Secondary Student Teaching
Field Guide

Teacher Education
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Overview: How Student Teaching Is Organized
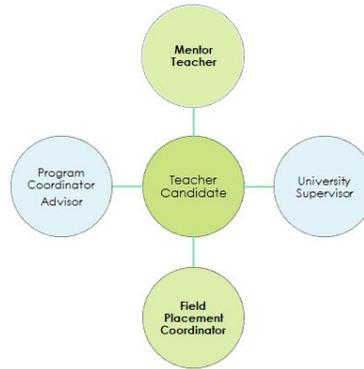
Phase I

Student teaching is divided into two semester-long experiences. During the first semester (Phase I Student Teaching), Teacher Candidates work with their Mentor Teacher(s) during two periods each day, with additional time specifically set aside to confer, debrief and plan. Our gradual release model of student teaching allows for increased independence through collaborative co-teaching methods. We recommend the Mentor and Teacher Candidate teach together throughout Phase I.

As a demonstration of increased competence in organizing instruction, the Teacher Candidate is responsible for creating and implementing a 15-day teaching unit during the Phase I semester. Prior to this independent instruction, the Teacher Candidate should be actively engaging in both classes while having experience moving from teaching portions of lessons to instructing full bell-to bell lessons in the primary class, in order to prepare and to allow for coaching in areas of need. Following the 15-days of lead teaching, the Teacher Candidate should continue to lead teach in the primary class and begin more lead teaching in the secondary class until the end of the semester.

At the end of the semester, the Mentor Teacher and University Supervisor complete a summative evaluation and debrief the first semester's experience with the Teacher Candidate. In order to provide continuity, these summations of the Teacher Candidate's experience are shared with the Teacher Candidate's next Mentor and Supervisor.

Cycle 1 of the California Teacher Performance Assessment (CalTPA) must also be submitted at the end of the Phase 1 semester. This portion of the CalTPA requires students to describe, analyze, and reflect on the outcomes of one complete lesson in light of specific student assets.

Phase II/III

During the second semester, Phase II/III Student Teaching follows the placement school's semester calendar. Teacher Candidates are responsible for being at their assigned school for 4 periods each day. The Teacher Candidate needs to also budget time of about 45-60 minutes per day for debrief, reflection, feedback, and planning with the Mentor Teacher. The Teacher Candidate is now responsible for lead teaching every day in two periods and actively observing and assisting in two other periods. While a co-teaching format may still be followed, we expect the Teacher Candidate to lead the planning of lessons in Phase II/III primary classes. During this time, the Mentor Teacher and University Supervisor provide ongoing feedback and foster independent instruction for the Teacher Candidate.

In addition to the teaching assignment of two periods every day (and active observation of other classes), the Teacher Candidate 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 and University Supervisor, based on the curriculum, testing, and the school calendar. Full-day means the Teacher Candidate is at the school site full-days while continuing to lead teach in the 2 primary classes. We recommend that during this time, Teacher Candidates attend all meetings, activities, and classes with the Mentor. Mentor Teachers and University Supervisors also complete mid-semester Formative Evaluations (in a similar format to the final Summative Evaluations.)

The culminating experience for the semester is the completion of Cycle 2 of the California Teacher Performance Assessment (CalTPA). For this Cycle, Teacher Candidates describe a full unit of instruction as well as assessments and highlight examples of aspects of instruction through video excerpts. In addition, Teacher Candidates evaluate their teaching and describe further instruction based on outcomes. Also at the end of the semester, the Mentor Teacher and University Supervisor complete summative evaluations and debrief the second semester experience with the Teacher Candidate.

Conclusion/Commission on Teacher Credentialing (CTC) Hour Requirements

Over the entirety of the program, student teachers participate in placements no less than 640 hours, providing a solid experience and mentorship. In Phase I, at two periods of student teaching (instruction/observation) a day plus collaborating with mentors is no less than 160 hours of student teaching. Phase II, at four periods a day of student teaching (instruction/observation) plus collaboration with mentors results in no less than 480 hours of student teaching. Therefore, your student teaching hours will meet this CTC requirement.

Placement Assignments and Protocols

The placement process is complex and requires layers of protocol so prompt and professional communication is important. Furthermore, it is essential that Teacher Candidates adhere to the placement process protocols. Lack of communication or inappropriate communication can jeopardize a placement and even postpone the opportunity to student teach.

The Field Placement Coordinator, in conjunction with our local school district partners and subject area coordinators (for Phase II), will make student teaching placement assignments. The process will be explained in class early in the semester. Placements are in approved public schools (including some public charters) in the service area.

Teacher Candidates are surveyed by the Field Placement Coordinator in the semester prior to Phase I and Phase II/III teaching regarding placement information and preferences. Teacher Candidates may request assignment to a specific school, district and/or Mentor, however, requests or preferences are not guaranteed. The Field Placement Coordinator does try to match Teacher Candidates to their placement preferences whenever possible. The Field Placement Coordinator will contact Teacher Candidates about potential placements as the information becomes available during the placement process.

Teacher Candidates should never try to arrange placements on their own. Districts maintain tight control over the process and may cancel or refuse a placement when Teacher Candidates try to influence the process. Please see the Teacher Education (TED) website for our placement area.

School Contact

Do not contact schools on your own unless specifically instructed to do so by your Mentor Teacher. After your student teaching placement has been confirmed, you will be advised of the person you should contact, and when to make that contact. Again, please do not attempt to arrange a student teaching placement. Districts maintain tight control over the process and may cancel or refuse a placement when Teacher Candidates interfere or try to influence the process.

Private School Placements

Consistent with our vision/mission statement and focus on social justice, we prioritize public school placements in high needs districts and only selectively place candidates in charter schools. We do not place candidates in private school settings as these settings may not be inclusive for all students.

Roles and Responsibilities
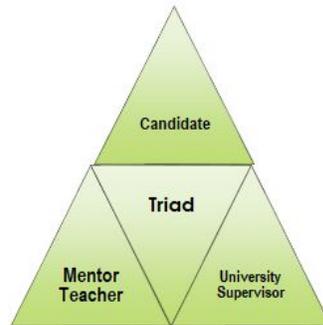
Teacher Candidate

Professionalism:

- Be present as scheduled for the duration of the semester
- Adhere to the academic schedule of the school to which you are assigned, even if it differs from that of San Jose State University.
- Demonstrate professional conduct including appropriate expression and appearance (dress).
- Arrive at the school site on time (early) and prepared for the day.
- Confer regularly with your Mentor Teacher(s) and University Supervisor to set growth goals and reflect on progress.
- Determine how to best contact each person (Mentor, Supervisor, Coordinators, School Personnel).
- Conduct all communication in a timely, respectful, courteous and professional manner.
- Inform the school, your Mentor Teacher, and your University Supervisor of any and all absences.

