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Introduction

This handbook was developed for those involved in student teaching, especially the student teacher, resident teacher, school administrator, and university supervisor. The Handbook is for use in both Phase I and Phase II student teaching and includes information about the purposes and requirements of student teaching, the roles of the principle participants, what student teachers do, lesson planning, and how student teachers are evaluated. This handbook also includes a summative evaluation form for reporting on the student teacher's performance, an explanation of the criteria in the evaluation form, and a list of faculty advisors as well as a section titled "Frequently Asked Questions."

If you have questions about student teaching that are not answered in this handbook, contact the Chair of Secondary Education, College of Education, San Jose State University, San Jose, CA 95192-0077. Telephone: (408) 924-3755.

College of Education Vision

The College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

College of Education Mission

The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Basic Values

- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

Secondary Education Philosophy

The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who 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 person, and social justice, and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practice.

Goals and Requirements of Student Teaching

The purpose of student teaching is to help credential candidates develop basic instructional competency and become effective members of secondary school instructional faculty. Student teachers are expected to give evidence of dispositions appropriate for educators and of significant progress toward the goals identified in the Teaching Performance Expectations. In compliance with the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, candidates will be provided with strategies, techniques, and experiences that will help them develop the ability to address the diverse needs of students in the California public schools.

Secondary Education Expectations for Candidates

Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflectiveness

Indicators:

- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

Responsibility

Indicators:

- Constructively responds to obligations
 - Oral and written agreements with others
 - Coursework/Assignments
 - Timeliness
- Engages actively in program experiences

Commitment to Professionalism

Indicators:

- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

Commitment to Fairmindedness and Equity

Indicators:

- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all

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.

How Student Teaching is Organized

Student teaching is organized into two phases. Phase I (first semester) is of shorter duration than Phase II (second semester) and is designed to provide students with the experiences they need to be successful in Phase II. Phase II is designed to ensure that candidates acquire the skills needed to satisfy the meet the Teaching Performance Expectations required for the Credential. Phase I must be satisfactorily completed before Phase II and for traditional student teachers, each experience is completed at a different school site. Most students complete the student teaching requirements in two semesters. **NOTE:** Students are directed **NOT** to contact schools to arrange student teaching placements; field placements are arranged exclusively between SJSU faculty/staff and the participating schools.

Phase I: Student Teaching I (EDSC 184X)

Several requirements must be met before candidates may begin Phase I student teaching. Among these requirements are the following:

- CBEST. Passing scores on all parts of the exam
- Advisor and Secondary Education Approval. Student teaching requires the approval of both the subject area advisor and the Secondary Education faculty member who advises the candidate.
- Certificate of Clearance. Applying for the Certificate of Clearance entails a health check and a search of police records; conviction of a felony or a serious misdemeanor disqualifies a candidate from the Credential Program.
- Subject Matter Competency verification
- A minimum 3.0 GPA for all completed single subject coursework.
- Subject-specific Methods course taken concurrently or previously completed
- 30 hours of pre professional experience in a public secondary school classroom

Phase I student teachers are expected to have primary instructional responsibility for one class for 10 – 15 consecutive school days (or the equivalent in a block schedule). Prior to taking over these responsibilities, the student teacher will observe and participate in classroom activities for 10-15 hours.

Phase II: Advanced Student Teaching (EDSC 184Y,Z)

Advancement to Phase II student teaching requires successful completion of Phase I and the approval of both the subject area advisor and the Director of Secondary Education. Candidates must meet with the subject area advisor to complete the Student Teacher Placement Request form. The candidate may request a specific school as the Phase II student teaching site. However, not all requests may be honored. Every effort is made to place student teachers with experienced practitioners who have demonstrated expertise in their subject area as well as in working with diverse student populations. Once the placement has been approved by the district, candidates are notified of the placement by phone or by email. Phase II must be completed in a public secondary school.

In most subject areas, Phase II student teachers are expected to have primary instructional responsibility for **a minimum of two classes** for one semester. Master teachers, in consultation with the university supervisor, may adjust these requirements depending on the progress of the student teacher. At least two preparations or two different levels are required (example: US History and Civics). **Additionally, each candidate must assume full-day supervised teaching duties for a minimum of two weeks.**

Note: Every effort is made to allow candidates contracted to teach in a public school classroom to complete student teaching at that site.

