

SAN JOSE STATE UNIVERSITY

LURIE COLLEGE OF EDUCATION

ELEMENTARY EDUCATION PROGRAM

STUDENT TEACHING FIELD GUIDE

EDEL 143A (PHASE 1) AND EDEL 143B (PHASE 2)

| 2018-19 Academic Year |

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INTRODUCTION TO THE FIELD GUIDE

This field guide is designed for SJSU's teacher candidates, cooperating teachers from partner schools and districts, and our teacher supervisors who act as a liaison between SJSU and local schools. We hope that it provides a clear roadmap for SJSU student teaching.

The SJSU Multiple Subject Credential Program integrates coursework with field experiences to provide our candidates for a well-rounded preparation experience. Generally, candidates complete the program in three semesters. Candidates are required to have experience in a classroom as part of our admissions requirements and will take courses that have assignments that must be completed in the field (e.g., in assigned classrooms, with specific students, etc.). In their second semester, candidates will enroll in EDEL 143A and are assigned to part-time placements in area schools. Candidates who have met all requirements for this experience will enroll in EDEL 143B during the third semester where they will be assigned to a local classroom full-time. During this semester, candidates continue to assume more responsibility in the classroom and practice all duties of a classroom teacher. They will work collaboratively with the cooperating teacher on all aspects of teachers' work.

The field component of the teacher-education program is an integral part of teacher preparation.

- All courses within the program relate to one another and the field experiences extend the learning within those courses;
- Teacher candidates see models of excellent teaching and have field experiences consistent with California state-adopted recommendations;
- Teacher candidates have a variety of opportunities to practice effective state- and program-recommended teaching methods in a minimum of two different elementary grade spans (K-2 and 3-5 or 6-8);
- Teacher candidates spend time learning how to reflect on and engage in the analysis of classroom teaching, including their own;
- In order to make appropriate uses of district resources, teacher candidates have the opportunity to learn about district-level organizational structure and resources;
- In order to work collaboratively and to promote the school as a learning community, teacher candidates develop leadership skills and understand the change process;

These experiences offer candidates multiple opportunities to meet the Teaching Performance Expectations (see <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>), necessary for a recommendation for a teaching credential. This Field Guide focuses on the student teaching experiences and requirements for candidates, cooperating teachers, and teacher supervisors.

For answers to specific questions about field experiences that are not addressed here, please contact our Field Placement Director, Dena Sexton at dena.sexton@sjsu.edu.

ELED PROGRAM VISION

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

ELED PROGRAM GUIDING PRINCIPLES AND CANDIDATE DISPOSITIONS

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

- **Teaching as a Political Act:** We believe that teaching is a political act. Our program engages candidates to develop an educational philosophy, grounded in theory, research, and the socio-political context of schooling, towards challenging social and educational injustice.
- **Teaching as Praxis:** We believe that teaching should be informed by both theory and research. Our program develops candidates' abilities to 1) reflect deep content knowledge of the disciplines, 2) make student centered pedagogical choices informed by theory and research, 3) leverage cultural wealth toward student empowerment, and 4) engage with teachers, students, and communities to co-create dynamic changes within schools, curriculum and neighborhoods.
- **Teaching as a Reflective Practice:** We believe that teachers must be reflective and collaborative. Our program offers candidates continuous, collegial and dynamic learning opportunities. Candidates develop an orientation toward reflection and inquiry.
- **Teaching as a Complex Activity:** Teaching is a complex, challenging profession. Our program develops candidates' academic, political, social, and emotional resilience.

These principles are foundational to the ELED Program. We recognize that there are certain dispositions embedded within these principles. We expect that students entering the MSCP/MA will recognize the importance of these principles and dispositions and will strengthen and demonstrate their understanding of them as they progress through the program:

- **Commitment to ethical conduct**
Disposition: *Demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality*
- **Commitment to equity and social justice**
Disposition: *Recognizes and opposes social injustice in themselves, their institutions, and professional environments and strives to improve the social conditions that promote equity*
- **Commitment to reflective practices and continuous learning**
Disposition: *Systematically and regularly reflects on personal practice with an aim to engage in continuous improvement*
- **Commitment to the belief that all children can learn, and to promote academic excellence**
Disposition: *Values diversity and accepts responsibility to facilitate learning for all students*

These principles and dispositions must be demonstrated at all times in courses as well as field experiences with peers, instructors, advisors, cooperating teachers, and supervisors. Candidates are expected to demonstrate progress in developing these dispositions.