Preparation:

- Learn about the placement school's students, culture, personnel and the surrounding community.
- Identify specific learning needs of your students, especially English Language Learners.·
- Learn and adhere to school rules and policies.
- Apply the theories and principles of pedagogy taught in university courses to classroom practice.
- Plan carefully and thoroughly for each day of teaching.
- Prepare a written lesson plan for every day that you teach.
- Follow the curriculum.
- Provide your Mentor Teacher and your University Supervisor (as required) with an advance copy of every lesson you deliver. This will be especially important if you become ill.
- Strive to meet all Expectations for Candidates.

- Complete and meet all academic requirements for concurrent university coursework including those for the Teacher Performance Assessment.
- Create videos and upload them to Canvas/ARC to complete the CalTPA Cycle 1 requirements with high quality work.

Mentor Teacher

The principal functions of the Mentor Teacher are to (1) provide the Teacher Candidate with regular feedback and guidance, (2) collaborate and involve Candidates 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. The Mentor is expected to be present during the Teacher Candidates teaching episodes and provide direct supervision throughout the student teaching semester. In addition, The Mentor provides about 5 hours per week of support meetings which include include feedback, debrief, reflection on teaching,and planning for upcoming teaching. Major responsibilities of the Mentor include the following:

- Orient the Teacher Candidate to the school and class culture, goals, protocols, and routines.
- Introduce the Teacher Candidate and explain that the Teacher Candidate will serve as a teacher and an active participant in the class.
- Provide the Teacher Candidate with a curriculum syllabus, textbook, and other essential course materials and/or resources.
- Collaborate on lesson and unit plans with the Teacher Candidate.
- Assist Teacher Candidates with the identification and appropriate planning in light of the special learning needs and assets of students.
- Collaborate with the Teacher Candidate to plan the scope and schedule of the Teacher Candidate's responsibilities.
- Allow the Teacher Candidate appropriate opportunities to engage, practice, and grow, while eventually having the opportunity to demonstrate Teaching autonomy and competence.
- Use the Teaching Performance Expectations and the Teacher Candidate evaluation as guidelines for planning appropriate experiences throughout the semester.
- Observe the Teacher Candidate; confer regularly to provide guidance, help, and feedback.
- Communicate regularly with the University Supervisor about the Teacher Candidate's progress.
- Offer some (informal) written observations throughout the semester (Phase II complete formative evaluation mid-semester).

- Complete and provide the University Supervisor (Teacher Education Department) with a final evaluation of the Teacher Candidate's performance (Mentor Summative Evaluation).
- Provide support for the Teacher Candidate completing Cycle 1 and 2 of the CalTPA including access to permissions and video-taping of Candidate's teaching.

University Supervisor

The University Supervisor is a representative of the Teaching Program and acts as an overall guide for the Student Teaching process, providing a connection between University and field learning experiences.The University Supervisor provides help, guidance, and constructive criticism and is responsible for the final evaluation (grade assessment) of the Teacher Candidate. University Supervisors observe Teacher Candidates at least six times during the semester during Phase I student teaching, and 6-10 times during Phase II/III student teaching, or as needed depending on the Teacher Candidate's performance. Two of these observations can be through video.

University Supervisor Partner Responsibilities
- Schedule a triad meeting with the Mentor Teacher and Teacher Candidate <u>at the start of the semester</u> to establish expectations and set learning goals.
- Acquaint the Teacher Candidates and Mentor Teachers with appropriate Handbooks and resources including the Teaching Performance Expectations (TPEs), Summative Evaluations and other evaluation forms.
- Go over the roles and responsibilities for Teacher Candidates, Mentor Teachers and Supervisors including overall student teaching requirements and expectations.
- Orient Teacher Candidates and Mentor Teachers to their respective responsibilities.
- Debrief the semester in closing, end of semester, triad meeting with University Supervisor, Mentor & Teacher Candidate.
- Triad Meeting includes reflection on the semester Teaching experience, review of Summative Evaluations and helping the Teacher Candidate set growth goals.
- First semester Summative Evaluations should be shared with next Supervisor and Mentor.

Observations and Evaluations
- Observe the Teacher Candidate in the classroom every 3-4 weeks and provide guidance, assistance, and constructive criticism.
- Provide the Teacher Candidate with verbal and written reports of those observations.
- Review the Summative Evaluation rubric and Candidate's progress within the rubric at least three times in the semester.

- Ensure that the candidate has opportunities for appropriate experiences in the classroom that reflect or provide support/evidence for the Teaching Performance Expectations and the Teacher Candidate Final (Summative) Evaluation

Teaching Support, Concerns, and Communication
- 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 regularly with the Teacher Candidate and Mentor Teacher or Site Supervisor regarding the Teacher Candidate's progress.
- Provide ongoing and meaningful feedback on areas of strengths, growth and specific areas for improvement. These should include suggestions for best and next practices and communication with Mentor Teacher.
- Notify Program and Field Placement Coordinators as soon as concerns about the Teacher Candidate's professional disposition or teaching arise*.
- Create and implement improvement plans in collaboration with Mentor and/or Coordinators as needed to document Teacher Candidate progress or lack thereof.
    *See concern and improvement plan process later in this handbook.
- Submit to Teacher Education Department a copy of the Summative Evaluation of the Teacher Candidate's performance.

<p style="text-align: center;">**Substitute and Absence Policy**
Department of Teacher Education</p>

Rationale:

The Department of Teacher Education is committed to ensuring that Teacher Candidates receive mentoring from highly qualified school site personnel and university supervisors throughout their clinical practice in both Phase I and Phase II student teaching. Traditional student teaching and intern pathways insure candidates receive consistent mentoring from both school site and university personnel. In general, the Department does not support candidates in accepting substitute positions in place of student teaching or internships as it is difficult to ensure an adequate level of site-based supervision in these instances.

California Commission of Teacher Credentialing (CCTC) Requirements:

In accordance with the Commission of Teacher Credentialing clinical practice and supervision requirements, all candidates should complete "a minimum of 600 hours of clinical practice across the arc of the program" regardless of program pathway (Standard 3). These clinical experiences must be "under the guidance of a district employed supervisor/master teacher, veteran practitioner, program supervisor and/or course instructor" (p.3). While these hours may be completed without the mentor/supervisor present, they must be "guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.)." (p.3-4). General lesson planning done independently by the candidate does not qualify as part of the 600 hours.

Substitute Policy

In general, candidates may not substitute teach in place of student teaching. However, the Department recognizes that there are certain circumstances in which candidates and our school partners may benefit from candidates serving as substitute teachers. These include instances where qualified candidates substitute for their mentors, allowing mentors to engage in professional development, or cases in which a qualified student teacher might substitute in their mentor's absence due to a medical or family emergency. The following policy outlines the process and conditions under which substitute teaching may be allowed during phase I or phase II student teaching

Phase I Student Teaching

The candidate's first priority is student teaching and coursework. They may choose to gain additional experience through substituting on days when they do not have student teaching commitments. At the school's request and with supervisor approval, candidates may accept single day/short term substitute work in their student teaching placement ***not to exceed 3 times during the semester***. In addition, Phase I student teachers may ***not*** accept long-term substitute positions in place of student teaching.

