Single Subject Credential Program
San Jose State University

Student Teaching Handbook

Contents

How Student Teaching is Organized

Phase I Student Teaching
- Recommended Activities for Phase I Student Teaching

Phase II Student Teaching
- Recommended Activities for Phase II Student Teaching

Teaching Performance Expectations

Formative and Summative Evaluations

The PACT Teaching Event

Candidate Dispositions

Frequently Asked Questions

Growth and Learning Goals for Phase I and II Student Teaching

Appendix
- Phase I Summative Evaluation Form
- Phase II Summative Evaluation Form

Secondary Education website: www.sjsu.edu/secondary
How Student Teaching is Organized

Phase I Student Teaching

Requirements
Student teaching is divided into two semester-long experiences. During the first semester (Phase I Student Teaching), student teachers work with their mentor teacher two periods each day, with an additional time set aside each week to confer, debrief and/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.

Getting Started: Observation and Assistance Phase.
At the start of the first semester the student teacher will arrange to be on site five days per week. That time will be spent observing in both periods and assisting with simple tasks like greeting students at the door, taking attendance, collecting homework and working one-on-one with students during activities. The timing for transition to the “Team-Teaching Phase” of the semester is to be determined by the university supervisor in consultation with the student teacher and mentor teacher.

Stepping up: Team-Teaching Phase.
During the middle of the semester, the student teacher typically takes on additional duties in the classroom, including working with small groups and even teaching portions of the lesson (or more, if the mentor teacher thinks he or she is ready). The goal of this stage of the semester is to prepare to lead teach at the end of the semester. Typically, the mentor teacher gives the student teacher enough “air time” in front of the classroom to gauge the student teacher’s readiness to lead-teach. The goal is to have the student teacher ready to take on full responsibility for planning and instruction during the final stage of the semester. The university supervisor may even come in for an observation if the mentor teacher makes the request. The timing for transition to the “Lead Teaching Phase” of the semester is to be determined by the university supervisor in consultation with the student teacher and mentor teacher.

Gaining Independence: Lead (“Solo”) Teaching Phase.
During the final five weeks of the semester, the student teacher is responsible for lead teaching for 15 or more consecutive days in one of the two periods she/he has assisted in. This teaching assignment is the culminating experience of the semester. The goal is to have the student teacher in charge of the classroom during the entire timeframe, with the mentor teacher providing feedback and assistance only as needed. The university supervisor typically visits for 2-3 observations during these 15 days to provide feedback and guidance, and to check in with the mentor teacher.

Recommended Activities for Phase I Student Teaching

There are a wide variety of opportunities for student teachers to learn about school and classroom culture. The following list of activities will help the student teacher reach the goals of student teaching. This list is not comprehensive and the choice of all activities is up to the discretion of the mentor teacher and school administration. Student teachers should consult their mentor teachers and university supervisors to find the best combination of activities to insure that they get a comprehensive and rich learning experience.

The student teacher, mentor teacher and university supervisor should also work together, as the semester progresses, to decide when the transition from one set of activities to next should occur. Final decisions about these transitions are at the discretion of the mentor teacher, in consultation with the university supervisor.

Getting Started: Observation and Assistance Phase
Timeframe: Early semester

Student teachers
- Observe two periods, five days per week, and arrange to observe other recommended classes, as recommended
• Meet with mentor teacher before class and at least once per week during prep period, lunch or some other convenient time
• Learn the routines, procedures and policies of the mentor teacher
• Become familiar with the curriculum (or curricula) for the semester
• Become knowledgeable about the school’s organization, policies, schedules, rules, and special events. Ask to review a copy of the Faculty Handbook. Learn names of students in classes to which assigned; learn about their strengths and needs.
• Help set up classroom in preparation for the lesson (or the next period)
• Assist mentor teacher with taking roll, answering student questions, collecting and correcting homework, reading student work (e.g., exams), and other tasks as may be assigned by the mentor teacher
• Learn about/assess the special learning needs and English language proficiency of the students.
• Co-write a brief letter to families with your mentor teacher, introducing yourself and explaining your role in the classroom for the semester

Mentor teachers
• Meet with student teacher before class and at least once per week during prep period, lunch or some other convenient time
• Go over the class roster and seating chart
• Share the course syllabus, curriculum map, district benchmarks or any other materials that might help familiarize the student teacher with the curriculum
• Share the course textbook or other curriculum materials and resources that will be used by students
• Discuss routines, procedures and policies with the student teacher
• Identify any special needs or accommodations for mainstreamed students
• Introduce the student teacher to support staff (e.g. school administration and staff, classroom aids, other teachers in the department)
• Share the proficiency levels of English learners in the class
• Include student teacher in some classroom activities to increase the student teachers “presence” in the classroom (e.g. taking roll, greeting students at the door, reading and/or grading student work)
• Debrief lessons with the student teacher, with special focus on building an effective learning community, classroom management, and relationships with students
• Co-write a brief letter to introducing your student teacher and explaining his/her role in the classroom for the semester
• Fill out the “Cultural Context Form” (in this packet) and give it to your student teacher to submit to the university

