Course and Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Kara E. Ireland D’Ambrosio, M.A., N.B.C.T, D.M.A</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Music Building 203</td>
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<tr>
<td>Telephone:</td>
<td>SJSU: (408) 924-4656 Cell/Text: (650) 224-2389</td>
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<tr>
<td>Email:</td>
<td>Kara.IrelandD’<a href="mailto:Ambrosio@sjsu.edu">Ambrosio@sjsu.edu</a></td>
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<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>Thursdays 7-9:30 PM</td>
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<td>Classroom:</td>
<td>Music Building 163</td>
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<td>Prerequisites:</td>
<td>Program Director Consent</td>
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<tr>
<td>Number of Course Units:</td>
<td>5 units</td>
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Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

Student teaching is organized into two phases and completed during two different semesters. Phase I is of shorter duration than Phase II and is designed to provide students with the experiences they need to be successful in Phase II. During the Phase I semester, student teachers work with their mentor teacher two periods each day, with an additional time set aside each week to confer, debrief or plan. At the end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the first semester experience with the student teacher.

Course Learning Outcomes (CLO)

This course is designed to align with the NCATE mission to prepare educators who will commit themselves to the goals of excellence and equity in education, i.e. to making every effort to insure that each student has equitable access to an excellent education. It will also reinforce the CTC mission to prepare educators with the highest level of performance skills necessary to teach effectively in a multicultural and technological society. Finally, it aims to prepare teachers who, according to the philosophical vision of the Secondary Education
Department, are “critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for persons, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.”

This course also critically addresses several of the core California Teacher Credentialing Commission’s Teacher Performance Expectations and these are incorporated into the objectives of the course. In compliance with the Teaching Performance Expectations (California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs), students will address, examine and/or employ techniques that will help them develop the ability to:

- Create and maintain an effective and safe environment for student learning (TPE 10,11)
- Make subject matter comprehensible to students (TPE 1)
- Plan instruction and design learning experiences for students (TPE 8,9)
- Assess student learning (TPE 2,3)
- Engage and support students in learning (TPE 4,5,6B or 6C, 7)
- Recognize how personal values and biases affect teaching and learning (TPE 12)
- Work with colleagues to improve teaching and learning (TPE 13)

Upon successful completion of this course, students will be able to:

1. Through observations of their mentor, identify California Standards for the Teaching Profession.
2. Design sequenced lessons plans forming a unit of study to improve student learning.
3. Deliver clear, well-planned lessons with a strong teacher presence to engage students in learning.
4. Analyze their own teaching through reflection of their teaching and students’ learning.

**Required Texts/Readings**

**Textbook**

A copy of grade level content standards (e.g. Common Core, NGSS, etc.) in your subject area. These documents can be accessed at the California State Department of Education (www.cde.ca.gov)

**Other Readings**

Supplemental *weekly readings* will be distributed via Canvas, Google Drive, or email.
Course Requirements

Credit Hour Policy: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Instruction will be conducted through: in-class lectures; guest speakers and student presentation panels, small group- and whole class-focused discussions; experiential learning exercises; group exercises; video/PowderPoint presentations/online activities; and assessment activities.

Assignments and Grading Policy

In addition to the successful completion of your Phase I student teaching placement, there are five requirements for completing EDSC 184x: (1) a 3-minute presentation; (2) a series of observations and reports; (3) a 10-minute mini-lesson presentation; (4) a student teaching portfolio; (5) Student teaching assignment of 5 days a week-2 periods a day (Music Students might have a slightly different schedule, but expected the same amount of hours). Finally, there are high expectations for your professional conduct throughout the duration of the course. You must do all of the assignments in the class to receive credit. Please refer to the weekly schedule of topics and assignments for all due dates.

PLEASE NOTE: All written assignments for the Single Subject Credential Program must be TYPED and submitted on the assigned due date. Any extensions must be arranged in advance of the due date with your professor/supervisor

(1) Three-minute Presentation

You will be asked to present to the class a personal and meaningful story with a beginning, middle, and end in no more than three minutes, and to do so in the most powerful, compelling way possible. Your presentation will be critiqued (in a fully constructive and supportive way) by your classmates and supervisor. You are encouraged to think about why you are telling this story to this audience at this time so that you have chosen an appropriate way of revealing something important about yourself as a person and a colleague. The story can be serious or funny, but should communicate a significant experience in your life that contributes to defining who you are today. You should practice it at home so that it can be told in 3 minutes.

(2) Observations of classrooms and reports

Observing classes: 10-15 Hours – done within the first 4-6 weeks – each one focused on indentifying specific qualities of your teachers’ teaching skills (CSTPs-App. B)

Throughout the semester, you will be expected to observe and assist in two of your mentor teachers’ classes (and meet with them during a break, lunch or prep period for planning and debriefing). You may also consider journaling and keeping track of other observations throughout the semester.