**College of Education
Excellence and Equity in Education**

Responsibilities

Student Teacher

1. Commit yourself to doing the best work you can.
2. Present and conduct yourself professionally.
3. Confer regularly with your resident teacher(s) and university supervisor. Attend seminars and meetings required by your university supervisor.
4. Adhere to the academic schedule of the school to which you are assigned, even if it differs from that of San Jose State University.
5. Apply the theories and principles taught in university courses to classroom practice.
6. Learn about the students, school, school personnel and the surrounding community.
7. Identify specific learning needs of your students, especially English Language Learners.
8. Plan carefully and thoroughly for each day of teaching. **Prepare a written lesson plan for every day that you teach**
9. Provide your resident teacher and, when possible or if required, your university supervisor with an advance copy of every lesson plan you deliver. This will be especially important if you become ill.
10. Inform the school, your resident teacher, and your university supervisor when you must be absent from your school assignment. At the beginning of the experience, determine how to contact each person.
11. Learn about and adhere to school rules and policies.

Resident Teacher

The principal functions of the resident teacher are to (1) provide the student teacher with help and guidance and (2) evaluate the student teacher's performance. Major responsibilities of the resident include the following:

1. Provide the student teacher with an orientation to the class. Introduce the student teacher to the class and explain that the student teacher will serve *as a teacher*.
2. Explain class goals and basic routines. Provide the student teacher with a curriculum syllabus, textbook, and other such material needed to get started.
3. Help candidates identify the special learning needs of students.
4. Confer with the student teacher to plan the scope and schedule of the student teacher's responsibilities. Use the Teaching Performance Expectations and the Student Teacher Evaluation as guidelines for planning appropriate experiences.
5. Review unit and lesson plans with the student teacher.
6. Observe the student teacher; confer regularly to provide guidance, help, and feedback.
7. Communicate regularly with the university supervisor about the student teacher's progress.
8. Provide the university supervisor with a final evaluation of the student teacher's performance using the evaluation form provided in this handbook.

Site Supervisor

If the student teacher is contracted as a full or part time teacher at the school, the University Supervisor will communicate with a designated Site Supervisor. The responsibilities of the Site Supervisor include the following:

1. Provide the student teacher with an orientation to the school.
2. Provide the student teacher with curriculum materials.
3. Become familiar with the Teaching Performance Expectations and the Student Teacher Final Evaluation. Use these documents to be sure that the candidate has opportunities for appropriate experiences in the classroom.
4. Observe the student teacher; confer to provide guidance, help, and feedback.
5. Communicate with the university supervisor about the student teacher's progress.
6. Provide the university supervisor with a final evaluation of the student teacher's performance using the evaluation form provided in this handbook.

University Supervisor

The university supervisor provides help, guidance, and constructive criticism and is responsible for the final evaluation of the student teacher. Other responsibilities include the following:

1. Acquaint the student teacher and the resident teacher/site administrator with the contents of the Student Teacher Handbook, including the Teaching Performance Expectations and Student Teacher Final Evaluation.
2. With the Teaching Performance Expectations and the Student Teacher Final Evaluation in mind, ensure that the candidate has opportunities for appropriate experiences in the classroom.
3. Confer regularly with the student teacher and resident teacher or site supervisor.
4. Observe the student teacher in the classroom; provide the student teacher with verbal and, when appropriate, written reports of those observations.
5. Provide the student teacher with periodic guidance, help, and constructive criticism.
6. Review unit and lesson plans with the student teacher.
7. Confer with the resident teacher about the student teacher's progress.
8. Submit to Secondary Education a copy of the summative evaluation of the student teacher's performance using the evaluation form in this handbook.

Recommended Student Teaching Activities

Schools offer a wide variety of activities for student teachers. The following list of activities will help the student teacher reach the goals of student teaching. This list is not comprehensive. There are many good, additional opportunities and activities for development that the resident teacher, site supervisor, or university supervisor may recommend or require. Student teachers should consult their resident teachers or site supervisors and university supervisors to find the best combination of activities.