Stepping up: Team-Teaching Phase
Timeframe: Mid semester

Student teachers
• Observe and assist in two periods five days per week
• Meet with mentor teacher before class and regularly during prep period, lunch or some other convenient time
• Help set up classroom in preparation for the lesson (or the next period)
• Help locate or prepare instructional materials such as transparencies and handouts
• Help grade (or at least read through) student work to become familiar with students’ strengths and needs
• Work with small groups during group work, or work one-on-one with students during seat work activities
• Lead lesson activities, particularly those activities that might require some practice to master (e.g. lead the lesson warm-up, give instructions to begin an activity, debrief an activity with students, lead a short discussion)
• Take on full responsibility for 1-2 lessons during this portion of the semester, including preparing a complete lesson plan in advance of the lesson, and discussing it with your mentor teacher
• Settle on the dates and curriculum for your 15 days of “solo” teaching in (at least) one of your two assigned periods

Mentor teachers
• Meet with student teacher before class and regularly during prep period, lunch or some other convenient time
• Select activities for the student teacher to take on, gradually increasing his/her responsibilities as the semester progresses. Focus on activities that may require some practice to master.
• Arrange for the student teacher to take full responsibility for at least 1-2 “solo” lessons during this portion of the semester
• Help the student teacher plan, or co-plan, these “solo” lessons, giving them assistance as required
• Observe “solo” lessons and take notes to debrief after the lesson
• Debrief lesson activities, and later full lessons, with the student teacher providing feedback
• Settle on the dates and curriculum for your student teachers 15 days of “solo” teaching

Gaining independence: Lead (“solo”) Teaching Phase
Time Frame: Late semester

Student teachers
• Assist whenever not “solo” teaching five days per week, continuing with the activities suggested above
• “Solo” teach for a minimum of 15 consecutive days in at least one of your two assigned periods (Engaging in all planning, teaching, grading, under the guidance of your mentor teacher)
• Prepare complete lesson plans for every day that you teach
• Debrief “solo” lessons with mentor teacher daily, or as often as possible
• Write daily reflections on your “solo” teacher and email these reflections to your university supervisor
• Complete all course requirements for 184x, including your coaching cycle and final portfolio

Mentor teachers
• Oversee student teacher’s “solo” lessons, encouraging their autonomy
• Before the student teacher begins his or her 15 days of “solo” teaching, review the “Phase I Student Teacher Evaluation Form,” the summative evaluation of student teaching that you will complete at the end of the semester
• Observe “solo” lessons daily
• Meet with student teacher to debrief “solo” lessons daily, or as often as possible
• Communicate with the university supervisor to discuss your student teachers progress, as the need arises
• Fill out the “Phase I Student Teacher Evaluation Form” at the end of the semester and return it to the university supervisor

Additional activities for student teachers to consider
• Learn about instructional media available from school, district, and county resource centers.
• Attend faculty and school board meetings.
• Attend and help supervise extra-curricular activities such as athletic events, dances, club meetings, and fine arts performances.
• Visit the library; meet the librarian.
• Become acquainted with support staff such as secretaries, nurses, and custodians.
• Confer with counselors and administrators about their roles.
• Visit the cafeteria; meet the nutritionist; try the food.
• Observe a parent-teacher conference; communicate with parents as appropriate.
• Visit the district and county offices; learn about services provided.
• Learn characteristics of the surrounding community.
• Observe students in out-of-class settings.
• Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Phase II Student Teaching

Requirements
During the second semester (Phase II Student Teaching), which begins no later than the start of SJSU's semester and continues to the end of the school's semester, student teachers are responsible for being at their assigned school for 4 periods each day. The student teacher is now responsible for teaching every day in two periods (with two different preparations) and observing and assisting in two other periods. During this time, the mentor teacher and university supervisor provide ongoing feedback and foster independence for the student teacher. In addition to the teaching assignment of two periods every day, the student teacher must take on two weeks of full-day participation at
the school site at some point during the semester. The scheduling of these two weeks of full-day participation is arranged by the mentor teacher and supervisor, based on the curriculum, testing and the school calendar. The culminating experience for the semester is the completion of the Performance Assessment for California Teachers. At the end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the second semester experience with the student teacher.

**Orientation phase.**

In the initial 1-2 weeks of the semester, student teachers take time to get to know their mentor teacher(s), their students and the curriculum for which they will be responsible for the semester. That time will be spent observing in both periods and assisting with simple tasks like greeting students at the door, taking attendance, collecting homework and working one-on-one with students during activities.