Completing Observation Reports:

You will be asked to complete reports to share with your classmates and submit to you supervisor. Each week you will focus on one of the California Standards for the Teaching Profession (CSTP/TPE), the standards used to assess teachers throughout the state. Your observation report is simply a way of recording your insights. It should not be more than a page in length and may simply include bullet points in response to the prompts for the report. Before you observe a class, read through the CSTP Resource Sheet for the given week’s topic.
(Appendix B). This should give you an idea of what to look for during your observation. After class, re-read the prompts and note any events from class that apply to the prompts. Please refer to Appendix A for a sample observation report.

(3) Ten-minute “mini-lesson” (with written lesson plan)

This assignment will be more fully explained later. Each student will be asked to present a mini-lesson with an accompanying lesson plan for 10 minutes to the class (and possibly to some Independence Teaching Academy Students). Bring a copy of your lesson plan for each person in your Phase 1 group and your Supervisor. The lesson should cover only a single concept (or two) but have the basic structural features of a good lesson: a clear objective, an opening or set, a set of procedures/activities designed to achieve the lesson’s objective, an effective “close” to the lesson. This mini-lesson performances will be evaluated and critiqued. Successfully completing this activity is a pre-requisite to student teacher. No student may continue on to student teaching without completing a 10 minute lesson.

(4) 15-20 consecutive teaching 1 period a day (English/Soc. St/Math)/ Rehearse your piece every class from Mid-October through December – Conduct in Concert (Music).

Remember you must complete 20 teaching periods (or 10 weeks as a music student) of teaching. Must have Lesson Plans – approved by your mentor at least 48 hours before each lesson; Reflections completed within 24 hours of teaching. CC (via email) Kara on your lesson plans and reflections, every time. **CC me every time you email your mentor a lesson plan or reflections/questions..etc.

(5) Friday CHECK IN EMAILS –Email Kara each week by Friday 12 Noon, please. Tell her how your week went. These are informal check ins. Tell her how the lessons went – tell her what you are working on next. Update her with any changes to your schedule (i.e holidays/teacher work days..etc.).

(6) Student Teaching Portfolio

Throughout your Phase I student teaching placement you should collect the following materials to document your preparation, execution and reflection on instruction. Please include the following (9) sections in your portfolio:

**Section 1:** Please include your Context for Learning Form here (See Appendix C for a copy of the form)

**Section 2:** Please include all of your 15-20 Lesson Plans (and/or unit plan) for the duration of your placement here.

**Section 3:** Please include any Supporting Materials you developed for instruction (graphic organizers, maps, study sheets, etc) here. Include at least 3-5 items you created and all (3-5) that your mentor created or used (textbook quizzes, activities, warm-ups..etc)

**Section 4:** Please include any Formal Assessments you developed to evaluate student learning here. Again – 3-5 You have created and all your mentor has employed (3-5).

**Section 5:** Please include 15-20 Daily Reflections on your teaching here (See Appendix D for guiding questions and a sample). Your reflections should address lesson design, materials used, lesson delivery, and/or student response. You should answer three questions: (1) What worked, for whom, and why? (2) What didn’t work, for whom, and why? (3) How do these observations affect what you plan to do in your next lesson? Topics for your reflections include your choice of materials, your lesson opening and closing, your choice of activities, classroom management, student learning/progress and/or pacing. These should be no more than one
Section 6: Please include your 184x Signature assignment here (see assignment description in Appendix E)

Section 7: Observation Reports: Please put all of your 10-15 observation reports in this section.

Section 8: Mentor Observation Forms – must have at least 10 completed (they can be done throughout your teaching time, however, your final 15-20 days of teaching – you must have at least 6 during this period – written observation forms by your mentor). Also – 4 of these 10 may be mentor observations BEFORE the final 15-20.

The mentor should give these to you at least 24 hours after each time your mentor formally assesses you. I will work out a calendar with you on this – you need to remind your mentor about this.

Section 9: All your video permission slips

Section 10: Mentor Final Evaluation and Final Self-Evaluation
Please use the Final Evaluation form and fill out as a self-evaluation and put in your portfolio.
Please give your mentor a copy of the Final Evaluation Form Phase 1 – and have him/her fill out – return to you to put in your portfolio.