1. Observe class to which assigned; arrange to observe other classes as well.
2. Learn names of students in classes to which assigned; learn about their special abilities and needs.
3. Become knowledgeable about the school's philosophy, organization, routines, procedures, policies, schedules, rules, and special events. Ask for a copy of the Faculty Handbook.
4. Assist resident teacher with taking roll, answering student questions, correcting homework, reading student work (e.g., exams), ordering supplies, and other such tasks as may be assigned.
5. Learn characteristics of the surrounding community.
6. Become familiar with semester curricula and course syllabus.
7. Learn about/assess the special learning needs of the students.
8. Prepare instructional materials such as transparencies and handouts.
9. Learn about instructional media available from school, district, and county resource centers.
10. Use technology to enhance student learning.
11. Use technology to communicate with parents, students, colleagues to enhance student learning.
12. Tutor individual students.
13. Attend faculty and school board meetings.
14. Attend and help supervise extra curricular activities such as athletic events, dances, club meetings, and fine arts performances.
15. Visit the library; meet the librarian.
16. Become acquainted with support staff such as secretaries, nurses, and custodians.
17. Confer with counselors and administrators about their roles.
18. Prepare unit (long range) plans. (required in Phase II)
19. Plan and teach daily lessons and short curricular units.
20. Participate in evaluation processes such as administering tests and determining grades.
21. Visit the cafeteria; meet the nutritionist; try the food.
22. Observe a parent-teacher conference; communicate with parents as appropriate.
23. Visit the district and county offices; learn about services provided.
24. Observe students in out-of-class settings.
25. Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Lesson Planning

One of the long established rules of good teaching is “Have a Plan”. While the University **does require** that student teachers have a **written lesson plan for every lesson taught**, a specific lesson planning model is not required. However, each subject area may specify a particular format; in that event, be sure to develop lesson plans in accordance with instructions. Lesson plans must be submitted in advance to the resident teacher and, when possible or required, to the university supervisor as well.

Good lesson planning requires you to consider the following:

•Performance Standards/Objectives

- What will the students be able to do following instruction?
- If required by the school, what content standard/s are being addressed?

•Content

- What facts, concepts, principles, theories, ideas, thinking processes, skills need to be covered in the lesson in order for students to reach the objective?
- What pre requisite skills do the student need to have to be successful with the current lesson?
- How does the material for this lesson relate to the materials in previous lessons? How will it relate to future lessons?

•Procedures

- What procedures, methods, and activities are necessary to learning the content?
- What, specifically, will the teacher and students do during the lesson?
- How will the lesson accommodate the needs of diverse learners? Identify strategies to be used.
- Can technology be used to enhance student learning? If so, how?

•Materials

- If technology is appropriate, what media and technology are needed for the lesson?
- What supplies and materials will be needed to carry out the procedures?
- What materials may be modified to meet the needs of ELL? How will they be modified?

•Evaluation

- Was this lesson a success?
- Did the students reach the objectives?
- Were the objectives, content, procedures and materials appropriate?
- Did the students learn? What is your evidence?

•Reflection

- Was the lesson content developmentally appropriate?
- Were the strategies effective?
- Were there specific students who were not successful? Not challenged?
- What might you do differently the next time?

Evaluating Student Teachers

Student teachers are evaluated both formatively (during student teaching) and summatively (at the conclusion of student teaching).

Ongoing formative evaluation is critical to the success of the student teacher. Student teachers, resident teachers, site supervisors, and university supervisors are encouraged to use the elements that comprise the *Summative Evaluation* to inform discussions and set goals throughout the semester.

The *Evaluation Forms* found in this handbook are completed by both the on-site professional and the university supervisor at the end of the SJSU semester. The criteria to be used in evaluating student teachers have been derived from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. For additional explanation of the elements found in the *Summative Evaluation*, consult with the university supervisor or review the appropriate CCTC document.

The resident teacher's or the site supervisor's summative evaluation provides the university supervisor with end-of-semester information about the student teacher's performance and verifies the level of competence achieved. The site professional's evaluation is used by the university supervisor to determine the student teacher's course grade (credit/no credit) and to determine whether or not the student teacher has satisfied certain requirements for a credential. It is extremely important, therefore, that the site professional complete the appropriate *Evaluation Form* and submit it to the university supervisor by the conclusion of the SJSU semester. Note: SJSU's semester usually ends several weeks before the school semester is over.

Teaching Effectiveness Scale

(based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)

- 4: Exemplary:** extends understanding, and consistently and creatively supports high quality student learning (Used in Phase II only)
- 3: Capable:** applies knowledge and understanding to effectively support student learning
- 2: Developing:** shows basic knowledge and understanding; attempts to support student learning but may be inconsistent
- 1: Unsatisfactory:** shows limited knowledge and understanding and/or weak performance that does not support student learning
- NA: Not observed/no evidence to make determination**

The *Phase I Student Teacher Evaluation* includes only those elements that may be demonstrated during the short duration of the introductory experience. Candidates may not have an opportunity to demonstrate all elements. The site professional and the supervising teacher should determine holistically the readiness of the candidate to advance to the next level. Comments from the site professional will be especially helpful to the university supervisor working with the candidate in Phase II. Candidates who must repeat Phase I will be expected to step out for a semester to complete remedial experiences before repeating. **Note:** When a Candidate's GPA falls below 3.0 for Preliminary Credential coursework, the candidate **may not** be advanced to Phase II student teaching.

