, report, or describe information</td>
<td>Recount information presented by teacher or text, retell a story or personal information</td>
<td>Circle Map Bubble Map</td>
<td>Web SQ3R Concept Definition Map Outlines Cornell Note-taking</td>
<td>Adjective use, descriptive language, superlatives/comparatives, said, the book says, first, second, next, etc., according to</td>
<td>Retell, recount, reorder, represent, depict, paraphrase, summarize, give examples, draw, explain, conclude, convert, describe, prepare, transform, translate, restate, rewrite, prepare, give in your own words, generalize, extrapolate</td>
<td>Retell the story in your own words. Summarize the chapter. What happened? Report your findings. Describe the main character. Tell about what happened? Show how.</td>
</tr>
<tr>
<td>Compare</td>
<td>Describe similarities and differences in objects or ideas</td>
<td>Make/explain a graphic organizer to show difference and similarity</td>
<td>Double bubble Map Bridge Map</td>
<td>Venn Diagram Semantic Features Analysis T-Chart Fact-Opinion Charts</td>
<td>However, but, as well as, on the other hand, not only...but also, either...or, while, although, unless, similarly, yet, compared with, similar to, different than, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some...but others, still, then again, by the same token, correspondingly, likewise, too</td>
<td>Distinguish, compare, contrast, group, identify, illustrate, point out, recognize, separate, describe, attributes, commonalities, differences, differentiate,</td>
<td>How are they the same? Different? Compare and describe What makes them the same? What makes them different?</td>
</tr>
<tr>
<td>Order</td>
<td>Sequence objects, ideas, or events</td>
<td>Describe/make a timeline continuum, cycle, or narrative sequence</td>
<td>Flow Map</td>
<td>Cycle Graph</td>
<td>Flow chart</td>
<td>Timeline</td>
<td>Outlines</td>
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<tr>
<td>Classify</td>
<td>Group objects or ideas according to their characteristics</td>
<td>Describe organizing principles, explain why A is an example but B is not</td>
<td>Tree Map</td>
<td>Hierarchical Organizer</td>
<td>Pictograph</td>
<td>Descriptors, adjectives, kinds, types, traits, characteristics, an example of, list</td>
<td>Classify, break down, arrange, organize, categorize, construct, create, generate, summarize, criteria, preclude, include, arrange, group, genres</td>
</tr>
<tr>
<td>Analyze</td>
<td>Separate whole into parts; identify relationships and patterns</td>
<td>Describe parts, feature or main idea of information presented</td>
<td>Brace Map Multi-flow Map Flow Map Tree Map Circle Map</td>
<td>Fishbone Organizers Main idea/supporting details Organizer</td>
<td>Is a part of, is related to, to be, same, different, similarities, differences, the common traits, to, so that, nevertheless, thus, accordingly, if.....then (conditional connectors), makes, causes, because,</td>
<td>Analyze, calculate, choose, classify, criteria, diagram, break down, categorize, classify, compare, contrast, deduce, detect, differentiate,</td>
<td>What is the difference? How is/are they related? Why is it important? Are they common</td>
</tr>
<tr>
<td>Infer</td>
<td>Make inferences; predict implications, hypothesize</td>
<td>Describe reasoning process (inductive or deductive) or generate hypothesis to generate causes or outcomes</td>
<td>Multi-flow Map</td>
<td>T-Chart</td>
<td>Future tense, use of will, if...not, if...then (conditional connectors), descriptive verbs, adjectives</td>
<td>Predict, extrapolate, restate, represent, rewrite, summarize, give examples, evidence, supporting details, reconstruct, synthesize, derive, deduce, explain, create, construct</td>
<td>Why? Why did that happen? How did that happen? Why do you think _? What makes you think ? What tells you? How do you know that?</td>
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<tr>
<td>Justify and persuade</td>
<td>Give reasons for an action, decision, point of view; be convincing</td>
<td>Tell why A is important and give evidence in support of a position</td>
<td>Circle Map</td>
<td>Tree Map</td>
<td>Opposition forces chart</td>
<td>I think, according to, for example, in fact, most important if...not, if...then, I believe, because, since, based upon, you should, understand, on the contrary, you need to, therefore, from my point of view</td>
<td>Justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, criteria, refer, relationship, irrelevant, preclude, include, give/support your point of view, tone, thesis, evidence, debate, crucial, critical</td>
</tr>
<tr>
<td>Solve Problems</td>
<td>Define and represent a problem; determine solution</td>
<td>Describe problem-solving procedure; apply to real life problems</td>
<td>Multi-flow Map</td>
<td>Problem-Solution boxes Cause-effect Chain Opposing forces chart</td>
<td>Because, since, therefore, so that, consequently, as a result, this led</td>
<td>Solve, deduce, hypothesize, causes, effects, support, test, validate, verify, summarize, rate, rank, measure, relate, recommend, justify, judge, interpret, determine, discriminate, decide, criteria,</td>
<td>What is the process to solve this problem? What is required to solve this problem? Why? What is the criteria? What is...</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Combine or integrate ideas to form a new whole</td>
<td>Summarize information cohesively; incorporate new information into prior knowledge</td>
<td>Circle Map</td>
<td>Webs</td>
<td>Conjunctions, in other words, that is to say, to put it differently</td>
<td>Arrange, categorize, combine, compile, compose, construct, create, deduce, derive, design, devise, develop, document, explain, formulate, generalize, generate, integrate, modify, organize, prepare, plan, produce, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite specify, summarize, tell, transmit, write, criteria</td>
<td>What would your plan be if? How might this be different if? How would you re-write this? How would you arrange this into? How do they relate to each other?</td>
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</tr>
<tr>
<td>Evaluate</td>
<td>Assess and verify the worth of an object, idea, or decision</td>
<td>Identify criteria, explain priorities, indicate reasons for judgment, confirm truth</td>
<td>Double Bubble Map (prioritize characteristics)</td>
<td>Multi-flow Map</td>
<td>Cause-effect Chain</td>
<td>Opposing forces Chart</td>
<td>I think, according to, for example, in fact, most important, for instance, for example, specifically</td>
</tr>
</tbody>
</table>