**Transition phase.**

During the next 1-2 weeks of the semester, the student teacher typically takes on additional duties in the classroom, including working with small groups and even teaching portions of the lesson (or more, if the mentor teacher(s) thinks he or she is ready). The goal of this stage of the semester is to prepare to lead teach. The goal is to have the student teacher ready to take on full responsibility for planning and instruction for the rest of the semester.

**Lead ("solo") teaching phase.**

For the rest of the semester (which ends at the end of the semester for the school at which the student teacher is placed) student teachers are responsible for teaching in two different classrooms with two different preps (e.g., Chemistry and Integrated Science). The goal is to have the student teacher in charge of the classroom during the entire time frame, with the mentor teacher(s) providing regular feedback and giving the student teacher as much autonomy as possible. The university supervisor typically visits every 2-3 weeks to provide feedback and guidance, and to check in with the mentor teacher(s). In addition to the teaching assignment of two periods every day, the student teacher must take on two weeks of full-day participation at some point during the semester. The scheduling of these two weeks of full-day participation is arranged by the mentor teacher(s) and supervisor, based on the curriculum, testing and the school calendar, and the specific activities in the additional periods will be determined by the student teacher and mentor teacher(s), in consultation with the university supervisor. The culminating experience for the semester is the completion of the Performance Assessment for California Teachers. At the end of the semester, the mentor teacher(s) and university supervisor complete a formative evaluation and debrief the second semester experience with the student teacher.

**Recommended Activities for Phase II Student Teaching**

There are a wide variety of opportunities for student teachers to learn about school and classroom culture. The following list of activities will help the student teacher reach the goals of student teaching. This list is not comprehensive and the choice of all activities is up to the discretion of the mentor teacher(s) and school administration. Student teachers should consult their mentor teacher(s) and university supervisors to find the best combination of activities to insure that they get a comprehensive and rich learning experience.

The student teacher, mentor teacher(s) and university supervisor should also work together, as the semester progresses, to decide when the transition from one set of activities to the next should occur. Final decisions about these transitions are at the discretion of the mentor teacher(s), in consultation with the university supervisor.

**Phase II: Orientation Phase**

Timeframe: First 1-2 weeks

Student teachers

- Learn the routines, procedures and policies of the mentor teacher(s)
- Become familiar with the curricula for the semester and begin long-range planning
- Become knowledgeable about the school’s organization, policies, schedules, rules, and special events. Ask to peruse a copy of the Faculty Handbook.
- Learn names of students in classes to which assigned; learn about their strengths and needs.
- Assist mentor teacher(s) with taking roll, answering student questions, collecting and correcting homework, reading student work (e.g., exams), and other tasks as may be assigned by the mentor teacher(s)
- Learn about/assess the special learning needs and English language proficiency of the students.
- Work with teacher/school to find a way to introduce yourself to families (letter, back to school night, email, etc.)
• Start Task 1 of the PACT teaching event

Mentor teachers
• Meet with student teacher regularly during prep period, lunch or some other convenient time
• Go over the class roster and seating chart
• Share the course syllabus, curriculum map, district benchmarks or any other materials that might help familiarize the student teacher with the curriculum
• Share the course textbook or other curriculum materials and resources that will be used by students
• Discuss routines, procedures and policies with the student teacher
• Identify any special needs or accommodations for mainstreamed students
• Introduce the student teacher to support staff (e.g. school administration and staff, classroom aids, other teachers in the department)
• Share the proficiency levels of English learners in the class
• Include student teacher in some classroom activities to increase the student teacher’s “presence” in the classroom (e.g. taking roll, greeting students at the door, reading and/or grading student work)
• Debrief lessons with the student teacher, with special focus on building an effective learning community, classroom management, and relationships with students
• Find a way to introduce student teacher to families according to school policy (letter, back to school night, email, etc.)

Phase II: Transition Phase
Timeframe: Weeks 2-3

Student teachers
• Meet with mentor teacher(s) before class and regularly during prep period, lunch or some other convenient time
• Help set up classroom in preparation for the lesson (or the next period)
• Help locate or prepare instructional materials such as transparencies and handouts
• Help grade (or at least read through) student work to become familiar with students’ strengths and needs
• Work with small groups during group work, or work one-on-one with students during seat work activities
• Co-teach lessons with mentor teacher(s), particularly those activities that might require some practice to master (e.g. lead the lesson warm-up, give instructions to begin an activity, debrief an activity with students, lead a short discussion)
• Draft plan for first week of solo teaching, submit plan to supervisor/seminar instructor
• Send out Performance Assessment for California Teachers (PACT) video permission slip to families
• Settle on dates for PACT teaching event
• Settle on dates for two weeks of full-day participation