Phase II Student Teaching

Candidates in Phase II full-time student teaching are not permitted to substitute outside of their student teaching, given their full time student teaching schedule. They may, at the schools request, and with the approval of their supervisor, accept *single day/short term* substitute work in their current placement ***not to exceed 5 times during the semester*** **(if the hours are to be counted towards student teaching)**.

Internships

Candidates seeking full time employment as a teacher in place of Phase II student teaching should apply for the Intern Program. Qualified candidates, accepted into the program and offered a teaching position at an approved site may complete their Phase II student teaching requirements through the internship program.

Policy Exception for Long-term Substitute Positions

On rare occasions, often due to family or medical emergencies, candidates are offered long-term substitute positions from the school or district in which they are student teaching. If a candidate wishes to be considered by the university for a long-term substitute position, in place of student teaching, they need to take the following steps:

1. Find out the reason for and duration of the opening.
2. Consult with their University Supervisor to decide on next steps.
3. If the University Supervisor feels the Candidate is qualified for the position, the supervisor will consult with the Field Placement Coordinator who will confirm that the student is in good standing with both coursework and student teaching requirements.
4. If the Candidate's petition to accept the long-term substitute position is approved, the Field Placement Coordinator will contact the school principal to identify a qualified site-based mentor and develop a support plan for the candidate. An MOU outlining the support plan, and the respective responsibilities of the school, the university, and the Candidate will be signed by the school principal, the Field Placement Coordinator, and the Candidate.

Sick Day Policy

Teacher Candidate can only be absent for 2 days per semester in Phase I and Phase II/III. If the absence is longer (personal emergency/long-term sickness), the Teacher Candidate must consult with the University Supervisor for the appropriate action and permission. The Field Placement Coordinator must also be informed if the Teacher Candidate takes more than 2 sick days per semester. There is no "make-up" days of missed student teaching, therefore if a Teacher Candidate takes more than 2 sick days they may need to repeat their semester of student teaching. If the Teacher Candidate is absent and is the teacher of record, lesson plans must be provided to the Mentor for each day's absence.

Phase I Student Teaching

This is a guide so that the amount of time at each step may vary due to Candidate readiness and/or placement timing/schedule. Some Teacher Candidates may need an extra week (give or take) for each stage of student teaching. However, Candidates do need to be successful and complete each step or stage of Student Teaching.

Getting Started: Collaboration Toward Co-Teaching

At the start of the first semester of Student Teaching, the Teacher Candidate will arrange to be on site five days per week. (With approval from the University Supervisor, this can modified for placements with block schedules). During the week, time will be spent actively participating and observing in assigned placement periods and assisting with tasks like greeting students at the door, taking attendance, collecting homework and working with students one on one during activities. The Mentor 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 integrate and involve the Teacher Candidate in the classroom increasingly over the course of several weeks. The Teacher Candidate will need to complete seminar video assignments during this time through mini-teaching episodes (5-15 minutes of teaching). The Candidate should consult with the Mentor about these recorded activities and make a plan to collect appropriate permissions from students.

Stepping Up: Co-Teaching:

Approaching the middle of the semester, the Teacher Candidate should be more and more integrated into the classroom as a co-teacher. Based on Mentor's observations and the readiness of the Candidate, this involvement can include, but is not limited to, working with small groups, supervising stations, targeted observation, and teaching portions of lessons, or more. This stage of the semester is to prepare candidates to lead teach by the end of the semester. Typically, the Mentor Teacher gives the Teacher Candidate enough instructional independence in the classroom 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. The timing for transition to the "Lead Teaching Phase" of the semester is to be determined by the University Supervisor in consultation with the Teacher Candidate and Mentor Teacher. Any concerns regarding the Teacher Candidate's readiness or disposition to move into lead teaching should be clearly documented by this time.

Gaining Independence: Lead-Teaching

During the final five weeks of the semester, the Teacher Candidate is responsible for lead teaching for 15 or more consecutive days in their primary period. This teaching assignment is the culminating experience of the semester and generally includes a full unit of study. The goal is to have the Teacher Candidate in charge of the classroom during the 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 the Candidate gains skills and confidence, while still having a trusted collaborator for guidance. The University Supervisor typically visits for 2-3 observations during these 15 days to provide additional feedback and guidance, and to check in with the Mentor Teacher. Additionally, the candidate will collect video data about their teaching for their CalTPA.

Recommended Activities for Phase I Student Teaching

There are a wide variety of opportunities for Teacher Candidates to learn about school and classroom culture. The following list of activities will help the Teacher Candidate 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*. Teacher Candidates 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 Teacher Candidate, Mentor Teacher and University Supervisor should also work together, as the semester progresses, to decide when the candidate should take on more responsibility. Final decisions about these transitions are at the discretion of the Mentor Teacher, in consultation with the University Supervisor.

Getting Started: Collaboration Toward Co-Teaching (Phase 1)
Timeframe: Early Semester

Teacher Candidates:
Observe two periods, five days per week, and arrange to observe other recommended classes. Meet with Mentor Teacher before class and at least once per week during prep period, lunch or some other convenient time. Learning to teach requires active engagement at all steps of the program.

- Get to know class and school culture.
- Learn the routines, procedures and policies of the Mentor Teacher in order for the Teacher Candidate to emulate these practices.
- Become familiar with the curriculum (or curricula) for the semester
- Become knowledgeable about the school's organization, policies, schedules, rules, and special events.
- Ask for a copy of the school calendar.
- Ask to review a copy of the District Faculty Handbook.
- Get to know students.
- Learn the names of students in classes to which assigned.
- Learn about their strengths and areas for support.
- Research demographic statistics for your school
- Assist Mentor Teacher with various classroom tasks such as, but not limited to: taking roll, answering student questions, collecting and correcting homework, working with small groups, reading student work (e.g., exams), assisting with room set-up, and other tasks that 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.
- Distribute and start collecting the video permission forms from students for sharing your videos in classes at SJSU and CalTPA.
- Follow student teaching requirements and responsibilities.
- Review the rubric for the Summative Evaluation.
- Make connections between academic learning experiences and field experiences.
- Contribute to the field experience classes while also participating in and completing all required academic work.

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Mentor Teachers

Preparation-Setting for Success

- Meet with Teacher Candidate before class and at least once per week during prep period, lunch or some other convenient time in order to begin to collaborate on planning and instruction.
- Share the class roster and seating chart with the candida
- Share the course syllabus, curriculum map, district benchmarks or any other materials that might help familiarize the Teacher Candidate 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 Teacher Candidate.
- Identify any special needs or accommodations for mainstreamed students.
- Introduce the Teacher Candidate 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.

Participation

- Include Teacher Candidate in classroom activities to increase the Teacher Candidate's presence in the classroom (e.g. taking roll, greeting students at the door, working with small groups, reading and/or grading student work).
- Provide formative feedback on the Candidate's work.
- Debrief lessons with the Teacher Candidate, with special focus on building an effective learning community, classroom management, and relationships with student
- Co-write a brief letter to introduce your Teacher Candidate and explain his/her role in the classroom for the semester.
- Assist the Candidate collect data on your classes' demographics, including but not limited to; Students on IEPs or 504s, Students CELDT score or who are re-designated second language learners, SES of school and how that is represented in your class, and/or race and ethnic identities. Additionally, please assist the candidate in getting to know your students on a more personal level.
- Assist the Candidate in distributing and collecting video permission slips.