The *Phase II Summative Evaluation* will be used in determining whether or not to recommend a candidate for the Preliminary Credential. For all elements in the *Evaluation*, the candidate should be performing at least minimally at the Developing level, but should show Capable performance overall. **Note:** Candidates who are not successful in their Phase II student teaching experience may repeat the experience one time, with the approval of the Chair of Secondary Education and the subject area coordinator. Candidates will be required to wait one semester before repeating the experience and to complete professional development activities that will help them be more successful in the classroom.

Frequently Asked Questions

When will I do my student teaching?

Student teaching occurs in two phases distributed over two semesters. Normally, Phase I student teaching occurs the first semester and Phase II in the final semester as the culminating experience. Your university supervisor will arrange your Phase I student teaching assignment. Phase II student teaching is arranged by Secondary Education in consultation with your teaching subject area advisor. Applications for Phase II student teaching are distributed by Phase I instructor or the subject advisor and must be completed and signed by the subject area coordinator.

What is the duration of my student teaching assignment?

Assignment lengths vary depending upon the district in which you student teach, your subject area, whether you are a Phase I or Phase II student teacher, and special arrangements that may be made between the district and the University. Phase I assignments include approximately 15 hours of observation completed earlier in the semester followed by 10-15 hours of teaching scheduled later in the semester. In most subject areas, Phase II assignments coincide with the academic calendar of the school to which you are assigned. Phase II student teachers should plan on being at the school site whenever the school is in session, during SJSU vacations, and until the end of the school semester, even if University classes terminate earlier.

How will I find out about my assignment?

Your Phase I student teaching assignment is determined by your EDSC 184X instructor, and will be explained in class early in the semester. You will be advised of your Phase II assignment by telephone or email as soon as it is approved by the district, generally in advance of the date you are to report to the school.

May I select the school at which I do my student teaching?

Generally, you may request a geographic area. In some subject areas you may request assignment to a specific school. However, there is no guarantee that you will be assigned to the school of your choosing. Limited resources may preclude assignment to schools outside the immediate area. For traditional student teachers, each experience is completed at a different school site.

Should I contact schools on my own?

No. After your student teaching placement has been determined, you will be advised of the person you should contact, and when to make that contact. Do not take it upon yourself to arrange a student teaching placement.

What subjects will I teach?

You will be assigned to teach classes within the teaching subject area in which you intend to be credentialed. At least two different preparations are required. You will also be required to teach in multicultural classrooms and, in many cases, at more than one grade level.

How many classes will I be required to teach?

During Phase I you will teach one class, and during Phase II, a minimum of two different classes (level and/or subject). During Phase II, each candidate must teach a full day for a minimum of two weeks. For more specific information, check with your 184X instructor about Phase I and with your subject area advisor about Phase II.

What will be different if I am student teaching under contract (in a paid position)?

As a student teacher who is also an employee of a district, you must, of course, perform all duties required by your position. You must also meet all the requirements of student teaching. Your status as an employed teacher does not exempt you from the requirements of student teaching.

Who will supervise my student teaching?

You will be supervised by both a school site professional and a university field supervisor.

How frequently will my university supervisor visit me?

The number of times you are visited will depend upon several factors. Your supervisor will observe you teach, give you feedback, and provide the necessary support to help you succeed. Generally, Phase I student teachers are visited two times during the short duration of their teaching. Phase II student teachers are visited often enough throughout the semester to determine student teacher competence and readiness for certification.

How much autonomy will I have as a student teacher?

This will depend primarily upon your resident teacher and how fast you develop. Some resident teachers, especially during Phase II, will turn over responsibility for the classes almost immediately. Others increase student teacher responsibility for the classes more slowly. Be prepared for both extremes. You must comply with resident teacher instructions on planning lessons, organizing the class, correcting papers, giving grades, and so forth. In no case should you engage in a practice of which your resident teacher or university supervisor does not approve.