Mentor teachers
• Meet with student teacher before class and regularly during prep period, lunch or some other convenient time
• Select activities for the student teacher to take on, gradually increasing his/her responsibilities over the following 1-2 weeks. Focus on activities that may require some practice to master.
• Debrief lesson activities, and later full lessons, with the student teacher providing feedback
• Work with student teacher to settle on dates for PACT teaching event
• Work with student teacher to settle on dates for two weeks of full day participation

Phase II: Lead Teaching Phase
Time Frame: Rest of semester

Student teachers
• Prepare complete lesson plans for every day that you teach
• Debrief lessons with mentor teacher(s) daily, or as often as possible
• Share weekly reflections on your “solo” teacher with your mentor teacher(s) and university supervisor
• Plan, teach and write up PACT teaching event
• Spend two weeks of full-day participation in school (specifically activities for the additional periods to be determined by the student teacher and mentor teaching in consultation with the supervisor).
Mentor teachers

- Oversee student teacher’s “solo” lessons, encouraging their autonomy
- Observe “solo” lessons periodically
- Meet with student teacher regularly to debrief “solo” lessons
- Fill out the “Phase II-III Student Teacher Evaluation Form” at the middle of the semester and share it with the student teacher and university supervisor
- Communicate with the university supervisor to discuss your student teacher’s progress, as the need arises
- Fill out the “Phase II-III Student Teacher Evaluation Form” again, at the end of the semester, and share it with the student teacher and university supervisor

Additional activities for student teachers to consider

- Learn about instructional media available from school, district, and county resource centers.
- Attend faculty and school board meetings.
- Attend and help supervise extra-curricular activities such as athletic events, dances, club meetings, and fine arts performances.
- Visit the library.
- Become acquainted with support staff such as secretaries, nurses, and custodians.
- Confer with counselors and administrators about their roles.
- Observe a parent-teacher conference; communicate with parents as appropriate.
- Visit the district and county offices; learn about services provided.
- Learn characteristics of the surrounding community.
- Observe students in out-of-class settings.
- Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of Phase I and Phase II student teaching, as well as the Performance Assessment for California Teachers (PACT) teaching event.

During the supervised field experience, you will be evaluated based on the Teaching Performance Expectations and given verbal and written feedback regarding your strengths and areas for growth.

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.

**Formative and Summative Evaluations**

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, mentor 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 (see Appendix) 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 mentor 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.

Please see the Appendix for copies of the Summative Evaluation forms for Phase I and II/III student teaching.

The PACT Teaching Event

During Phase II Student Teaching, candidates must complete The Performance Assessment for California Teachers (PACT) Teaching Event, the capstone assessment for our program. The PACT Teaching Event is a portfolio assessment built around a careful analysis of 3-5 days of your student teaching during Phase II student teaching. The teaching event portfolio comprises artifacts (lesson plans, student work, and video) created while teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. It consists of 5 integrated tasks - Context, Planning, Instruction, Assessment, and Reflection- and documents a 3-5 day segment of learning. Each of the five tasks is based on a set of two to three guiding questions and corresponding rubrics. These guiding questions prompt you to make connections between the different teaching tasks, and to provide evidence to illustrate your knowledge and skills in teaching. Academic Language has been added as a separate scoring category drawing from evidence across all of the tasks but scored on two separate rubrics.

There are a total of twelve rubrics used by scorers to define the depth and complexity of a candidate's instruction and commentary. Each rubric defines four performance levels describing practice that requires improvement (1), adequate beginning teacher practice (2), strong beginning teacher practice (3) and exemplary teaching practice (4). Candidates then receive a holistic score (based upon their performance across the tasks) which determines whether or not the candidate has passed the performance assessment. Scoring a 2 or better on most tasks is a passing score.

For more information about the assessment, the scoring rubrics and helpful advice about completing the assessment, please follow this link: [http://www.sjsu.edu/education/pact/](http://www.sjsu.edu/education/pact/)

Candidate 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:

**Reflection**

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:
- Engages actively in program experiences
- Constructively responds to obligations (including oral and written agreements with others; coursework and assignments)

**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 equitable treatment of all
- Is committed to the premise that every student can learn

---

**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.

**How will I find out about my assignment?**

Your Phase I student teaching assignment is made by the Field Placement Coordinator in conjunction with our local school district partners, 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. Please 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 and in which you have demonstrated subject matter competency. At least two different preparations are required for each semester. You will also be required to teach in diverse 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 observe and assist in two classrooms and you will lead teach in at least one of these for 15 days at the end of the semester. During Phase II student teaching you will teach a minimum of two different classes (level and/or subject) for the entire semester. In addition, during Phase II, each candidate must commit to full-day
participation 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 approximate three to four times during the team-teaching and lead-teaching stages of the semester. 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 mentor teacher(s) and how fast you develop. Some mentor 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 mentor teacher’s 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 mentor teacher(s) 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 mentor teacher(s) in consultation with your university supervisor. Starting dates vary from student to student depending upon readiness for teaching.