University Supervisor

- Schedule a Triad (University Supervisor, Mentor, & Teacher Candidate) meeting to discuss expectations within the first two weeks of the semester
- Meet with and instruct Teacher Candidates in seminar and provide feedback and information for candidates regarding personal growth and general best practices.
- Suggest ways for candidates to learn from targeted observations and work with students.
- Observe a mini-lesson or teaching segment the Teacher Candidate conducts.

Stepping up: Co-Teaching Stage (Phase 1)
  Timeframe: Mid semester

Teacher Candidates
  ● Increase engagement and practice of instructional activities, including collaborating, planning and teaching portions and a few full lessons.
  ● Continue actively participating in both classes everyday the classes meet.as well as meet with Mentor before class and regularly during prep period, lunch or some other convenient time in order to collaborate on lesson plans and assessment ideas.
  ● Assist with locating or preparing instructional materials such as handouts and slides.
  ● Help grade (or at least read through) student work to become familiar with students' strengths and needs.
  ● Work with small groups, or work one-on-one with students during group or seat work activities.
  ● Use co-teaching strategies in conjunction with Mentor, so that the Candidate leads 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.
  ● This includes preparing complete lesson plans in advance, in collaboration with or for prior review of Mentor.
  ● Settle on the dates and curriculum for your 15 days of lead teaching in (at least) one of your two assigned periods.
  ● Record practice videos your teaching and/or work with small groups and upload to Canvas/ARC for seminar and supervisor observations.

 Mentor Teachers
  ● Mentor Teachers provide opportunities and feedback for Candidate's increasing participation in lesson preparation, planning and teaching.
  ● Meet with Teacher Candidate before class and regularly during prep period, lunch or some other convenient time in order to collaborate.
  ● Continue to provide or reveal for the Candidate, Mentor expertise, best practices, rationale, "teacher talk" for choices, considerations and actions.
  ● Select activities for the Teacher Candidate to take on, gradually increasing responsibilities as the semester progresses. Focus on activities that may require some practice to master.

- Arrange for the Teacher Candidate to take full responsibility for at least 1-2 "bell to bell" lessons during this portion of the semester, and then provide feedback on these lessons.
- Help the Teacher Candidate 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 Teacher Candidate providing feedback.
- Offer some feedback in writing (even informal), for Candidate's reflection or reference. (Can have Candidate restate feedback for Mentor confirmation or review).
- Settle on the dates and curriculum for your Teacher Candidate's 15 days of lead teaching.
- Assist the Candidate with videotaping their teaching portions or lessons and/or work with small groups.

University Supervisor
- University Supervisors provide guidance and feedback through site visit observations and seminar activities and communicate areas of growth (and concerns if needed.)
- Continue to observe mini-lesson, co-taught lessons or lesson portions that the Candidate conducts.
- Provide written feedback for each observation with specific details.
- Observe at least one "bell to bell" lesson and provide written and verbal feedback to the Candidate and Mentor.
- Consider completing the Summative Evaluation form as a point of reference and discuss this with the Candidate.
- Communicate with Mentor regarding Candidate's progress.
- Provide guidance and feedback on areas of strength and growth in Seminar (Per Seminar course guidelines and Candidate needs).
- Provide feedback on a video segment.
- Identify and document any concerns regarding the Teacher Candidate's progress and/or growth.
- Meet with Mentor and/or Coordinators as needed for support and corroboration.

Gaining Independence: Lead Teaching Phase (Phase 1)

 Time Frame: Late semester

Teacher Candidates
- Teacher Candidates are well-integrated into the lead and support class routines, conducting their solo teaching and continuing co-teaching.
- Co-teach whenever not "lead" teaching five days per week, continuing with the activities suggested above.
- "Lead" 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. These must be submitted to your University Supervisor and Mentor Teacher at a deadline of their choosing prior to your teaching.
- Debrief lessons with Mentor Teacher daily, or as soon and as often as possible.
- Write daily reflections on lead teaching and provide lesson plans (prior to instruction) and these reflections (immediately after) to your University Supervisor (and Mentor).
- Complete all course requirements for 184x, including your coaching cycle and cycle 1 of the CalTPA
- Meet with your University Supervisor after each observation to debrief.

Mentor Teachers
- Mentor Teachers continue to oversee and gather details through observations of Teacher Candidate's lessons, encouraging and supporting their ability to growth as an independent educator and for Candidate's final written evaluation.
- Prior to 15 days of Candidate's lead teaching, review Phase I Summative Evaluation Form that will be completed at the end of the semester. (If possible, review with Candidate as well).
- Review and observe Candidate's daily lessons and instruction
- Meet with Teacher Candidate to debrief lessons daily, or as soon and as often as possible.
- Communicate with the University Supervisor to discuss your Teacher Candidate''s progress.
- Fill out the "Phase I Teacher Candidate Evaluation Form" at the end of the semester and return it to the University Supervisor.
- The final written evaluation should be used for preparation of Candidate's Phase II/III learning goals and progress assessments and shared at the final Triad meeting.

University Supervisor

- The University Supervisor continues to review Candidate's lead teaching and progress towards teaching performance assessment requirements.
- Observe at least 2 times during the candidates lead teaching.
- Support candidate with his or her submission of cycle 1 of the CalTPA
- Debrief after each observation and provide verbal and written feedback that focuses on the candidate's emerging strengths and areas of needed growth.
- Schedule a Triad meeting after the 15 days of lead teaching in order to discuss the growth during the semester and to set growth goals for Phase II.
- Complete the final Teacher Candidate evaluation form and submit it to the Teacher Education Department.

Additional Activities for Teacher Candidates to Consider

- Review Teaching Performance Expectations and consider participation in areas not covered in classroom experiences.
- Learn about instructional media available from school, district, and county resource centers.
- Attend department, 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.
- Observe other teachers, particularly those in other disciplines.
- Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Phase II Student Teaching

Phase II follows placement school calendar and begins the first day your placement school returns/starts the semester. Weeks written here are referencing the 16-week SJSU Calendar.

Pre-SJSU Semester Stage (Weeks 1-3)

Since the Teacher Candidate will begin one to three weeks before the University Supervisor begins (SJSU Semester Calendar), Teacher Candidates should contact the Field Placement Coordinator if any concerns or issues arise. During these first few weeks before the SJSU semester begins Candidates are restricted to the following student teaching activities:

- If you are new to the placement, you may teach mini-lessons (i.e. introductions, greeting kids, energizers, correct homework, observe and assist.) The majority of your work should be centered around getting to know your students, observe/assist activities, getting video permission slips completed.
- If you are in a *Year Long Placement (YLP)* or are *staying* in the same placement as Phase I, continue to lead teach in the primary Phase I class and begin co-teaching and lead teaching in the Phase I secondary class. This teaching is not your 2-weeks of "solo" teaching. This is just a continuation of Phase I co-teaching and lead-teaching.