Grading Policy
Grading in the course is on a “Credit-No Credit” basis. Credit for the student teaching experience towards completing credential program requirements depends on satisfactory completion of all course assignments, and final a recommendation for credit on the Summative Evaluation of Phase I student teaching (this will be provided). A no-credit grade will prevent you from going on to Phase II student teaching, and specific conditions for repeating the course in a satisfactory way will be determined in a program improvement plan drafted by the university supervisor in consultation with the Department Chair. As with all credential program coursework, failure to successfully complete the course on a second attempt will result in disqualification from the program.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol
Please make advance arrangements to attend all student teaching seminar meetings and complete all of your commitments in your field placement. Absences from seminar can be requested, by contacting your university supervisor before class. Absences from field placement must also be arranged in advance of the school day in question. Excessive or unexcused absences from field placement may result in termination of the field placement, and no credit for the EDSC 184x experience. Please remember that you are a guest in the classroom of your mentor teacher, and that your mentor teacher’s professional responsibilities to students, the school and families extend to you as their student teacher. During seminar classes, it is expected that you participate in all discussions, arrive on time and stay until the end of class, behavior in a professional manor, turn off/silence cell phones and be safe.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops
every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
## Course Schedule

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td><strong>Topics:</strong> Orientation to student teaching, classroom presence and teacher identity; Dress code; Working with your Mentor; Paperwork for school “Red Tape”&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> No assignments due; Email Check in #1 due 1/23 by Midnight.</td>
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<tr>
<td>2</td>
<td>1/29</td>
<td><strong>Topics:</strong> Review Expectations of Student Teaching; Planning; Understanding students, their backgrounds and their needs, building positive relationships, Peer Mini Lesson Review (due on 2/12).&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> Observation report #1-2-3 (Observing for: TPE Standard 1-2-3) and 3-minute presentation and Cultural Context Form (GIVE 2 copies TO ME!).&lt;br&gt;&lt;br&gt;*With you assigned school – All paperwork; TB Tests..etc must be complete. Please confirm this with me today.&lt;br&gt;&lt;br&gt;READ everything 3 times before we meet on 1/29 – write down questions.&lt;br&gt;&lt;br&gt;*Send out Video permission slips 1/30 – CHECK IN EMAIL 2 *All emailed by midnight</td>
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<tr>
<td>3</td>
<td>2/5</td>
<td><strong>Topics:</strong> Engaging students, PACT planning/Signature Assignment&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> Observation report #4-5-6 (CSTP Standard 4-5-6) 2/6 CHECK IN EMAIL 3&lt;br&gt;&lt;br&gt;*Get Video perm slips back from students</td>
</tr>
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<td>4</td>
<td>2/12</td>
<td><strong>Topics:</strong> Planning and preventative management; Taking on more responsibilities in the classroom; KNOW YOUR STUDENT Survey&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> Observation report #7-8-9-10 (CSTP Standard Any 1-6 – that fit your focus/needs for improvement) and 10 minute mini-lesson&lt;br&gt;&lt;br&gt;2/13 CHECK IN EMAIL 4&lt;br&gt;2/20 CHECK IN EMAIL 5&lt;br&gt;&lt;br&gt;*We are NOT meeting on 2/19</td>
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<td>5</td>
<td>2/26</td>
<td><strong>Topic:</strong> Instruction and the logistics of teaching, concert planning (Music); Unit Planning; taking on more towards the end of Phase I; Review KNOW YOUR STUDENT Survey –ELL/SES concerns&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> 2/27 CHECK IN EMAIL 6&lt;br&gt;3/6 –Mentor Observation Form #1 – Scan and email to Dr. D (Kara)</td>
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<tr>
<td>Meeting</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 6       | 3/12 | **Topic:** Assessing for learning; Bring your First (or more) Mentor Observation Form – filled out by your mentor.  
**DUE:**  
**Context for Learning Form** (See Appendix C) *(By now you should have choosen your FOCUS class &/or Ensemble/Conducting Piece – this is the class you fill out the Context for Learning Form for – Appendix C).*  
3/6 CHECK IN EMAIL 7  
3/13 CHECK IN EMAIL 8  
3/20 –Mentor Observation Form #2 & 3 – Scan and email to Dr. D (Kara) |
| 7       | 4/2  | **Topic:** Developing as a professional; Videos; Planning for final few weeks. *(Visits 1:1)*  
**DUE:** **Daily reflections** *(ongoing throughout the semester, est. 20 total)*  
**Mentor Obs Forms** *(10 from the final 20 days)*  
3/20 CHECK IN EMAIL 9  
3/27 CHECK IN EMAIL 10 *(begin including lesson plans, reflections to your teaching, and mentor observation forms)*  
3/27—Mentor Observation Form #4 – Scan and email to Dr. D (Kara) |
| 8       | 4/16 | **Topic:** Visits; Meetings 1:1; Making a successful transition to Phase II/III student teaching; Bring all Mentor observation forms that are complete- **should be at least** 7 by this date.  
**DUE:**  
**Daily reflections** *(ongoing throughout the semester, est. 20 total)*  
**Mentor Obs Forms** *(10 from the final 20 days)*  
4/3 CHECK IN EMAIL 11 *(include lesson plans, reflections to your teaching, and mentor observation forms)*  
4/10 CHECK IN EMAIL 12 *(include lesson plans, reflections to your teaching, and mentor observation forms)*  
4/17 CHECK IN EMAIL 13 *(include lesson plans, reflections to your teaching, and mentor observation forms)*  
4/24 CHECK IN EMAIL 14 *(include lesson plans, reflections to your teaching, and all remaining mentor observation forms)*  
4/24—Mentor Observation Form #5-10 – Scan and email to Dr. D (Kara)-completed during your lead teaching – 2-3 over the 15-20 day teaching period – all must be completed by this date.  
CONTINUED ON NEXT PAGE |
| Week | 4/30 | Topic: Making a successful transition to Phase II/III student teaching; Bring all 10 completed Mentor Obs Forms  
DUE: (ALL) Final portfolios (including Signature Assignment-part of Portfolio); Videos in DVD format or Dropbox  
Daily reflections (ongoing throughout the semester, est. 20 total)  
Mentor Obs Forms (10 from the final 20 days)  
5/1 CHECK IN EMAIL 15 (includes lessons plans AND lesson daily reflections) |
|---|---|---|
| 10 | 5/7 | Topic: Making a successful transition to Phase II/III student teaching, continued.  
DUE: (return of portfolios) and final check-in/reflection emails.  
5/6* CHECK IN EMAIL 16 (includes lessons plans AND lesson daily reflections) FINAL CHECK IN EMAIL – Include review of the semester, best practices learned, items you still need to work on and ATTACH a Phase 1 Evaluation – Filled out by YOURSELF – as a SELF-Evaluation. *NOTE DUE WED, 5/6. |