**How will I be evaluated?**
Your mentor teacher(s) 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 mentor teacher(s) 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 your summative evaluation.

**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. Your subject area advisor may require a specific lesson plan format.

**Will the mentor teacher(s) ever leave the room while I am student teaching?**
You may teach without direct supervision at the discretion of your mentor teacher(s) and university supervisor. In any case, your mentor teacher(s) is always responsible for the class to which you have been assigned. Note: individual district or school policy may prohibit the mentor teacher(s) from leaving the room while you are teaching.

**For how many hours per day am I required to be on the school campus?**
We ask that you plan to be on campus for your assigned time each day (2 periods in Phase I and 4 periods in Phase II student teaching), plus an additional time to confer with your mentor teacher(s) (e.g., before school, after school, during break, lunch or your mentor teacher’s preparation period).

**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 Mentor Teacher?**
Yes, if you believe the mentor teacher knows you well enough to write one. Sometimes Phase I assignments are brief, and your mentor teacher may not have adequate opportunity to observe you. You may request a letter of recommendation from your Phase II mentor 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 mentor teacher or site supervisor. If the difficulty pertains to your relationship with your mentor 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.
Growth and Learning Goals for Phase I and II Student Teaching

Every beginning teacher comes to the profession with his or her own unique set of strengths and struggles. Over the course of the semester, as you talk with your mentor teacher and university supervisor about your progress, think about where you feel most confident and where you need the most support and guidance. Then set some growth goals. Please use the lists below to help you frame these professional growth goals.

Trying to address each and every point on this list would be overwhelming even for an experienced teacher. Instead, you might start by looking at the 10 bold headings for each list, identify an area (or areas) where you would like to set goals, and use the bulleted points to help you pinpoint what you want to work on. You certainly won’t master everything on this list in your time as a student teacher. So set your sights on a handful of goals and talk with your supervisor and your mentor teacher about observations, activities, and resources that might help you make progress.

Planning—Preparing Lesson Plans

Am I:

- Preparing thorough, well thought out lesson plans
- Giving students the opportunity to participate and not dominating the lesson with teacher talk
- Balancing individual, small group and whole group activities in my lessons
- Starting with what students know and/or reviewing material from previous lessons
- Taking into account how and what I will assess when I plan lessons
- Planning lessons based on my knowledge of my students
- Making learning objectives clear to my students
- Opening my lessons effectively to engage students
- Closing my lessons effectively to help students process what they’ve learned
- Pacing the lesson in terms of my timing and the variety of learning activities
- Addressing the content standards in my lessons, units and over the course of the year
- Addressing the ELD standards in my lesson, units and over the course of the year
- Keeping long-range planning in mind*
- Changing up my methods or lesson format periodically avoid getting stuck in a rut*
- Differentiating instruction and addressing the needs of students across achievement levels*

Planning—Subject Matter

Am I:

- Effectively sequencing content and learning activities in my lessons and over the course of my unit to support student learning
- Adequately prepared to teach the content
- Using questions to support student inquiry into the content area
- Introducing students to skills and strategies that support learning in the content area
- Using a variety a strategies, materials and resources to make the content accessible to students
- Making the content relevant or interesting to students wherever I can
- Attending to academic language to support both native English speakers and English learners
- Re-teaching key concepts in new ways when necessary*

Learning environment—Establishing relationships with students and positive classroom culture

Am I:

- Showing respect to my students and receiving it in return
- Addressing students by name
- Making sure that students are listening to each other when their peers are talking
- Addressing negative comments made from one student to another, or other forms of bullying
- Using specific and authentic praise
- De-emphasizing the negative and acknowledging the positive in student behavior or performance
- Avoiding over-reliance on threats and punishment to manage behavior
- Finding a balance between being authoritative and being approachable
- Attending to my relationships with students, addressing problems as they arise and forging a positive bond with them as their teacher
- Building community by taking an interest in the lives and experiences of my students
- Actively questioning my assumptions about students, their families and their communities

Learning Environment—Managing Behavior
Am I…
- Maintaining the flow of the lesson when addressing minor management issues
- Addressing minor management issues before they escalate
- Noticing when students are off-task and responding effectively
- Getting students’ attention before I begin an activity
- Re-engaging their attention when they get off task
- Monitoring the whole class when working with one student or one group of students
- Displaying patience and caring
- Managing my own emotional responses to students, and not taking things personally
- Following up with students who have been disruptive in class (after class or on subsequent days)
- Addressing student behaviors rather than their character when they have been disruptive in class
- Addressing student behaviors in a way that communicates that we are partners in building the learning community