SJSU Semester Begins:

Orientation Stage (Weeks 1-2/SJSU semester)

In the initial 1-2 weeks of the semester, Teacher Candidates take time to get to know Mentor Teacher(s), students and the curriculum for which they will be responsible for the semester. Time will be spent observing in all four 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.

If Candidates are in a yearlong placement or stayed in the same placement from Phase I, the Teacher Candidate should continue to lead teach in the primary Phase I class and begin co-teaching and lead teaching in the Phase I secondary class.

Transition Stage (Weeks 3-4/SJSU semester)

During the next 1-2 weeks of the semester, the Teacher Candidate 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 Candidate is ready). The goal of this stage of the semester is to prepare to lead teach and to have the Teacher Candidate ready to take on full responsibility for planning and instruction for the rest of the semester.

If Candidates are in a yearlong placement or stayed in the same placement from Phase I, the Teacher Candidate should continue to lead teach in the primary Phase I class and begin co-teaching and lead teaching in the Phase I secondary class.

Lead Teaching Stage (Weeks 5 -16/SJSU semester)

For the rest of the semester the Teacher Candidates are responsible for teaching in two different periods and observing and assisting in two other periods for a total of 4 periods a day. The goal is to have the Teacher Candidate in charge of the classroom during the entire time frame, with the Mentor Teacher(s) providing regular feedback and giving the Teacher Candidate 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).

Mid-way through the semester the Mentor Teacher and Supervisor will complete a formative assessment (see form) of the candidate. In addition to the teaching assignment of two periods every day, the Teacher Candidate 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 Teacher Candidate and Mentor Teacher(s), in consultation with the University Supervisor.

The culminating experience for the semester is the completion of Cycle 2 of the CalTPA. At the end of the semester, the Mentor Teacher(s) and University Supervisor complete a summative evaluation and debrief the second semester experience with the Teacher Candidate.

Phase II Important Facts to Remember

·	The Phase II semester starts and ends with the Mentor's semester and cooperating school calendar, rather than San Jose State's calendar. Therefore, the Field Placement Coordinator will act as the Candidate's University Supervisor for these initial weeks prior to the San Jose State semester. A Phase II Teacher Candidate can only substitute* for the Mentor for a total of 5 days unless special arrangements are made with the University Supervisor and Field Placement Coordinator. Candidates must report any substituting beyond the 5-days to the University Supervisor and FIeld Placement Coordinator or you may need to repeat Phase II. (*See Teacher Education Substitute and Absence Policy).

·	Teacher Performance Expectations on Professionalism and Professional Disposition (TPE 6) requires the Teacher Candidate to furnish the Mentor with daily lesson plans and lesson plans to the University Supervisor on days of observation. The University Supervisor should receive lesson plans 3 days before the class lesson to be observed, to assure appropriate timing of lesson observation.

Recommended Activities for Phase II Student Teaching

There are a wide variety of opportunities for Teacher Candidates to learn about school and classroom culture. The following list of activities will help the Teacher Candidate 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*. Teacher Candidates 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 Teacher Candidate, 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.

Orientation Stage (Phase 2)

Timeframe: First few weeks prior to SJSU Start/Weeks 1-2 of SJSU semester

Teacher Candidates
- Teacher Candidates participate actively, getting to know students and learning strategies to provide continuity and planning for the semester.
- 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 for a copy and review the Faculty Handbook.
- Learn names and the strengths and needs of students in assigned classes.
- 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.
- In collaboration with Mentor and School, Candidate may be introduced to families (through letter, back to school night, email, etc.)

Mentor Teachers
- Mentor Teachers provide an introduction to class and school culture, curriculum, routines, procedures, policies as well as introduce the Candidate to students and school personnel.
- Meet with Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate.
- Identify any special needs or accommodations for specific students.
- Introduce the Teacher Candidate 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 Teacher Candidate in some classroom activities to increase the Teacher Candidate's "presence" in the classroom (e.g. taking roll, greeting students at the door, reading and/or grading student work).
- Debrief lessons with the Teacher Candidate, with special focus on building an effective learning community, classroom management, and relationships with students.
- Provide examples of the Mentor's teacher moves, rationale, or other thinking processes not typically visible to the novice teacher.
- Introduce Teacher Candidate to families according to school policy (letter, back to school night, email, etc.).

University Supervisor
- Schedule a Triad (University Supervisor, Mentor, & Teacher Candidate) meeting to discuss expectations within the first two weeks of the semester
- Meet with and instruct Teacher Candidates in seminar and provide feedback and information for candidates regarding personal growth and general best practices.
- Suggest ways for candidates to learn from targeted observations and work with students.
- Observe a mini-lesson or teaching segment the Teacher Candidate conducts.

Transition Stage (Phase 2)

Timeframe: Weeks 2-3/SJSU Semester

Teacher Candidates
- Meet with Mentor Teacher(s) before class and regularly during prep period, lunch or another agreed upon and 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 CalTPA video permission slip to families.
- Discuss dates for videoing for Cycle 2 of the CalTPA.
- Settle on dates for two weeks of full-day participation and let Supervisor know.

Mentor Teachers
- Meet with Teacher Candidate before class and regularly during prep period, lunch or some other convenient.
- Select activities for the Teacher Candidate 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 Teacher Candidate providing feedback.
- Work with Teacher Candidate to plan for Cycle 2 of CalTPA.
- Work with Teacher Candidate to settle on dates for two weeks of full day participation. (Solo teaching & full day attendance at the school placement)

University Supervisor
- University Supervisors provide guidance and feedback through site visit observations and seminar activities and communicate areas of growth (and concerns if needed.)
- Continue to observe co-taught lessons or lesson portions that the Candidate conducts.
- Provide written feedback for each observation with specific details.

- Observe at least one "bell to bell" lesson and provide written and verbal feedback to the Candidate and Mentor.
- Complete mid-term (Formative) Evaluation form and turn in to Teacher Education Department and SAC.
- Provide Support for CalTPA Cycle 2.
- Communicate with Mentor regarding Candidate's progress.
- Provide guidance and feedback on areas of strength and growth in Seminar (Per Seminar course guidelines and Candidate needs).
- Provide feedback on a video segment.
- Identify and document any concerns regarding the Teacher Candidate's progress and/or growth and notify concerns to Program Coordinator and/or Field Placement Coordinator.
- Meet with Mentor and/or Coordinators as needed for support and corroboration.

Lead Teaching Stage (Phase 2)
Time Frame: Rest of semester

Teacher Candidates
- Prepare complete lesson plans for every day that you teach and send to your Mentor and University Supervisors
- Debrief lessons with Mentor Teacher daily, or as soon as and as often as possible
- Create a Unit Overview for the 2-weeks of solo teaching and send to you Mentor and University Supervisor at least 1-week before your solo teaching begins.
- Spend two weeks of full-day participation in school (specifically activities for the additional periods to be determined by the Teacher Candidate and Mentor, in consultation with the Supervisor.
- Share weekly reflections on your "solo" teaching with your Mentor Teacher and University Supervisor each evening of your teaching days.
- Plan, teach and write up CalTPA teaching events.
- Submit videos and/or CalTPA sections as designated by Supervisor, seminar or university.