HOW STUDENT TEACHING IS ORGANIZED

Student teaching is organized into two phases and completed during two different semesters. During the Phase I semester, student teachers work with their cooperating teacher two mornings and one full day each week for the entire semester, with an additional time set aside each week to confer, debrief, and plan. They will gradually assume increasing responsibility for the classroom. At the middle and end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the first semester experience with the teacher candidate.

After successful completion of EDEL 143A, a candidate who has completed all program coursework requirements may enroll in EDEL 143B, Student Teaching Phase 2. The EDEL 143B experience provides the student with an opportunity to relate educational theory presented at the university to everyday school experiences. Students are involved in a classroom throughout the whole semester. They not only observe cooperating teachers, but gradually assume responsibility for the classroom, culminating in two solo weeks of teaching within this semester. Students demonstrate their understanding of the inquiry cycle in teaching by completing two cycles of the *CaITPA* (Cycle 1 in 143A, Cycle 2 in 143B). Practice seminars provide a forum for student-teachers to reflect upon their classroom experiences and to analyze them in light of the knowledge base they have begun to build in university methodology courses.

ROLES AND RESPONSIBILITIES

TEACHER CANDIDATE

- Be present as scheduled for the duration of the semester - professional dress and conduct.
- Use this Field Guide and feedback from your cooperating teacher(s) and university supervisor to set growth goals and reflect on progress.
- Adhere to the academic schedule of the school to which you are assigned, even if it differs from that of San Jose State University.
- Arrive at the school site on time and prepared for the day.
- Apply the theories and principles of pedagogy taught in university courses to classroom practice.
- Learn about the students, school, school personnel and the surrounding community.
- Identify specific learning needs of your students, especially English Language Learners.
- Follow the curriculum.
- Plan carefully and thoroughly for each day of teaching. Prepare a written lesson plan for every day that you teach. Provide your mentor teacher and your university supervisor with an advance copy of every lesson plan you deliver. This will be especially important if you become ill.
- Inform the school, your mentor teacher, and your university supervisor of absences. At the beginning of the experience, determine how to contact each person.
- Learn about and adhere to school rules and policies.
- Complete the *CaITPA* with high quality work.

COOPERATING TEACHER

The cooperating teacher will:

1. provide the teacher candidate with regular feedback and guidance
2. collaborate with the candidate and involve him or her in lesson development and elements of teaching practice so that the candidate gets an idea of the full scope of the work of teaching and
3. evaluate the teacher candidate's performance over the course of the semester.

Major responsibilities of the cooperating teacher include the following:

- Provide the teacher candidate with an orientation to the class. Introduce the teacher candidate to the class and explain that the teacher candidate will serve as a teacher.
- Explain class goals and basic routines. Provide the teacher candidate with a curriculum syllabus, textbook, and other such material.
- Help teacher candidates identify the special learning needs of students and plan how to respond to these needs.
- Collaborate with the teacher candidate to plan the scope and schedule of the teacher candidate's responsibilities.
- Use the Teaching Performance Expectations and the formative (Phase 1)/summative (Phase 2) assessment as guidelines for planning appropriate experiences throughout the semester.
- Collaborate on lesson and unit plans with the teacher candidate.
- Observe the teacher candidate; confer regularly to provide guidance, help, and feedback.
- Communicate regularly with the university supervisor about the teacher candidate's progress.
- Provide the university supervisor with a final evaluation of the teacher candidate's performance
- Provide support for the teacher candidate completing Cycle 1 and 2 of the CalTPA.

UNIVERSITY SUPERVISOR

The university supervisor provides help, guidance, and constructive criticism to the teacher candidate and is responsible for evaluating them. University Supervisors should observe teacher candidates six times during the semester during Phase 1 student teaching and 6 times during Phase 2 teaching, or more if needed, depending on the teacher candidate's performance.