Instruction—Student participation
Am I…
- Seeing and responding to raised hands in a timely fashion
- Calling on a wide range of students in whole group instruction (to avoid relying on a handful of students to answer all the questions)
- Making it clear to students when I would like them to shout out answers, raise their hands, or prepare to be called on
- Moving around the room and addressing the needs of my students (rather than focusing too much attention on one student or one small group)
- Using wait-time, quick writes, and pair shares to give students adequate time to construct answers to my questions
- Keeping everyone involved, not avoiding or neglecting particular students or groups of students
- Debriefing learning experiences to help students process what they’ve learned
- Making students feel comfortable with participating, taking chances, or getting the “wrong” answer

Instruction—Managing activities
Am I…
- Keeping a pace to the lesson that is neither too fast or too slow
- Effectively implementing routines and procedures from my cooperating teacher’s repertoire
- Making adjustments to my lesson to address time constraints, students’ needs or other unanticipated outcomes
- Sequencing lessons to give students mental breaks or change the mode of learning
- Prepared with my materials, technology and handouts
- Giving clear instructions or directives to my students before sending them off to do seatwork or small group activities
- Making efficient and effective transitions from one portion of the lesson to the next
- Finishing activities and small group discussions in a timely fashion to avoid having students get off task or bored
- Avoiding “dead time” (or leaving students with nothing to do, while handing out papers, checking homework, etc.)
- Avoiding false starts to activities or interrupting students after they are already on-task
- Taking advantage of “teachable moments” while avoiding “bird walks”

Instruction—Teacher Presence
Am I…
- Speaking at an appropriate volume and using vocal dynamics
- Speaking clearly so that all students can hear me and understand me
- Standing too long in one place, sitting while teaching or not using the physical space to its best advantage
- Moving around the room to engage students, respond to minor off task behavior or check on student work
- Using voice, posture or verbal expressions that communicate comfort and confidence in my role as teacher
- Communicating that I enjoy teaching and working with my students

Assessment—Checking for understanding
Am I…
Avoiding global questions like, “Are there any questions?” or “Does everyone understand?” to check for understanding
Periodically checking for student understanding throughout the lesson
Checking for understanding across a wide range of students, not focusing on a select few
Striking a balance between basic- and higher-order questions
Asking follow up questions to guide students who may be struggling with an answer rather than always choosing to move on to another student
Returning to students who have not been able to answer a question, to keep them engaged in the lesson and to verify that they have understood the material
Assessing learning in a variety of ways
Monitoring the progress of individuals and getting to know both their strengths and needs

Assessment—Summative assessments
Am I…
- Balancing basic- and higher-order questions in my assessments
- Giving effective instructions for assignments or tests
- Adequately preparing students for my assessments
- Creating a match between content learned and content assessed
- Providing diverse opportunities and options for students to express what they know
- Assessing depth of understanding, degrees of understanding, or process, and not overemphasizing completion, neatness or simple correct responses.
- Giving effective feedback on student work
- Creating assessments that evaluate the content/skills that matter most in the curriculum

Reflection and professionalism
Am I…
- Making progress by responding to feedback from my cooperating teacher and supervisor
- Actively seeking ideas and advice from peers, professors and mentors
- Taking initiative by reflecting on my own progress and setting goals
- Following through on next steps laid out in my discussions with my cooperating teacher and supervisor
- Monitoring my impact on student learning
- Finding ways to manage my time and workload efficiently
- Finding ways to stay healthy and happy outside of school
- Communicating effectively with parents and guardians, making them partners in my students’ education*
- Responding effectively and promptly to the needs and requests of parents and guardians*

San José State University  
Single Subject Credential Program  
**Phase I Student Teacher Evaluation Form**

**Student Teacher:** __________________________  
**Semester** ______________  
**Year** ______________

**Subject Area:** __________________________  
**District:** __________________________  
**School:** __________________________

**Mentor Teacher:** __________________________  
**Univ. Supervisor:** __________________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

### Teaching Effectiveness Scale

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Exemplary</td>
<td>Extends understanding, and consistently and creatively supports high quality student learning</td>
</tr>
<tr>
<td>3: Proficient</td>
<td>Applies knowledge and understanding to effectively support student learning</td>
</tr>
<tr>
<td>2: Developing</td>
<td>Shows basic knowledge and understanding; attempts to support student learning but may be inconsistent</td>
</tr>
<tr>
<td>1: Unsatisfactory</td>
<td>Shows limited knowledge and understanding and/or weak performance that does not support student learning</td>
</tr>
<tr>
<td>NA</td>
<td>Not observed/no evidence to make determination</td>
</tr>
</tbody>
</table>