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## Language Demands Matrix

*(Refer to the Language Acquisition Chart, curriculum materials, and your draft lesson plan.)*

<table>
<thead>
<tr>
<th>Language Demands Domain Consider students’ language proficiency in terms of:</th>
<th>Students’ (Ss’) English Language Proficiency Level: Emerging (CELDT 1: Beginning)</th>
<th>What can CELDT 1 Ss already do in this Language Demands Domain? Which aspects of the planned lesson will their current language level enable them to complete successfully?</th>
<th>What will pose a challenge to CELDT 1 Ss in this Language Demands Domain? Which aspects of the planned lesson will require scaffolding to address language demands?</th>
<th>How will you, the teacher, scaffold instruction related to the challenges (middle column) of this Language Demands Domain to meet the needs of CELDT 1 Ss? Scaffolds must address: (1) Ss’ access to standards-based content and (2) Ss’ development of academic language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Materials (existing text, e.g., lesson texts, worksheets, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (T) Talk (Ss’ ability to comprehend T’s oral language use, e.g., directions, feedback, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Language Use (listening (S-S), speaking (S-S &amp; S-T), reading (text created during the lesson), and writing, including in assessment)</td>
<td></td>
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</tbody>
</table>

David A. Whitenack with Dewi Faulkner Rev. June 2013 San José State University
<table>
<thead>
<tr>
<th>Language Demands Domain Consider students’ language proficiency in terms of:</th>
<th>Students’ (Ss’) English Language Proficiency (CELDT) Level: Expanding (CELDT 3: Intermediate)</th>
<th>What can CELDT 3 Ss already do in this Language Demands Domain? Which aspects of the planned lesson will their current language level enable them to complete successfully?</th>
<th>What will pose a challenge to CELDT 3 Ss in this Language Demands Domain? Which aspects of the planned lesson will require scaffolding to address language demands?</th>
<th>How will you, the teacher, scaffold instruction related to the challenges (middle column) of this Language Demands Domain to meet the needs of CELDT 3 Ss? Scaffolds must address: (1) Ss’ access to standards-based content and (2) Ss’ development of academic language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Materials (existing text, e.g., lesson texts, worksheets, etc.)</td>
<td></td>
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<td>Teacher (T) Talk (Ss’ ability to comprehend T’s oral language use, e.g., directions, feedback, etc.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Language Use (listening (S-S), speaking (S-S &amp; S-T), reading (text created during the lesson), and writing, including in assessment)</td>
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</tbody>
</table>
CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

**Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
Instructional Strategies that Promote Social and Emotional Learning (SEL)

This short checklist offers effective classroom instructional strategies for teaching, modeling, and reinforcing social and emotional competencies. These strategies can help establish a relationship-centered learning environment for practicing and applying SEL throughout the school day.