Other responsibilities include the following:

- Acquaint the teacher candidate and cooperating teacher with the Field Guide, including the Teaching Performance Expectations and Formative/Summative evaluation.
- Orient teacher candidates to the responsibilities for student teaching.
- Schedule a meeting with the mentor teacher and teacher candidate at the start of the semester to establish expectations and set learning goals. Go over the roles and responsibilities for teacher candidates, cooperating teachers and supervisor, discuss student teaching requirements.
- With the Teaching Performance Expectations and the formative/summative assessment in mind, ensure that the candidate has opportunities for appropriate experiences in the classroom.
- Confer regularly with the teacher candidate and mentor teacher or site supervisor regarding the teacher candidate's progress continually providing feedback on areas of strength and growth.
- Observe the teacher candidate in the classroom every 3-4 weeks; provide the teacher candidate with verbal and written reports of those observations. Review the Summative Evaluation rubric and candidates progress within the rubric at least three times in the semester.

- Provide the teacher candidate with periodic guidance, help, and constructive criticism.
- Review unit and lesson plans with the teacher candidate, providing feedback and support.
- Provide support for the teacher candidate completing the Cycle 1 and Cycle 2 of the CalTPA.
- Confer with the mentor teacher about the teacher candidate's progress.
- Schedule a 3-way meeting at the end of the semester to reflect on the experience, review formative/summative evaluations and help the teacher candidate set growth goals.
- Submit to Teacher Education Department a copy of the formative/summative evaluation of the teacher candidate's performance.

STUDENT TEACHING/CO-TEACHING

BEGINNING CO-TEACHING

At the start of the semester, the student teacher will observe and assist with tasks like greeting students at the door, taking attendance, collecting homework, and working one-on-one with students during activities. They will then process to fairly standard parts of the day (e.g. reading stories, math warm ups, transition activities, etc.,).

The cooperating teacher and teacher candidate should begin collaborating on lesson plans, instruction, and assessment, with the aim of working toward a collaborative teaching model that involves co-teaching. Plans should be made to involve the teacher candidate will be integrated into the classroom over the course of several weeks.

CO-TEACHING

As the semester continues, the teacher candidate should be more and more integrated into the classroom as a co-teacher. This can include, but is not limited to, working with small groups, supervising stations, targeted observation, and teaching portions of the lesson or more, if the mentor teacher thinks they are ready. The goal of this stage of the semester is to prepare candidates to lead teach at the end of the semester. Typically, the mentor teacher gives the teacher candidate enough instructional independence in the classroom setting to gauge the teacher candidate's readiness to lead-teach. The goal is to have the teacher candidate ready to take on full responsibility for planning and instruction during the final stage of the semester. The university supervisor should come in for an observation during this time to provide feedback on the candidate's progress.

SOLO WEEKS

Towards the end of the semester, the teacher candidate will be responsible for solo (or lead) teaching for two consecutive weeks. This is the culminating experience of the semester. The goal is to have the teacher candidate in charge of the classroom during this entire time frame, with the mentor teacher providing feedback and assistance. This assistance can take on multiple forms; such as: previously utilized co-teaching strategies and/or co-constructed lesson plans. The goal is for the teacher candidate to have sufficient time as the "lead" teacher so that they gain skills and confidence, while still having a trusted collaborator for guidance. Additionally, the candidate will collect video data about their teaching for their CalTPA.

PHASE 1 STUDENT TEACHER RECOMMENDED ACTIVITIES

WEEKS 1-5

- Before the opening of the school day, inform the school and the university supervisor of any illness, absence, or schedule changes that could affect classroom responsibilities.
- Become familiar with the physical layout of the school, with the rules and regulations of the school, with the school program and resource personnel, and with the procedures of the classroom.
- Become familiar with technology available at the school site and begin thinking about how to integrate technology appropriately into instruction.
- Become acquainted with, and learn names of pupils; become aware of unique needs of individual students; become aware of friendships and sub-groups within class.
- Observe instruction and become acquainted with management strategies and lesson planning used by cooperating teacher.
- As soon as possible participate in classroom routines (roll taking, recording grades, handing out/collecting material, supervising outside classroom) and learn daily schedule.
- As soon as possible begin to teach lessons to individual children, small groups, and/or the whole class.
- Become familiar with textbooks, units, and materials to be used in the classroom.