### Teaching Expectations for Pre Service Teachers

#### Making Subject Matter Comprehensible for Students (TPE 1)

<table>
<thead>
<tr>
<th>Element</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.</td>
</tr>
<tr>
<td>2.</td>
<td>Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.</td>
</tr>
<tr>
<td>3.</td>
<td>Uses relevant materials, resources, and technologies to make subject matter accessible to all students.</td>
</tr>
</tbody>
</table>

#### Assessing Student Learning (TPE 2, 3)

<table>
<thead>
<tr>
<th>Element</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework. (2)</td>
</tr>
<tr>
<td>5.</td>
<td>Appropriately selects or creates and uses different types of diagnostic/assessment measures.</td>
</tr>
<tr>
<td>6.</td>
<td>Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways. (3)</td>
</tr>
<tr>
<td>7.</td>
<td>Uses information from formal and informal assessments to guide and adjust instruction. (2)</td>
</tr>
<tr>
<td>8.</td>
<td>Communicates with students, families, and/or other audiences about student progress (3)</td>
</tr>
</tbody>
</table>

#### Engaging and Supporting All Students in Learning (TPE 4, 5, 6, 7)

<table>
<thead>
<tr>
<th>Element</th>
<th>Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Effectively communicates instructional and learning goals to students. (5)</td>
</tr>
<tr>
<td>10.</td>
<td>Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning. (6,7)</td>
</tr>
</tbody>
</table>
11. Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity. (4, 7) | 4 3 2 1 NA

12. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant. (5) | 4 3 2 1 NA

13. Facilitates learning experiences that promote self-directed, reflective learning for all students. 6,9 | 4 3 2 1 NA

14. Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL. (6, 7) | 4 3 2 1 NA

### Teaching Effectiveness Scale

<table>
<thead>
<tr>
<th>Effectiveness Scale</th>
<th>4= exemplary</th>
<th>3=proficient</th>
<th>2=developing</th>
<th>1=unsatisfactory</th>
<th>NA=not observed/no evidence</th>
</tr>
</thead>
</table>

### Planning Instruction and designing learning experiences for all students (TPE 8, 9)

15. Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs. (8, 9) | Effectiveness Scale 4 3 2 1 NA

16. Establishes goals for student learning that reflect content standards and student need. (9) | 4 3 2 1 NA

16.b. Develops and sequences instructional materials and activities to accommodate and support diverse learning needs, including but not limited to ELL. (8, 9) | 4 3 2 1 NA

17. Creates instructional plans that allow adjustment for student needs. (9) | 4 3 2 1 NA

18. When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL. (7,8,9) | 4 3 2 1 NA

19. Demonstrates awareness of families and communities and the roles they play in supporting student learning. (8) | 4 3 2 1 NA

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

20. Implements classroom procedures and routines that support a positive and productive learning environment for all students. (10, 11) | Effectiveness Scale 4 3 2 1 NA

21. Establishes a classroom climate that promotes equity, fairness, and respect. (11) | 4 3 2 1 NA

22. Establishes and maintains high standards for student behavior. (11) | 4 3 2 1 NA

23. Allocates instructional time effectively. (10) | 4 3 2 1 NA

24. Adjusts instructional time to maximize potential for student achievement. (10) | 4 3 2 1 NA

### Developing as a professional educator (TPE 12, 13)

25. Reflects on and modifies teaching practice to better meet student needs. (13) | Effectiveness Scale 4 3 2 1 NA

26. Demonstrates competence in oral and written communication. (SJSU) | 4 3 2 1 NA

27. Responds to and incorporates constructive criticism. (13) | 4 3 2 1 NA

28. Works with colleagues to improve teaching and learning. (13) | 4 3 2 1 NA

29. Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues. (12) | 4 3 2 1 NA

30. Exhibits ethical and professional behavior in the workplace. (12) | 4 3 2 1 NA

31. Recognizes ways in which personal values and biases affect teaching and learning. (12) | 4 3 2 1 NA

32. In conversations with peers, other professionals, and parents, communicates the commitment to ensuring that all students can learn. | 4 3 2 1 NA

33. Shows interest in continuing professional development. | 4 3 2 1 NA
Overall Teaching Effectiveness

In order to support the ongoing professional development of this candidate, please indicate which of the following descriptors best represents this candidate’s current performance (check one):

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

Final Narrative

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate’s teaching contexts, i.e., school demographics, resident teacher factors, etc., that might have influenced the candidate’s performance.