Mentor Teachers
- Oversee Teacher Candidate's "solo" lessons, encouraging their autonomy.
- Observe "solo" lessons periodically and provide written feedback.
- Meet with Teacher Candidate regularly to debrief "solo" lessons
- Fill out the "Phase II-III Teacher Candidate Evaluation Form" at the middle of the semester and share it with the Teacher Candidate and University Supervisor, as a formative assessment

- Communicate with the University Supervisor to discuss your Teacher Candidate's progress, as the need arises.
- At the end of the semester, fill out, review and share "Phase II-III Teacher Candidate (Summative) Evaluation Form" with the Teacher Candidate and University Supervisor.

University Supervisor

- The University Supervisor continues to review Candidate's lead teaching and progress towards teaching performance assessment requirements.
- Observe at least 2 times during the candidates lead teaching.
- Support candidate with his or her submission of cycle 2 of the CalTPA
- Debrief after each observation and provide verbal and written feedback that focuses on the candidate's emerging strengths and areas of needed growth.
- Schedule a Triad meeting after the 15 days of lead teaching in order to discuss the growth during the semester and to set growth goals for Induction (complete IDP paperwork/self-assessment with TC).
- Complete the final Teacher Candidate evaluation form and submit it to the Teacher Education Department.

Additional Activities For Teacher Candidates 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 and learn about the 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.

Clinical Practice: Intern vs. Student Teaching

In phase II student teaching again reflects a gradual assumption of classroom responsibilities, while interning requires candidates to accept full responsibility as instructor of record (teaching, grading, conferencing, etc.) Only in rare cases (representing significant classroom experience as lead teacher) are phase I student teachers allowed to accept an internship.

Single Subject Intern Program Pathway

Overview

The intern program pathway is designed for individuals who have successful prior experience with lead-teaching in a K-12 classroom and who seek an alternative route to earning their preliminary credential. The intern program provides qualified candidates who are offered a teaching position an opportunity to complete the credential program as a contracted (paid) teacher under an internship credential. Intern candidates receive support from a university field supervisor and an on-site coach from the school while completing their credential coursework.

The intern program pathway is designed for individuals in one of the following contexts:

1.   Candidates who are scheduled to complete their final phase of student teaching and have been offered a teaching position by a partnering school district in the program's primary service area. Candidates who transition to the intern program at this point will complete the program over two additional semesters.

OR

2.   Incoming Teacher Candidates with successful long-term lead-teaching experience, who are teaching on contract for a school district or have been offered a position by a district. Candidates must take pre-intern coursework (offered in summer) to satisfy intern pre-service requirements *prior* to entering the intern program pathway. This is a four semester program of study.

Intern Course Sequences:

Notes: Shaded area indicates period of internship. Classes with an * are intern program pre-requisite courses. Interns do not take the 184Y/Z seminar until their final semester as an intern.

Summer Starters			
Summer (*Pre-intern Courses)	Fall	Spring	Fall
*EDSC 173 *EDSC 162 *EDEL 294 EDSC 172A	Subject Area Methods __ED 184Y[1]	EDSC 246 __ED 184 Y EDTE 180 (Intern Seminar)[2] Cycle 1 of CalTPA	EDSC 182 __ED 184 Z __ED 3__ (1 unit seminar if offered) Cycle 2 of CalTPA

Fall Starters hired After Completion of 184X			
Fall (*Pre-Intern Courses)	Spring	Fall	Spring
*EDSC 173 *EDSC 162 *EDEL 294 Subject Area methods	EDSC 172A EDSC 184X EDSC 246 Cycle 1 of CalTPA	EDSC 182 __ED 184 Y	Cycle 2 of CalTPA __ED 184 Z __ED 3__ (1 unit seminar if offered)

Spring Starters Hired After Completion of 184X			
Spring (Pre-Intern Courses)	Fall	Spring	Fall
*EDSC 173 *EDSC 162 *EDEL 294 Subject Area methods (if offered) or EDSC 172A (if methods is not offered)	Subject Area Methods or EDSC 172A (if methods taken in spring) EDSC 184X EDSC 246 Cycle 1 of CalTPA	EDSC 182 __ED 184 Y	Cycle 2 of CalTPA __ED 184 Z __ED 3__ (1-2 unit seminar if offered)

Coursework:

EDSC 173 Psychological Foundations
EDSC 162 Language & Literacy Development for L2 Learners
EDEL 294 Research Practices in Health and Special Education
EDSC 172A Multicultural Foundations of Education
Subject Area Methods (Art, English, Kinesiology, Math, Social Science, Science, World Language)
EDSC 246 Learning Environments
EDTE 180 Intern Seminar
EDSC 182 Assessment & Evaluation
__ED 184Y and/or Z Subject-specific Supervision
__ED 3__ Subject Area seminar if offered (1-2 units) (Art, English, World Language, Math, Science)

Eligibility
- Must meet all admission criteria to our general single subject credential program. Must also meet the U.S. Constitution and TB requirements prior to qualifying for an intern credential.
- Must be recommended for the Intern Program by the Intern Coordinator (in consultation with subject-area coordinator and phase I supervisor when applicable). Please note there are limited slots in this program and not every candidate who applies will be selected for the intern pathway. Recommendations will be made based on the candidate's demonstrated readiness to be the teacher of record in a classroom and the candidate's skills and dispositions in relation to the CA Teacher Performance Expectations.
- Must successfully complete the following pre-requisite courses prior to being accepted into the intern pathway: EDSC 173, EDSC 162, EDTE 294.

Intern Support/Supervision

Throughout his or her tenure as an intern, candidate receives support from the university and the school district/school site. For each semester in the program, interns are supported by a university supervisor (assigned by the university) and a site coach (assigned by the school/school district), both of whom are subject area specialists.

The university supervisor makes regular visits to the intern's classroom and/or conducts video observations (at least 6 times per semester), offering formative feedback and assistance, with

special attention to areas of growth identified in conjunction with the candidate and the site coach. The university supervisor also provides a formative evaluation mid-semester and a summative evaluation at the end of each semester.

The site coach (assigned by the site administrator) meets weekly with the intern, observes, and serves as a mentor to provide feedback and support. The site coach also completes a formative evaluation mid-semester and a summative evaluation at the end of each semester, to be provided to the intern and the university supervisor. Site coaches must have at least 4 years of teaching experience, must be fully certified with a Clear Credential in the target subject area and must have a valid EL authorization.

The following is a list of activities used to support interns generally, and particularly in the area of targeted support for English Learners. Please also refer to the intern agreement form below, signed by the school site, intern and university before an internship credential application is submitted to the CTC.