WEEKS 6-10

- Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period, or preparation every one to two weeks as teaching proficiency increases.
- Assume responsibility for doing assessment (grades and evaluation) of student progress with consent of cooperating teacher.
- If scheduled and does not conflict with SJSU class schedule, participate in parent-teacher conferences and/or SST meetings with cooperating teacher.

PHASE 1 STUDENT TEACHER ASSIGNMENTS

OVERVIEW OF ASSIGNMENTS

- ✓ 6 University Supervisor Observations; up to 2 will be videotaped (this is determined by CT, TC, and University Supervisor)
- ✓ 3 Cooperating Teacher Observations (2 of these are done collaboratively with the university supervisor)
- ✓ ***Cooperating teachers' and supervisors' observations must include a variety of content areas.***
- ✓ 2 non-consecutive weeks of solo teaching

WEEKS 1-5

- **Supervisor Observation #1** (collaborative with CT) including lesson plan prepared with the Lesson Plan Template, completed debrief form, and post-debrief reflection. Upload lesson documents to Canvas in the correct module.
- Complete **Supervisor Observation #2**, including lesson plans prepared with the Lesson Plan Template. ***This should be a co-taught lesson.*** Upload lesson documents to Canvas in the correct module.

WEEKS 6-10

- Plan CalTPA Tasks.
- Complete formal **Supervisor Observation #3**, including lesson plans prepared with the Lesson Plan Template (co-observation with CT). Upload lesson documents to Canvas in the correct module.
- Plan first week (2 mornings and 1 full day) of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
- Successfully complete first solo week, including one formal **Supervisor Observation #4**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
- Complete self-evaluation using the Formative Assessment; upload to Canvas.
- Give a blank copy of the formative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.
- Upload supervisor's formative assessment to Canvas.

WEEKS 11-15

- Plan second week (2 mornings and 1 full day) of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.

- Complete formal **Supervisor Observation #5**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
- Complete self-evaluation using the Formative Assessment; upload to Canvas.
- Give a blank copy of the formative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.
- Upload supervisor's formative assessment to Canvas.
- Successfully complete second solo week, including one formal **Supervisor Observation #6**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
- Complete and submit CalTPA tasks by due date. You will submit to both EdThena and Pearson.
- Participate in Exit Conference with supervisor and cooperating teacher (if available).
 - Discuss teaching strengths and areas of growth; set goals for 143B.
 - Complete and sign Exit Checklist, including recommendation for 143B, if applicable.

PHASE 1 COOPERATING TEACHER RESPONSIBILITIES

WEEKS 1 - 5

- Introduce the teacher candidate to the school facilities, resources, and faculty.
- Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accident.
- Maintain primary responsibility for planning and conducting class and involve teacher candidate in discussion of plans; share long-range plans/goals for semester.
- Establish schedule for weekly planning time (45-60 minutes) with teacher candidate.
- Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accidents.
- Model a variety of instructional strategies used to help diverse learners in your classroom.
- Confer with university supervisor about candidate's progress.
- Help teacher candidate prepare for two formal observations by supervisor; **you will co-observe and debrief one of these lessons.**

WEEKS 6-10

- Continue modeling a variety of instructional strategies, including differentiation for English learners, special populations, and any others, to help diverse learners in your classroom.
- Provide opportunities for teacher candidate to work with different groups.
- Assist student teacher in planning and completing the CalTPA
- Help teacher candidate prepare for two formal observations by supervisor; **you will co-observe and debrief one of these lessons.**
- Schedule opportunities for teacher candidate to observe/participate in parent/teacher conferences and/or SST meetings.
- Help candidate plan for solo week (2 mornings, 1 full day); remain on site during this time.
- Complete Formative Assessment and discuss with teacher candidate.

WEEKS 11-15

- Help teacher candidate prepare for one formal observation by supervisor.
- **Observe and debrief a lesson with candidate (this time: without the supervisor).** The candidate will give you their lesson plan at least 24-48 hours before the lesson and a debrief form to fill out. They are responsible for uploading this to the course Canvas shell.
- Confer with supervisor about candidate's progress.
- Help candidate plan for solo week (2 mornings, 1 full day); remain on site during this time.
- At the end of the semester, complete Formative Assessment and discuss with teacher candidate.