**Overview of Phase 1:**

Weeks 1-4 – Observation Phase  
Weeks 5-8 – Team teaching; mini-lessons, observe  
Weeks 9-14 – Move into Lead Teaching Phase – full 15-20 days of teaching; complete Signature Assignment.  
Weeks 15-16 – continue lead teaching, reflections should be much deeper; complete 4 “additional activities” p. 5 Student Handbook
APPENDIX A: Sample Observation Report and CSTP Resource Sheets

Report 1: Engaging and supporting all students in learning.

Date: 10/07/05  
Class: English 9 [No need to list the teacher’s name]  
Topic: Lesson on *The Joy Luck Club*, by Amy Tan

Connecting students’ prior knowledge, life experience, and interests with learning goals.
- The T. began class by asking students if they know about their parents’ experiences when they were teens. Students compared and contrasted their own experiences with those of their parents. Captured their attention.
- Throughout the lesson, the T. referred back to this initial conversation to help students grasp themes in the chapter that they discussed.
- After reading through part of the chapter, T. asked students to compare June’s embarrassment with her mother in the story with their own feelings about their parents.

Using a variety of instructional strategies and resources to respond to students’ diverse needs life experience, and interests with learning goals.
- T. varied instructional strategies by moving from reading the text, to discussion, to small group work (where students filled out comparison/contrast sheets about the characters in the book).
- T. assisted second-language learners in the class by periodically stopping to summarize what was going on in the text (as students in the class read). She also explained phrases and idioms from the text that would be obvious to native speakers, but would be incomprehensible to non-native speakers (like “she always ate up old Wong’s compliments” and “I decided to throw caution to the wind.”)

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Class was discussion based. Students had to make connections between events and “character sheets” that they had been working on throughout the unit. T. asked students to draw conclusions about characters’ personalities and then back up their claims with examples from the text. Examples were then added to their “character sheets.”
- Students were encouraged to (respectfully) challenge the teacher’s and their classmates claims and conclusions about the characters. Teacher had students discuss support in favor and against claims in these situations.

Document TPEs seen in your observation. (See end of syllabus). You may also document CA standards or common core. Document California Standards for Teaching Profession (see next page).
Appendix B: California Standards for the Teaching Profession

(see TPEs for student teaching at the end of the document).