Activities and support provided at the school site by administrators, coaches and experienced colleagues (must average 5 hours per week)
· New teacher orientation and start of year/ongoing professional development
· Grade level or department meetings related to curriculum, planning, instruction and/or assessment
· Assistance with district-wide or school-wide benchmarking, where applicable
· Site coach meets weekly with intern for goal-setting and review of progress
· Planning support, including co-planning with EL certified colleagues and/or site coach
· Regular review of EL strategies, EL student work, and EL student progress
· Review/discuss test results with colleagues (including ELPAC and standardized tests)

Activities and support provided by university supervisors

· Semi-weekly visits from university supervisor for observation of teaching
· Regular meetings with university supervisor to debrief observations of teaching
· Regulaum and/or instruction

Activities and support provided at the university by faculty, supervisors and /or peers
· Development and/or refinement of a classroom management plan
· Development and refinement of learner map and long-range assessment plan
· Support in interpreting and contextualizing test score data (including ELPAC and other standardized tests)
· Regular reflection on problem-solving, planning, curriculum and/or instruction

· Development and refinement of a unit plan aligned to common core and ELD standards

· Review of Academic Language Demands and Student Support of mini-unit

· Reflection on EL student work and progress towards planned learning outcomes feedback from university supervisor related to academic language and planned language production

·   Regular review of EL strategies, EL student work, and EL student progress

·   Review/discuss test results with colleagues (ELPAC and standardized tests)

· Email, phone, and/or video conferencing support related to observation, problem-solving, planning, curriculum

Responsibilities of Intern

● Adhere to all requirements outlined in the Intern Agreement Form (included below)

● Be present as scheduled for the duration of the semester.

● Conduct oneself and dress professionally.

● Download and print the Teacher Candidate Handbook from the Secondary Education website: http://www.sjsu.edu/secondaryed/Programs/Student_Teaching/

● Confer regularly with your Site Coach 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. When requested, provide your University Supervisor with an advance copy of your lesson plan.

● Inform the school and your University Supervisor of absences. At the beginning of the experience, determine how to contact each person. Professional communication is required.

● Learn about and adhere to school rules and policies.

● Strive to meet all Expectations for Candidates.

● Create videos and upload them to Canvas/ARC to complete the CalTPA requirements with high quality work.

Program Requirements and Disclosures:

1. The intern program does not secure a teaching position for students. Candidates must have an offer from a partnering school district for a paid teaching position (letters of intent to hire by districts will be considered).

2. Intern positions must be approved before a candidate accepts an intern position from a district.
   ○ Teaching positions must meet specific intern and subject-matter requirements.
   ○ University supervisor availability in the subject-area must be established before an intern position is approved.
   ○ Positions must be in a public school with a partnering district in our [primary service area](#) in Santa Clara County. Interns must be hired as the teacher of record (long-term sub or temporary positions do not qualify).

3. Phase I candidates must commit to the intern pathway by designated dates (see website). Once approved for the intern pathway, candidates will not be placed for student-teaching for the subsequent semester. If they do not obtain an intern position, their program will be delayed. *Please note that many districts do not hire interns until late July or early August.

4. Candidates who commit to a student-teaching placement may not switch to the intern track.

5. In addition to fulfilling intern program responsibilities outlined in the Intern Agreement Form, interns are required to fulfill all single subject credential program requirements and remain in good standing in the program (with a minimum cumulative GPA OF 3.0 and no less than a B in the methods course).

6. Interns who exhibit dispositions contrary to the program's goals and mission, and/or do not demonstrate competence in teaching according the CA Teacher Performance Expectations may be required to exit the intern program.

7. Interns who do not pass Cycle 1 or Cycle 2 of the CalTPA on their first attempt may not continue in the intern program, and will be required to complete student-teaching.

Example Intern Agreement Form

Single Subject Credential Program
San Jose State University

Name: (Last, first) _____ Date _____

Phone: (home or cell) _____ Student ID # _____

E-mail _____ Teaching Subject Area _____

County: _____ District: _____

School: _____ Principal: _____

Principal Email: _____ Effective date of hire _____

•••

Guidelines and Provisions for Interns

I agree to abide by the following expectations for intern:

1. Intern fulfills the classroom duties expected of a teacher at the school site, teaching in the subject area in which he or she will be credentialed, with no more than two (2) course preparations each semester.
2. Intern does not assume any extra-curricular duties (examples: yearbook advisor, head coach) during the initial year, nor does the Intern teach an overload at any point in the program.
3. Intern is assigned a site coach by the school who is not in an administrative/evaluative position. The school ensures that this coach has no less than 4 years of teaching experience and a valid Clear Credential with EL authorization in the same subject area as the intern.
4. Intern meets weekly with the site coach. Intern and Coach jointly complete a collaborative log (which specifies goals for each), review student work, and discuss EL strategies and EL student progress. Intern will submit a copy of the collaborative log once a month to the SJSU Intern Coordinator as verification of support.
5. Intern meets with colleagues in the department (and/or site coach) to co-plan lessons, units and/or assessments, discuss district curriculum or benchmarks, and review standardized test data for students in the intern's classroom.
6. Intern meets regularly with SJSU Supervisor to review progress, discuss challenges, and work to align teaching practice with CA Teacher Performance Expectations and CA Standards for the Teaching Profession.
7. Intern completes all Single Subject Credential Program requirements and remains in good standing throughout the program. Intern understands that upon program completion, intern can no longer teach on intern credential and must apply for preliminary credential in a timely manner.
8. Intern completes all additional CTC/Internship Program requirements (such as CTC surveys, logging of support/supervision hours) as requested.

Applicant Signature		**Date**

School District Personnel/Human Resources Director

I hereby verify that _____ **intends to employ this applicant as an**
                                            Name of School District
Intern teacher beginning _____ **provided that all authorizations are complete.**
                                            Date
I have read the *Guidelines and provisions for Interns*, above, and attest that these guidelines and provisions will be maintained for as long as the applicant is employed by this district.

_____   _____   _____

Print Name   **Signature**   **Date**

●●●

Program Coordinator Approval of Applicant for Internship Program

Signature (Single Subject Intern Coordinator)		**Date**

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[1] Interns are required to enroll in subject-specific supervision (__ED 184 Y <u>or</u> Z) each semester teaching as an intern. Math candidates enroll in 184 Y <u>and</u> Z each semester.
[2] EDTE 180 is an Intern Seminar designed to support interns in the completion of Cycle 1 of the CalTPA.

California Teacher Performance Expectations

Complete text of the TPEs:
http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf

Please note, not all expectations are introduced, assessed, or practiced in each course. The program has been designed to ensure that the course-of-study in which you participate will meet all of the performance expectations.

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements:

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

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

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

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

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

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements:

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

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

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

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

5.   Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge

of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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

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

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

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

1.   Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2.   Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3.   Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.   Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

• appropriate use of instructional technology, including assistive technology;

• applying principles of UDL and MTSS;

• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

• appropriate modifications for students with disabilities in the general education classroom;

• opportunities for students to support each other in learning; and

• use of community resources and services as applicable.

1.   Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

2.	Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

3.	Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

Elements:

1.	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

2.	Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

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

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

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

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

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

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

TPE 6: Developing as a Professional Educator

Elements:

1.	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2.   Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3.   Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4.   Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5.   Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.   Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well.