PHASE 1 UNIVERSITY SUPERVISOR RESPONSIBILITIES

WEEKS 1 – 5

- Meet with cooperating teachers and review guidelines presented in EDEL 143A/B Field Experience Guide.
- Distribute syllabus, including calendar of seminars and deadlines.
- **Supervisor Observation #1** (co-observation with CT)
- **Supervisor Observation #2**, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
- Be available for questions from cooperating teachers or student teachers either in person, by telephone, and/or email.
- Conduct/participate in seminars

WEEKS 6-10

- Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
- Conduct two formal observations (**Observations #3 & #4**) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection. One of these should be during the 1st solo week. One of these should be a co-observation with CT.
- Conduct/participate in seminars
- Confer with cooperating teacher about candidate's progress.
- Support teacher candidate and cooperating teacher in completing and discussing the Formative Assessment and confer with teacher candidate afterward.

WEEKS 11-15

- Collect and review Formative Assessments (teacher candidate and cooperating teacher).
- Confer with cooperating teacher about candidate's progress.
- Conduct/participate in seminars
- Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the second solo teaching week.
- Conduct two formal observation (**Observations #5 & #6**) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection. One of these should be during the 2nd solo week.
- Hold Exit Conferences with teacher candidates and cooperating teacher (if available). Review Formative Assessments (cooperating teacher, student and supervisor). Complete EDEL 143A Exit Checklist and turn in to Dena's mailbox.
- Complete Grade Roster and enter Formative Evaluation scores into the College of Education's online assessment database.

PHASE 2: STUDENT TEACHER RECOMMENDED ACTIVITIES

WEEKS 1-5

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

WEEKS 6 - 10

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

PHASE 2 STUDENT TEACHER ASSIGNMENTS

- ✓ 6 University Supervisor Observations; up to 2 can be videotaped (this is determined by CT, TC, and University Supervisor)
- ✓ 3 Cooperating Teacher Observations (2 of these should be done collaboratively with the University Supervisor)
- ✓ Cooperating teachers' and supervisors' observations must include a variety of content areas.
- ✓ 2 weeks of solo teaching

WEEKS 1-5

1. **Supervisor Observation #1** (co-observation with cooperating teacher.
2. Complete **Supervisor Observation #2**, including lesson plans prepared with the Lesson Plan Template.
3. CalTPA work, as directed.

WEEKS 6-10

1. Plan first week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
2. CalTPA work, as directed.
3. Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. Upload lesson documents to Canvas in the correct module.
4. Complete first solo week, including one formal **Supervisor Observation #3**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
5. Complete **Supervisor Observation #4**, including lesson plans prepared with the Lesson Plan Template (co-observation with cooperating teacher). Upload lesson documents to Canvas in the correct module.
6. Complete self-evaluation using the Formative Assessment; upload to Canvas.
7. Give a blank copy of the formative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.
8. Upload supervisor's formative assessment to Canvas.

WEEKS 11-15

1. Plan second week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
2. Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor.
3. Successfully complete second solo week, including one formal **Supervisor Observation #5**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.

4. Successfully complete second solo week, including one formal **Supervisor Observation #6**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
5. Complete CalTPA tasks, as directed.
6. Complete self-evaluation using the Summative Assessment; upload to Canvas.
7. Give a blank copy of the Summative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.
8. Upload supervisor's Summative assessment to Canvas.
9. Complete CSU Exit Survey (www.csuexitsurvey.org).
10. Participate in Exit Conference with supervisor. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Submit certificate for completion of CSU Exit Survey.

PHASE 2 COOPERATING TEACHER GUIDELINES

WEEKS 1 - 5

- Introduce the teacher candidate to the school facilities, resources, and faculty.
- Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accident.
- Maintain primary responsibility for planning and conducting class and involve teacher candidate in discussion of plans; share long-range plans/goals for semester.
- Establish schedule for weekly planning time (45-60 minutes) with teacher candidate.
- Model a variety of instructional strategies used to help diverse learners in your classroom.
- Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- Confer with university supervisor about candidate's progress.
- Help teacher candidate prepare for two formal observations by supervisor; you will co-observe one of these lessons.
- Support teacher candidate with CalTPA.

WEEKS 6-10

- Help teacher candidate prepare for two formal observations by supervisor; you will co-observe one of these lessons.
- Support teacher candidate with CalTPA.
- Schedule opportunities for teacher candidate to observe/participate in parent/teacher conferences and/or SST meetings, if permitted.
- Help candidate plan for solo week; remain on site during this time.
- Complete Formative Assessment and discuss with teacher candidate.