<table>
<thead>
<tr>
<th>1. Engaging and Supporting All Students in Learning</th>
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<tbody>
<tr>
<td>1.1 Using knowledge of students to engage them in learning.</td>
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<tr>
<td>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</td>
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<tr>
<td>1.3 Connecting subject matter to meaningful, real-life contexts.</td>
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<td>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</td>
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<td>1.5 Promoting critical thinking through inquiry, problem solving and reflection.</td>
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<td>1.6 Monitoring student learning and adjusting instruction while teaching.</td>
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<tr>
<th>2. Creating and Maintaining Effective Environments for Student Learning</th>
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<tr>
<td>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</td>
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<tr>
<td>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</td>
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<tr>
<td>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</td>
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<td>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</td>
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<td>2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</td>
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<td>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</td>
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<td>2.7 Using instructional time to optimize learning.</td>
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<tr>
<th>3. Understanding and Organizing Subject Matter for Student Learning</th>
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<td>3.3 Organizing curriculum to facilitate student understanding of the subject matter.</td>
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<td>3.4 Utilizing instructional strategies that are appropriate to the subject matter.</td>
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<td>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</td>
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<td>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.</td>
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<th>4. Planning Instruction and Designing Learning Experiences for All Students</th>
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<td>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.</td>
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<td>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</td>
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<td>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</td>
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<td>5.3 Reviewing data, both individually and with colleagues, to monitor student learning.</td>
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<td>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</td>
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<td>5.5 Inviting all students in self-assessment, goal setting, and monitoring progress.</td>
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<td>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.</td>
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<td>5.7 Using assessment information to share timely and comprehensible feedback with students and their families.</td>
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<th>6. Developing as a Professional Educator</th>
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<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</td>
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<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students.</td>
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APPENDIX C: CONTEXT FOR LEARNING FORM  Name __________________________

Please provide the requested context information for the class to which you are assigned for Phase I Student Teaching.

**About the course you are teaching**

1. What is the name of the course you are documenting? ____________________________

2. What is the length of the course? □ one semester □ one year □ other (describe)

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

**About the students in your class**

4. How many students are in the class you are documenting? _____

5. How many students in the class are English learners? ____ Proficient English speakers ____?

6. How many students have Individualized Education Plans (IEPs)? _____

7. What is the grade-level composition of the class? ________________________________

**About the school curriculum and resources**

8. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.

9. If there is a particular textbook or instructional program you primarily will use for instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.) What other major resources do you use for instruction in this class?

10. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., “a few” or “about 30.”

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<th># of computers</th>
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<td>Available in classroom</td>
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<tr>
<td>Available elsewhere in school</td>
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APPENDIX D: DAILY REFLECTION PROMPTS

Reflection Prompts. Please address the following three questions each day:

1. What is working? For whom? Why? What strategies, materials and methods are contributing to student learning?
2. What is not working? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
3. How does this reflection inform what you plan to do in the next lesson?

If you are having difficulty answering the questions above, feel free to use any of the following questions to prompt and guide your reflections.

Planning

1. Were students adequately prepared to be successful in the learning you planned for the day? Did the learners’ prior knowledge and skills correspond to your expectations? Why or why not? What changes would you make to the lesson?
2. Did you cover what you planned? Did you plan too much or too little content to cover? Please explain why. What would you do next time?
3. Did the sequence of learning activities help students reach your intended outcomes?

Instruction

4. Did the procedures work? If not, what went wrong? How might you do it differently next time?
5. Did you provide sufficient resources? What else was needed to support the students or make the lesson more effective?
6. Did you lose students along the way during the lesson? If so, who? Were there language issues involved? What might you do differently next time?

Assessment

7. Did you have sufficient checks for understanding during the lesson to gauge whether students were ready to move forward?
8. Did you get collect sufficient assessment information to make judgments about the lesson’s effectiveness? If so, what did you learn? If not, what additional data would you collect from the students? What next steps might you take?
9. Did the students get sufficient feedback on their learning in the lesson (or did they have an opportunity to assess themselves)? Why or why not? If not, what changes might you make?

Learning Environment

10. Did you have difficulty with a student or students during the lesson? How did you respond to the student? Were you effective? Why or why not? What next steps might you take with that student?
11. Were the students (as a class) engaged in the content/lesson? If you lost them in the lesson, at what point did you lose them? Why do you think you lost them? What changes would you make?

Content

12. Were you adequately prepared to teach the content? Did you have trouble with demonstrations, explanations or connections to students’ lives?
13. Was it difficult making the content concrete, hands-on or personally relevant for students? What are some ways you might make the content more accessible to your students?
APPENDIX D (Continued): SAMPLE DAILY REFLECTION

Daily Reflection: Day 3

1) What is working? For whom? Why?

In this lesson we inferred character traits through the actions and body language of a character. One of the successes in the lesson was the text that I chose. All of the students were in engaging in the content of the text. The actions and body language of the character were explicit and provided a great basis for analyzing character. The body language used by the character was easy to interpret and facilitated the analysis of the character’s personality traits. I saw a lot of laughter and fun among the students, even some of my quieter students who tend to check out of discussions had things to say about what body language says about characters’ thoughts, reactions and attitudes. The students with less developed English vocabulary had difficulty with some of the words, but once I physically showed what Harry was doing by acting it out, it was easier for them to comprehend and build off of. I saw one of my ELD students, [name omitted], light up and comment to a friend when another student demonstrated what “aloof, but interested” might look like. As I was conferring with students during their independent reading, it seemed as if everyone was easily finding examples of the characters’ words and actions that could be used as evidence in their character analyses.