**Setting up the classroom:**

_____ Arrange seating so that students can see one another.
_____ Make sure bulletin boards and displays reflect the rich diversity of your students.
_____ Keep the room clean and well-organized, with materials prepared in advance for the day’s lesson.

**Creating a safe, caring, participatory, and well-managed learning environment:**

_____ Greet students as they enter your classroom, creating a welcoming environment.
_____ Establish shared ground rules/agreements with your students on how to treat each other respectfully.
_____ Model SEL behaviors of respect, caring, self-control, and fair decision-making.
_____ Focus on all students' positive qualities and acknowledge their efforts and contributions.
_____ Pay attention to student reactions, need for clarification, and need for change in activity, and address these needs immediately.

**Starting a lesson:**

_____ Ask open-ended questions to discover what the students already know.
_____ Employ a variety of inquiry methods to draw out authentic student responses (i.e., think-pair-share).
_____ Ask "What do you think?" rather than "Why?" questions to stimulate divergent thinking.
_____ Allow "wait time" of 7 - 10 seconds before calling on students to give everyone a chance to reflect.

**Introducing new skills and information:**

_____ Present and connect new skills and information to the students' responses.
_____ Provide clear and concise instructions and model tasks when appropriate.
_____ Respond respectfully to a wide variety of student responses to show respect and openness to divergent thinking, e.g.; "Okay," "All right," "Thank you."
_____ Offer students the right to pass to honor different learning styles.

**Preparing students for guided practice:**

_____ Model the guided practice before asking students to practice and apply new skills and knowledge.
_____ Always play the role with negative behavior in a role-play; students always act out the appropriate behavior as skill-building practice and reinforcement.
_____ Give timely, supportive, and clear feedback immediately after guided practice.
_____ Use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.

**Managing discipline in a safe and respectful way:**

_____ Enforce the ground rules/agreements consistently.
_____ Handle problems quickly and discreetly, treating students with respect and fairness.
_____ Encourage students to discuss solutions rather than blame others.
_____ Share your reactions to inappropriate behaviors and explain why the behaviors are unacceptable.

*Adapted from Tool 33, CASEL Sustainable Schoolwide SEL Implementation Guide and Toolkit*
Section 6: Evaluation
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, observations and consulting with the cooperating teacher.

Procedures for Evaluation of Candidate Performance EDEL 143B

- Cooperating teacher observes teacher candidate formally three times and provides feedback using the Cooperating Teacher Observation Form.
- University supervisor completes six formal observations of the teacher candidate, including at least one during each week of solo teaching, and provides feedback. Observations must include a variety of content areas.
- Cooperating teacher completes Formative Assessment mid-semester and provides feedback to the teacher candidate, including on the first week of solo teaching.
- Cooperating teacher and university supervisor indicate in writing any areas needing improvement as well as suggestions to support improvement.
- Cooperating teacher completes Summative Assessment at the end of the semester and provides feedback to the teacher candidate, including on the second week of solo teaching.
- University supervisor reviews teacher candidates Professional Portfolio.
- University supervisor conducts exit interview with teacher candidate and completes Summative Assessment of candidate.

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 may 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 may 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.

Any candidate who has been required to retake either EDEL 143A or EDEL 143B must meet with the Chair of the Department of Elementary Education and the Director of Field Placement, who will determine whether or not the candidate will be allowed to re-enroll.
San José State University reserves the right to remove from the multiple subject credential program any candidate who demonstrates unprofessional behavior, including but not limited to prevarication, slander, negligence, or child endangerment.

**EDEL 143B 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**

Note: All lesson plans listed below are to be prepared using the Lesson Plan Template. Observations must include a variety of content areas.

- Lesson plans (using the lesson plan template) and supervisor observation notes from six formal observations.
- Cooperating Teacher Observation Forms from three lessons in a content area other than literacy. Include lesson plans.
- Summative Assessments (candidate’s, cooperating teacher’s, and supervisor’s).
- Any other documentation related to your strengths, growth, and needs as a teacher.