WEEKS 11-15

- Help teacher candidate prepare for two formal observations by supervisor
- Observe and debrief a lesson with candidate. Candidate will email you their lesson plan at least 24-48 hours before the lesson and a blank debrief form. They will share their written reflection with you 24-48 hours after the debrief conversation.
- Confer with supervisor about candidate's progress.
- Support teacher candidate with CalTPA.
- Help candidate plan for solo week; remain on site during this time.
- Complete Summative Assessment and discuss with teacher candidate.

PHASE 2 UNIVERSITY SUPERVISOR GUIDELINES

WEEKS 1 – 5

- Become acquainted with school principals.
- Hold orientation meeting with cooperating teachers and teacher candidates at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms. Review guidelines presented in EDEL 143A/B Field Experience Guide.
- Observe and conference with each teacher candidate regularly. Observations must include a variety of content areas.
- Conduct 8 seminars with all teacher candidates (during the semester).
- Be available for questions from cooperating teachers or teacher candidates either in person, by email, and/or by telephone; set communication norms.
- Confer with cooperating teacher about candidate's progress.
- **Supervisor Observation #1** (co-observation with CT)
- **Supervisor Observation #2**, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
- CalTPA support, as needed.

WEEKS 6-10

- Confer with cooperating teacher about candidate's progress.
- Conduct two formal observations (**Observation #3 and #4**) with teacher candidates, including lesson plans (use Lesson Plan Template), Debrief Form and Student Reflection (one of these should be a co-observation with CT and one should be during the solo week).
- Support teacher candidate and cooperating teacher in completing and discussing Formative Assessment and confer with teacher candidate afterward.
- Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
- CalTPA support, as needed.

WEEKS 11-15

- CT observed lesson: Review Cooperating Teacher debrief form, as well as candidates' lesson plan and written reflection. All will be uploaded to Canvas.
- Confer with cooperating teacher about candidate's progress.
- Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the second solo teaching week.
- Conduct two formal observations (**Observation #5 and #6**) with teacher candidates, including lesson plans (use Lesson Plan Template), debrief form, and written reflection. Hold Exit Conferences with teacher candidates. Collect certificate for completion of CSU Exit Survey (one of these should be during the solo week)
- CalTPA support, as needed.
- Complete EDEL 143B Exit Checklist
- Complete Grade Roster and enter Summative Evaluation and Diversity Rubric scores into the College of Education's online assessment database. Turn exit checklist in to Dena's mailbox.

REMEDIATION PROCESS

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

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

STUDENT TEACHING COMPLAINT PROCEDURES

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

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

1. Arrange for a time to meet with your university supervisor to bring up the concern and seek resolution. Note: If the concern involves your placement teacher, classroom, and/or student teaching school site, a meeting that involves your university supervisor, cooperating teacher (and, possibly, the principal), and you will be required before any action is taken. You **SHOULD NOT** change your placement without consulting your university supervisor and conducting a meeting with your cooperating teacher. Regardless of the outcome, you and your university supervisor and cooperating teacher would need to provide a written documentation of the meeting. The final document should be dated and signed by all parties involved, and a copy would need to be submitted to the Field Placement Office.
 - a. If the issue has been adequately resolved, then the complaint process is considered complete and no further steps are required.
 - b. If the issue has not been adequately resolved, from the perspective of either the student or the university supervisor, then the process would continue to the next step.
2. Arrange for a time to meet with the Field Placement Director and your university supervisor. During this meeting, the Field Placement Director would mediate the situation and suggest potential options for resolving the concern.
 - a. If the issue has been adequately resolved, then the complaint process is considered complete and no further steps are required.
 - b. If the issue has not been adequately resolved, from the perspective of either the student, the university supervisor, or the Field Placement Director, then the process would continue to the next step.
3. Arrange for a time to meet with the Chair of the Department of Teacher Education, the Field Placement Director, and the university supervisor. During this meeting the Chair mediates and resolves the situation
4. If you are not satisfied with the Department Chair's resolution, you may email the Associate Dean of the Lurie College of Education who handles and resolves all student issues and concerns.