2) What is not working? For whom? Why?

Because the students had a lot of things that they wanted to talk about, the discussion section of this lesson went longer than I had planned. This was problematic for about four students who have difficulty sitting still for extended periods of time. At this point, [name omitted] was clearly challenged by having to process a lot of talk (until I acted out Harry’s behavior). The extended conversation was also problematic because some students lost sight of the focus for the lesson. In the future I would shorten the discussion, conclude the conversation by writing the main ideas on the board, and check for understanding before moving on to the graphic organizer activity.

Finally, [names of three students omitted] had trouble filling out the graphic organizer since we hadn’t spent much time on it yesterday. I compensated during class in two ways. First, I modeled filling out the G.O. for the students and took them through the process. Then, I let some students try and this clarified my expectations for many of the kids who were struggling with the task.

3) How does this reflection inform what you plan to do in the next lesson?

Tomorrow, I’ll start off with a review of the insights the class made about Harry through their graphic organizers. I’ll spend some time first reviewing Harry’s traits and then reviewing what we learned about the relationship between actions, body language and character. This review will serve as a lead-in to my lesson on what we can infer about a character based on that character’s thoughts.
APPENDIX E: EDSC 184X Signature Assignment: Reflection on Instruction

TPEs are found at the end of this syllabus.

EDSC 184X Signature Assignment: Reflection on Instruction

Purpose
This task illustrates how you work with your students to improve their scientific inquiry skills and strategies as well as knowledge of science concepts. It provides evidence of your ability to engage students in meaningful science tasks and monitor their understanding.

Overview of Task
- Examine your plans for the learning segment and identify learning tasks in which you are supporting students as they are actively engaged in collecting and analyzing scientific data. The data may be collected directly by the students or selected from data collected by others.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clips to submit.

What Do I Need to Do?

Videotape Guidelines
- A video clip should be continuous and unedited, with no interruption in the events. The two clips can come from the same lesson or from different lessons.
- The clips can feature either the whole class or a small group of students.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, www.pacttpa.org.
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.

✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video.
✓ Complete the Video Label Form and either attach it to the videotape or put it in a folder with the video files. The form is located after the instructions for this task.
✓ Respond to each of the prompts in the Instruction Commentary.
What should I include on the videotape?

SCIENCE: Videotape your classroom teaching
✓ Provide two video clips of no more than twenty minutes total. The first clip should illustrate how you facilitated your students’ engagement in meaningful scientific thinking while they are collecting data or selecting data collected by others during a scientific inquiry. The second clip should illustrate how you actively engaged students in analyzing, interpreting, and synthesizing the results of that inquiry. The clips should include interactions between and among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

MATH: Videotape your classroom teaching
✓ Provide one or two video clips of no more than twenty minutes total. Select clip(s) that demonstrate how you engage students in understanding mathematical concepts, procedures, and reasoning. The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

ENGLISH: Videotape your classroom teaching
✓ Provide two video clips of no more than ten minutes each. The clips should include interactions between and among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)
✓ The first clip should illustrate what you did as a teacher to prepare the students to understand, interpret or respond to a complex text. The clip should show how you help students understand a concept (e.g., the function of a thesis statement in an essay), process (e.g., the use of context and etymological clues to understand the meaning of an unfamiliar word), or content (e.g., historical context for the text) that is needed during the learning segment.
✓ The second clip focuses on a discussion of a text. It should extend student thinking about and response to a text through teacher-student and student-student interaction. (This should be a discussion to get at the ideas in the text and should not be a pre-scripted discussion from a packaged curriculum.) Evidence of teacher interactions with at least three students should be present on the videotape.

HISTORY/SOCIAL SCIENCE: Videotape your classroom teaching
✓ Please provide two video clips of no more than ten minutes each. The first clip should illustrate what you did as a teacher to help students critically evaluate a source of an account or interpretation of an historical event or social science phenomenon. Sources include such things as the textbook, a map, a documentary film, or a political cartoon. The second clip should focus on what you did to support students as they offered and defended their judgments about the event or phenomenon. (This should not be a discussion of students’ personal opinions, but of judgments informed by facts, social science concepts, and scholarly interpretations.) The clips should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

ART: Videotape your classroom teaching
✓ Provide three video clips.
  o The first clip (context) should show how you introduced the unit (e.g., goal statement, connections to prior knowledge, historical/cultural context, instructional objectives, or sample project) and checked for student understanding. It should be no more than five minutes long.
  o The second clip (demonstration) should show a segment of a longer demonstration for your students of how to apply specific knowledge and skills to produce a work of art, followed by your interaction with students as they create an original work of art. It should be no more than ten minutes long, and
you should edit the video or identify different segments to eliminate the transition between the end of the demonstration and the selected interactions with students as they use the demonstrated knowledge and skills to create artwork.