At what point in the semester will I begin my actual “in-front-of-class” student teaching?

Your starting date will be determined by your resident teacher in consultation with your university supervisor. Starting dates vary from student to student depending upon readiness for teaching.

How will I be evaluated?

Your resident teacher or site supervisor will provide you with both verbal and written feedback during the course of the semester. At the end of your teaching assignment, your resident teacher will complete a written evaluation of your performance and submit it to the university supervisor. Your university supervisor also will provide you verbal feedback as well as a copy of any written supervisory report, which will become a part of your record.

How is student teaching graded? Student teaching is graded on a credit/no credit basis.

Will I be told in advance about visits from my supervisor?

Some supervisors plan visits in advance and others like to make unscheduled observations. Check with your supervisor to see which approach will be used.

What lesson plans must I use?

Secondary Education Program policy requires that you have a written lesson plan for every lesson you teach. See the section Lesson Plans on page 4 of this handbook for general lesson content. Your subject area advisor may require a specific lesson plan format.

Will the resident teacher ever leave the room while I am student teaching?

You may teach without direct supervision at the discretion of your resident teacher and university supervisor. In any case, your resident teacher is always responsible for the class to which you have been assigned. Note: individual district or school policy may prohibit the resident teacher from leaving the room while you are teaching.

How many hours per day am I required to be on the school campus?

Again, this varies depending upon your teaching subject area and placement. Check with your University supervisor for specific information about this requirement.

What should I do in the event of a strike while I am student teaching?

University policy prohibits student teachers from taking part in school strikes. If there is a strike at the school to which you are assigned, report to your university supervisor immediately. Student teachers are advised not to take sides during strikes.

Should I request a letter of recommendation from my Resident Teacher?

Yes, if you believe the resident teacher knows you well enough to write one. Sometimes Phase I assignments are brief, and your resident teacher may not have adequate opportunity to observe you. You may request a letter of recommendation from your Phase II resident teacher, especially if you have performed well. Remember: it is your responsibility to request letters of recommendation.

How do I apply for the credential?

You will apply for your credential through the Credentials Office in SH 107. Details about applying for the credential will be given at Phase II Credential Advisement sessions. Make sure you attend one of these meetings.

What should I do if problems arise?

If you have a problem pertaining to your responsibilities as a classroom teacher, discuss it first with your resident teacher or site supervisor. If the difficulty pertains to your relationship with your resident teacher or site supervisor, contact your university supervisor. Most problems are minor and can be resolved easily. Information about grievance and appeals procedures is available in the Secondary Education office, SH 301.

What should I do if confronted with verbal or physical disturbances between students?

At the beginning of your assignment, ask your resident teacher or site supervisor about school policies and procedures for dealing with and reporting disturbances.

Requirements for a Single Subject Credential in California

The California Single Subject Teaching Credential is a license to teach specific subjects in California public schools. Those who intend to teach in public secondary schools need a Single Subject Teaching Credential. There are seven basic requirements for the Preliminary Single Subject Credential:

1. **A bachelor's degree from an accredited institution of higher learning.** The undergraduate degree (e.g., B.A.) must be taken in a field other than Education.
2. **A passing score on the California Basic Educational Skills Test.**
1. **Verification of subject matter competence.** Credential candidates must demonstrate competence in the subject(s) they intend to teach by (a) passing the CTC approved exams or (b) completing a program of approved subject area studies.
2. **A grade point average of at least 3.0 for all course work taken in the credential program and satisfactory performance in student teaching.**
3. **An approved course or passing score on an approved exam on the U.S. Constitution.**
6. **An approved program of professional preparation.** The professional preparation for a Preliminary Single Subject Teaching Credential at SJSU includes:

EDSC 138A	Reading in the Content Areas	3 units
EDSC 162	Language/Literacy Development of L2 Learners	3 units
EDSC 172A	Social, Philosophical, and Multicultural Foundations of Secondary Education	4 units
EDSC 173	Psychological Foundations of Education	3 units
EDSC 182	Evaluation	2 units
EDSC 184X	Student Teaching I	4 units
__ED 184Y*	Student Teaching II	4 units
__ED 184Z*	Student Teaching III	4 units
EDTE 190	Health Education	3 units
EDSE 192	Mainstreaming the Exceptional Child	3 units
__ED ____*	Instructional Methods	3 units

*Course prefix and number varies depending on the teaching subject area.

7. **Infant-Adult CPR.** Current certification