Classes and subject area/s taught and School Demographics

Candidate’s Strengths

Areas for Growth
Recommendation: Based on the candidate’s performance this semester and your professional judgment:

_____ This candidate is recommended to go on to Phase II Student Teaching

_____ It is recommended that this candidate repeat Phase I Student Teaching

_____ University Supervisor          _____ Resident Teacher          _____ School Administrator

Signature _______________________________   Date ________________
San José State University  
Single Subject Credential Program  
Phase II/III Summative Evaluation Form

Student Teacher: ________________________________________  Semester: _____ Year: _________  
Subject Area: ____________   District: ___________________________  School: _____________________  
Cooperating Teacher: ________________________ University Supervisor: _____________________________  
Evaluator for this form: __________________________________

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, choose the number that represents your rating using the following scale.

| 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 |
| 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 supporting evidence to make determination |

Teaching Expectations for Pre Service Teachers

I. Making Subject Matter Comprehensible for Students

1. Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.  
   
   | | | | | | | | |
   | 4 | 3 | 2 | 1 | NA |

2. Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.  
   
   | | | | | | | | |
   | 4 | 3 | 2 | 1 | NA |

3. Uses relevant materials, resources, and technologies to make subject matter accessible to all students.  
   
   | | | | | | | | |
   | 4 | 3 | 2 | 1 | NA |

Comments:


## Teaching Effectiveness Scale

<table>
<thead>
<tr>
<th>4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence</th>
</tr>
</thead>
</table>

## II. Assessing Student Learning

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5. Appropriately selects or creates and uses different types of diagnostic/assessment measures.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6. Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>7. Uses information from formal and informal assessments to guide and adjust instruction.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>8. Communicates with students, families, and/or other audiences about student progress.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Comments:

---

## III. Engaging and Supporting All Students in Learning

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Effectively communicates instructional and learning goals to students.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>10. Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>11. Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>12. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>13. Facilitates learning experiences that promote self-directed, reflective learning for all students.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>14. Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Comments:

---
# Teaching Effectiveness Scale

4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence

## IV. Planning Instruction and designing learning for all students

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Establishes both long and short term goals for student learning that reflect content standards and student need.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16b. Develops and sequences instructional materials (lesson and unit plans) and activities to accommodate and support diverse learning needs, including but not limited to ELL.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Creates instructional plans that allow adjustment for student needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. Demonstrates awareness of families and communities and the roles they play in supporting student learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

---

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Implements classroom procedures and routines to establish a supportive, positive, and productive learning environment for all students.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. Establishes a classroom climate that promotes equity, fairness, and respect.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22. Establishes and maintains high standards for student behavior.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>23. Allocates instructional time effectively.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. Adjusts instructional time to maximize potential for student achievement.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Teaching Effectiveness Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence</td>
</tr>
</tbody>
</table>

**VI. Developing as a professional educator**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Reflects on and modifies teaching practice to better meet student needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26. Demonstrates competence in oral and written communication.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. Responds to and incorporates constructive criticism.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28. Works with colleagues to improve teaching and learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>29. Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30. Exhibits ethical and professional behavior in the workplace.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>31. Recognizes ways in which personal values and biases affect teaching and learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32. In conversations with peers, other professionals, and parents, communicates the commitment to ensuring that all students can learn.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>33. Shows interest in continuing professional development.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comments:**

**Overall Teaching Effectiveness**

34. **In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate’s current performance (check one):**

- [ ] Requires routine assistance from others
- [ ] Continually relies on cooperating teacher or others for assistance
- [ ] Benefits from occasional direct assistance
- [ ] Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

*Phase II-III Summative Evaluation Form.docx*
Final Narrative for ___________________________

Briefly describe the student teacher/intern's teaching assignment. Include information about this candidate’s teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate’s performance.

**Classes and subject area/s taught and School Demographics**

Please describe specific elements that are strengths for the student teacher/intern.

<table>
<thead>
<tr>
<th>Element 1: Making Subject Comprehensible for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 2: Assessing Student Learning</td>
</tr>
<tr>
<td>Element 3: Engaging and Supporting All Students in Learning</td>
</tr>
<tr>
<td>Element 4: Planning Instruction and Designing Learning Experiences for All Students</td>
</tr>
<tr>
<td>Element 5: Creating and Maintaining Effective Learning Environments for Student Learning</td>
</tr>
<tr>
<td>Element 6: Developing as a Professional Educator</td>
</tr>
</tbody>
</table>

**Candidate’s Strengths**

Please describe specific elements that are areas of growth where the student teacher/intern would benefit from further assistance and support. Describe the steps that the student teacher/intern should take and the kinds of assistance that s/he may need.

**Areas for Growth**

For Interns only:

| _______ University Supervisor | _______ Cooperating Teacher | _______ School Administrator |

35. **Recommendation:** Based on the candidate’s performance this semester and your professional judgment:

| _______ This candidate is recommended for continuation in the internship program |
| _______ This candidate is recommended for the Preliminary Credential |
| _______ It is recommended that this candidate repeat Phase II-III Student Teaching |

Signature ____________________________ Date __________________

Email ____________________________________________________________

**Signature of Student Teacher:** ____________________________ Date: ____________