- The third clip (critique) should show how you engaged students in a discussion of one or more professional works of art that focuses on artistic perception and aesthetic valuing. It should be no more than ten minutes long. (TPEs 1, 2, 4, 5, 6, 11)

**WORLD LANGUAGES: Videotape your classroom teaching**

- Provide **two video clips of no more than ten minutes each**. The first clip should illustrate what you did as a teacher to introduce one or more language functions and/or text types to your students in cultural context. The second clip should highlight your role in promoting communication between students in the target language. The clips should include interactions among you and your students and your responses to students’ use of the target language, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

**PHYSICAL EDUCATION: Videotape your classroom teaching**

- Provide **one or two video clips of no more than fifteen minutes total**. Select clip(s) that demonstrate how you engage students in learning specific skills and strategies. The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

**MUSIC: Videotape your classroom teaching**

- Provide **one or two video clips of no more than twenty minutes total**. Select clip(s) that demonstrate how you engage students in learning specific musical skills and strategies used in performing, creating, analyzing, describing, or understanding music. The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

**Lesson plan**

Please attach the original lesson plan that you have selected to write about for this assignment. Your lesson plan should include (1) the California Content Standards addressed in the lesson; (2) the English Language Development (ELD) standards (if applicable) addressed in the lesson; (3) a clearly stated set of Student Learning Outcomes (objectives) for the lesson; (4) a plan for the sequence of learning activities in the lesson; and (5) a brief description of the informal and formal assessments used to monitor and assess student learning.

**Daily reflections**

If they are not included elsewhere in your final student teaching portfolio, please attach your daily reflections on learning from your 15 days of student teaching.

**Instruction Commentary**

Write a commentary of about four single-spaced pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Please describe what happened in the delivery of the lesson, in particular focus on the elements that did not go off as planned in your original lesson plan. What changes and accommodations occurred in the lesson delivery? Why did you make these changes or accommodations? Were they successful? Why or why not? *Please use the prompting questions at the end of this document to guide your reflection. (You do not need to address each prompt. Simply answer those prompts that seem most relevant to reflecting on the delivery of your lesson).*
2. Describe any routines (e.g., warm-ups, tuning, sightreading, preparation for movement, transitions between activities in primary grade classes) or working structures of the class (e.g., roles within sections, norms for critiquing performance) that were operating in the learning task(s) seen on the video clip(s). If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)

3. In the instruction seen in the clips (write min/sec time – cite the video – for example “At 8:03 the student in the red shirt….”), how did you further the students’ knowledge and skills and engage them intellectually in learning strategies used in performing, creating, analyzing, describing, or understanding music? Provide examples of both general strategies to address the needs of the entire class/group and strategies to address specific needs of individuals or sections. (TPEs 1, 2, 4, 5, 7, 11)

4. Describe any language supports used in the lesson to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples of how you implemented these supports. Please be sure to refer to the rubric entitled “Academic Language: Supporting Academic Language Development” to guide your response to this prompt. Identify words and phrases (if appropriate) that you will emphasize in this learning segment (music-academic language that was taught). Why are these important for students to understand and use in completing classroom tasks in the learning segment? Which students? (TPEs 4, 7)

5. Describe the strategies you used to monitor student learning during the lesson. Cite two examples from the assessments related to the lesson(s) (specific video clips – cite min/sec in video) that indicated their progress toward accomplishing the lesson(s)’ learning objectives. Provide examples of both general strategies to address the needs of the entire class/group and strategies to address specific needs of individuals or sections. Please select one example from a student who met the lesson objectives and another example from a student who did not meet the lesson objectives. Please be sure to refer to the rubric entitled “Instruction: Monitoring Student Learning During Instruction” for your subject area to guide your response to this prompt. (TPEs 2, 3)

6. Reflect on the learning that resulted and/or failed to result from the experiences in the lesson. Remember, the expectation is not that you executed a perfect lesson, but rather that you can reflect on what went on, why, and what to do next. Explain how, in your subsequent planning and teaching, successes were (or might be) built upon and missed opportunities were (or might be) addressed. Please be sure to refer to the rubric entitled “Reflection: Monitoring Student Progress” for your subject area to guide your response to this prompt.