**Policy and Procedures for Unsatisfactory Performance and Remediation**

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.
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.
San Jose State University EDEL 143B

Formative and Summative Assessment Form

Teacher Candidate:

Cooperating Teacher: ________________________________

University Supervisor:

This Assessment can be used within a semester to document a candidate’s teaching performance and at the conclusion of the placement. Note: The TPEs noted here will be updated for the Spring 2017 semester.

RATING SCALE AND DESCRIPTION

N/O = Not Observed

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:

143B – at least 80% of marks in “Progressing” or above

March 21, 2005 Draft of Modified SJUSD Certificated Employee Classroom Observation Guide/Final Assessment Form. Modifications by Stephanie Steffey, Andrea Whittaker, and Maureen West  June 2010 - Updated by Andrea Whittaker and Judith Schierling  Rev. 7/11, 7/12 by Schierling and Whitenack
A. PLANNING AND PREPARATION: THE TEACHER CANDIDATE DEVELOPS PLANS THAT...

<table>
<thead>
<tr>
<th></th>
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<th>NOTES:</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate a command of subject matter knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Organize and sequence curriculum to support student learning of subject matter standards.</td>
<td>9</td>
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<tr>
<td>3.</td>
<td>Use a variety of instructional strategies that respond to students’ diverse backgrounds,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>experiences, interests, and needs.</td>
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<tr>
<td>4.</td>
<td>Demonstrate knowledge of student developmental characteristics and learning styles.</td>
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<tr>
<td>5.</td>
<td>Address students' language acquisition and promote academic language development.</td>
<td>7</td>
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<tr>
<td>6.</td>
<td>Utilize materials, resources, and technologies to make subject matter accessible.</td>
<td>4</td>
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</table>

B. LEARNING ENVIRONMENT: THE TEACHER CANDIDATE...

<table>
<thead>
<tr>
<th></th>
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<th>NOTES:</th>
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<tbody>
<tr>
<td>1.</td>
<td>Uses clear, consistent expectations for student behavior that maintain a classroom that is</td>
<td>11</td>
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<tr>
<td></td>
<td>safe, efficient, and conducive to learning.</td>
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<tr>
<td>2.</td>
<td>Maintains a climate that promotes fairness, respect, and equity.</td>
<td>11</td>
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<tr>
<td>3.</td>
<td>Promotes student responsibility, collaboration, and self-directed learning.</td>
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</table>

C. INSTRUCTION: THE TEACHER CANDIDATE...

<table>
<thead>
<tr>
<th></th>
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<th>NOTES:</th>
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<tbody>
<tr>
<td>1.</td>
<td>Establishes and supports high academic expectations for all students aligned with state and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>district standards.</td>
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<td>2.</td>
<td>Assists students in developing positive attitudes about learning.</td>
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<tr>
<td>3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments.</td>
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<tr>
<td>NOTES:</td>
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<tr>
<td>4. Selects and uses activities such that students make connections, pose questions, and solve problems.</td>
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<tr>
<td>NOTES:</td>
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<tr>
<td>5. Uses instructional strategies that promote active learning and intellectual engagement to better respond to students' interests and needs, including those related to language and/or special needs</td>
<td></td>
<td></td>
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<tr>
<td>NOTES:</td>
<td></td>
<td></td>
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<tr>
<td>6. Uses instructional time effectively. NOTES:</td>
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<tr>
<td>7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course.</td>
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<td>NOTES:</td>
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**D. ASSESSMENT: THE TEACHER CANDIDATE ...**

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<tr>
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<th>E</th>
<th>H</th>
<th>TP/E</th>
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<tbody>
<tr>
<td>1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed.</td>
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<tr>
<td>NOTES:</td>
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<tr>
<td>2. Provides opportunities for students to assess their own progress. NOTES:</td>
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<tr>
<td>3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly.</td>
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<td>NOTES:</td>
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<td>4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal.</td>
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<td>NOTES:</td>
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<td>5. Evaluates student progress against state and district standards and course objectives. NOTES:</td>
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<td>6. Provides ongoing feedback to students. NOTES:</td>
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</table>
### E. PROFESSIONAL RESPONSIBILITIES: THE TEACHER CANDIDATE ...