*Guiding Questions for Prompt #1
You may find the following questions useful in guiding your reflections for Prompt #1:

14. Did the activity you planned actually occur? If not, why not? What might you do differently next time?
15. Did you reach all students in the lesson? If not, who? Were there language issues involved? What might you do differently next time?
16. Were your objectives realistic? Why or why not? Did other ones emerge during the lesson? If so, what were they? Would you make changes to the objectives next time you teach this lesson?
17. Did the learners’ prior knowledge and skills correspond to your expectations? Did any discrepancies cause you to modify the lesson? If so, how did you modify and did it work? Why or why not? What changes would you make to the lesson?
18. Did you cover what you planned? Did you plan too much or too little content to cover? Please explain why. What would you do next time.
19. Did the procedures work? If not, what went wrong? How might you do it differently next time?
20. Did the result you anticipated occur? If not, what went wrong? How might you do it differently next time? What next steps might you take with this class?
21. Did you provide sufficient resources? What else was needed to support the students or make the lesson more effective?
22. Did you get collect sufficient assessment information to make judgments about the lesson’s effectiveness? If so, what did you learn? If not, what additional data would you collect from the students? What next steps might you take?
23. Did the students get sufficient feedback on their learning in the lesson? Why or why not? If not, what changes might you make?
24. Did you have difficulty with a student or students during the lesson? How did you respond to the student? Were you effective? Why or why not? What next steps might you take with that student?
25. Were the students (as a class) engaged in the content/lesson? If you lost them in the lesson, at what point did you lose them? Why do you think you lost them? What changes would you make?
Appendix F: TPE’s of student teaching

Teaching Performance Expectations (CCTC)

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in a single subject assignment

TPE 2: Monitoring Student Learning During Instruction
- use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students
- pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products
- anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments
- understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction
- understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- use multiple measures to assess student knowledge, skills, and behaviors
- know about and can appropriately use informal classroom assessments and analyze student work
- understand format and administration of standardized testing
- accurately interpret assessment data to identify level of proficiency of ELL
- explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived

TPE 4: Making Content Accessible
- incorporate specific and varied strategies, teaching/instructional activities, procedures, materials, and experiences that address state-adopted academic content standards for students
- prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement.
- explain content clearly and reinforce content in multiple ways
- provide opportunities and adequate time for students to practice and apply what they have learned
- distinguish between conversational and academic language, develop student skills in using and understanding academic language, and teach students strategies to read and comprehend a variety of information sources in the subject(s) taught
- encourage student creativity and imagination
- motivate students and encourage student effort
- foster access and comprehension for all learners
- adjust lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement
- clearly communicate instructional objectives to students
- ensure the active and equitable participation of all students and monitor student progress toward academic goals.
- candidates examine off-task behavior and use strategies to re-engage students
- encourage students to share and examine points of view during lessons
- use community resources, student experiences, and applied learning activities to make instruction relevant
- ask stimulating questions, help students frame meaningful questions, and challenge student ideas.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8
- build on students’ command of basic skills and understandings
- design learning activities to extend students’ concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

TPE 6C: Developmentally Appropriate Practices in Grades 9-12
- establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills
- communicate course goals, requirements, and grading criteria to students and families
- help students to understand connections between the curriculum and life beyond high school, and the consequences of academic choices in terms of future career, school and life options
- promote behaviors important for work such as taking responsibility, being on time, and completing assignments
- understand and show sensitivity toward characteristics of adolescence.
TPE 7: Teaching English Learners
- know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English
- familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- implement an instructional program that facilitates English language development
- draw upon information about students' backgrounds and prior learning to provide instruction differentiated to students' language abilities
- understand how and when to collaborate with specialists and para-educators to support English language development
- select instructional materials and strategies to develop students' abilities to comprehend and produce English and extend students' current level of development
- know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area
- use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners
- allow students to express meaning in a variety of ways
- apply understanding of cognitive, pedagogical, and individual factors that affect students' language acquisition when planning lessons for English language development and for academic content

TPE 8: Learning about Students
- use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students
- understand how multiple factors, including family/parental support, gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn
- identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning
- plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students
- establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement
- use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations
- sequence instruction so the content to be taught connects to preceding and subsequent content
- select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals/needs
- plan lessons that connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- plan differentiated instruction
- use available aides and volunteers, when appropriate, to help students reach instructional goals

TPE 10: Instructional Time
- allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- establish procedures to maximize instructional time

TPE 11: Social Environment
- develop and maintain clear expectations for academic and social behavior that create a positive climate for learning
- establish rapport with students and their families to support academic and personal success
- respond appropriately to sensitive issues and classroom discussions

TPE 12: Professional, Legal, and Ethical Obligations
- recognize ways in which personal values and biases affect the teaching and learning of students.
- intolerant of all forms of harassment, discrimination, and exploitation
- understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms
- can identify suspected cases of child abuse, neglect, violent behavior, and harassment and implement school and district guidelines for reporting such cases
- understand legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- act in accordance with professional ethical considerations

TPE 13: Professional Growth
- reflect on and evaluate their own teaching practices and subject matter knowledge
- seek to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies
- use reflection/feedback to formulate/prioritize goals for increasing their subject matter knowledge/teaching effectiveness