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

**Form completed by one (circle and sign)**

Teacher Candidate Signature/Date

University Supervisor Signature/Date

Cooperating Teacher Signature/Date
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 ___________________
Multiple Subject Credential Program

EDEL 143B Exit Checklist

San José State University
Department of Teacher Education
Sweeney Hall 305 - (408) 924-3771

Candidate's Name: ___________________________ SJSU ID#: ______________

Street Address: ____________________________________________________________

City: ___________________________ State: _______ Zip: __________

Telephone: ___________ Email: ____________________________________________

Evaluation for (check one): □ Fall semester □ Spring semester Year: ______

Student Teaching Arrangement:
□ With cooperating teacher □ Intern Teacher

EDEL 143B Placement

School: ________________________________________________________________

School District: __________________________________________________________

Cooperating Teacher: ______________________________________________________

Grade Level: _____________________________________________________________

University Supervisor: _____________________________________________________
Overall Evaluation

- Ineffective
- Progressing
- Effective
- Highly Effective

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

University supervisor’s signature ___________________________ Date

Teacher candidate recommends cooperating teacher for another candidate?

_____ Yes   _____ No

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

Teacher candidate’s signature ___________________________ Date

### 143B Student Teaching Folder (student should retain copies of materials)

1. Formative Assessment (CT) □

2. Summative Assessments (3)
   - Supervisor □
   - Cooperating Teacher □
   - Teacher Candidate □

3. 143B Exit Checklist □

4. Certificate for CSU Exit Survey □

**Instructions for Supervisor:**

Return folder with student teaching records for 143A & 143B to Field Placement Office, SH 303.

[www.csuexitsurvey.org](http://www.csuexitsurvey.org)
Teacher Performance Expectations Narrative

June 2016

(note these are the revised TPEs; program documents will be updated to reflect these by Spring 2017)

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

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

Narrative

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

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

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

**Language Acquisition and Development**

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

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

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

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

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

**Elements**

Beginning teachers:
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

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

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

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

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

**Integrating Educational Technology**

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.
Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

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

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

Elements

Beginning teachers:

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

Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

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

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

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

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

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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**Narrative**

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

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

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.
TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

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

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Section 7: Legal Policies and Procedures

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 (STSP), 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.”
Student Teaching Complaint Procedures

The Student Teaching Complaint Procedures for the Elementary Education Program in the Teacher Education Department at San Jose State University are intended to provide students with a clear and responsive process for addressing and dealing with complaints that pertain to the component of student teaching in the multiple subject credential program. This process is designed to provide a supportive environment, promote respect, and engage the abilities of students, faculty, and school/district partners to resolve issues in a constructive manner.

When a student has a complaint regarding any aspect of the EDEL 143A/B course (e.g., course assignments, due dates, course content presented, etc.), his or her supervisor (e.g., interpersonal issues), and/or placement site/cooperating teacher, the following steps below should be observed and followed in that order. Please respect the process and do not skip steps.

1. Arrange for a time to meet with your university supervisor to bring up the concern and seek resolution. Note: If the concern involves your placement teacher, classroom, and/or student teaching school site, a meeting that involves your university supervisor, cooperating teacher (and, possibly, the principal), and you will be required before any action is taken. You SHOULD NOT change your placement without consulting your university supervisor and conducting a meeting with your cooperating teacher. Regardless of the outcome, you and your university supervisor and cooperating teacher would need to provide a written documentation of the meeting. The final document should be dated and signed by all parties involved, and a copy would need to be submitted to the Field Placement Office.
   a. If the issue has been adequately resolved, then the complaint process is considered complete and no further steps are required.
   b. If the issue has not been adequately resolved, from the perspective of either the student or the university supervisor, then the process would continue to the next step.

2. Arrange for a time to meet with the Field Placement Director and your university supervisor. During this meeting, the Field Placement Director would mediate the situation and suggest potential options for resolving the concern.
   a. If the issue has been adequately resolved, then the complaint process is considered complete and no further steps are required.
   b. If the issue has not been adequately resolved, from the perspective of either the student, the university supervisor, or the Field Placement Director, then the process would continue to the next step.

3. Arrange for a time to meet with the Chair of the Department of Teacher Education, the Field Placement Director, and the university supervisor. During this meeting the Chair mediates and resolves the situation

4. If you are not satisfied with the Department Chair’s resolution, you may email the Associate Dean of the Lurie College of Education who handles and resolves all student issues and concerns.