Formative and Summative Evaluations

Teacher Candidates 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 Teacher Candidate. Teacher Candidates, 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 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 Teacher Candidates 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 Teacher Candidate's performance and verifies the level of competence achieved. The site professional's evaluation is used by the University Supervisor to determine the Teacher Candidate's course grade (credit/no credit) and to determine whether or not the Teacher Candidate 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 TED website for Mentor & Supervisor Evaluations:*
http://www.sjsu.edu/teachered/faculty/faculty-resources/index.html
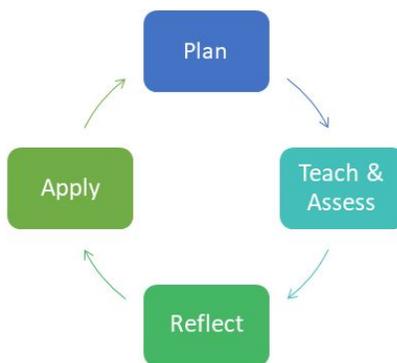
**The California Teacher Performance
Assessment (CalTPA)**
http://www.sjsu.edu/teachered/student-resources/caltpa/

During Phase 1, the candidates complete Cycle 1 of the California Teacher Performance Assessment (CalTPA). This assessment includes a full cycle of inquiry; including understanding the context of the classroom, as well as planning, delivering, assessing, and reflecting on instruction. The candidates will be required to video their work (teaching) and submit annotations of the full lesson as well as video clips. This assessment will be due toward the end of the semester. Rubrics and questions will be available for Mentor Teachers, Supervisors and Candidates to review and use for completing the assessment. This assessment will be evaluating how well the Candidate plans for the needs of the students in their class through the analysis of one particular lesson using annotated video segments to illustrate or provide evidence of their teaching inquiry.

During Phase 2, the Candidates complete Cycle 2 of the CalTPA. As in Cycle 1, this assessment includes a full cycle of inquiry; including understanding the context of the classroom, planning, delivering, assessing, and reflecting on instruction. Candidates will design lessons contributing to the learning of specific concepts or standards. The Candidates will be required to video record their work (teaching over a period of time, 3-5 lessons) and submit annotations of the videos as well as description and/or analysis of their instruction. Prompts and rubrics will be available to guide candidates and the completed assessment will be due towards the end of the semester. This assessment will evaluate the candidate's ability to assess students in a number of ways and review how well Candidates utilize that data to make adjustments in their teaching.
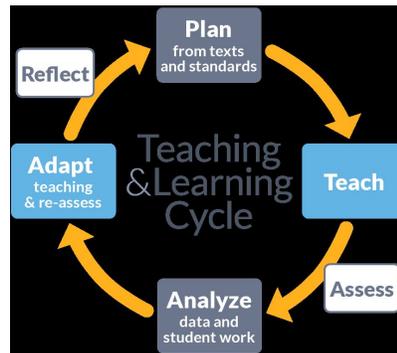
CalTPA Own Work Policy

The California Teacher Performance Assessment (CalTPA) is a requirement for the candidate's credential. Candidates completing our program will not be able to finalize their credential until the program is satisfactorily completed and CalTPA is completed, submitted, reviewed, and approved (passed) by the Commission on Teacher Credentialing (through Pearson). Candidates submitting CalTPA must adhere and agree to the following policy:

ORIGINALITY OF SUBMISSION: I understand that by submitting my CalTPA materials, I am confirming that I am the person who has completed the assessment; that I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment; that the video clips submitted show me teaching the students/class profiled; that the student work included in the documentation is that of my students and was completed during the learning segment documented in this assessment; that I am the sole author of the narratives and other written responses to prompts and other requests for information in this assessment; and that I have cited all materials in the assessment whose sources are from published text, the Internet, or any other source, including other educators. From:
http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_TestPolicies_CalTPA.html

CalTPA Appeal Policy

If a candidate feels there is an error in the scoring, they should contact Pearson to appeal their CalTPA results:
Pearson Support info
Phone - (866) 613-3279 (toll free) or (916) 928-4081
http://www.ctcexams.nesinc.com/Contacts.aspx

CalTPA Remediation Policy
It is the Teacher Candidate's responsibility to reach out to the CalTPA Coordinator to request remediation. However, the CalTPA coordinator will monitor the CalTPA results website and send an email containing the following information about the remediation process for Teacher Candidates who have not passed the CalTPA such as:

In this letter, you will find the information you need to complete your CalTPA Teaching Event remediation process this semester.
> I. Contact your CalTPA Coordinator – Dr. Kara Ireland D'Ambrosio (Secondary) or Dr. Dena Sexton (Elementary).

You will set up a meeting with your CalTPA Coordinator to discuss your CalTPA results. The meeting will be in person or via Zoom to review CalTPA scores, provide guidance for remediation as appropriate, and assign a new due date for their CalTPA. For secondary candidates, Kara will inform the relevant SAC if one of their teacher candidates didn't pass CalTPA.

> II. Candidate is Responsible to Find Subject Area Support

Candidates in either program should seek support from someone familiar with their content area. It would be ideal if a SAC (in secondary), supervisor, or appropriate faculty member would provide some general feedback.

> III. Register for the Special Session Course (if needed)

If the candidate is not enrolled in student teaching during CalTPA remediation, they will have to sign up for a remediation course through open sessions. This will cost approximately $525 in addition to the cost of the CalTPA. The class will provide: a timeline, general remediation support, and a short-term student teaching placement to allow candidates to teach and record new CalTPA lessons.

> IV. Complete submission according to timeline/due date.

The final due date for submission of your remediation will be determined at the CalTPA Coordinator meeting. Late submissions will not be accepted, unless approved by the CalTPA Coordinator.

V. Passing/Disqualification

If the candidate either (1) does not pass after submitting the Teaching Event a second time or (2) does not submit the 2nd/remediation CalTPA on time, the candidate does not pass the Teaching Event requirement and will be disqualified from the program under SJSU's administrative academic disqualification policy (c.f. Senate Policy S10‑6).

CalTPA Phase 1 & 2 Support

CalTPA Phase 1 & 2 support is offered through and integrated in semester coursework and student teaching experience. While in Phase 1 of student teaching, Candidates are enrolled in Learning Environments (EDSC 246) and Student Teaching Seminar (EDSC 184X). These courses have integrated components to provide support and to prepare students for the CalTPA Cycle 1. Each course provides support for different aspects of preparation essential for new teacher growth and progress. For instance, Teacher Candidates review strategies for getting to know their students, providing routines and practices to manage and enhance classroom settings in addition to planning, implementing, and reflecting on a lesson through multiple lenses required for the CalTPA assessment.While these courses are not solely covering preparation for the Teacher Performance Assessment, their content is appropriate to support new teachers in, perhaps, their first teaching experiences and as such is well-aligned to support candidates in formal exploration of these concepts in their performance assessment lesson analysis.

Candidates in their Phase 2 of student teaching have/had formal academic instruction in various types of assessment practices. This course work serves a foundation for their teaching preparation as well as provides support in the tasks required for the second cycle of the CalTPA. In addition, Candidates meet with colleagues and faculty to further their studies in methods which support instruction in their own disciplines through seminars. In addition to these seminars, Candidates have the opportunity to attend other workshops designed to enhance their skills as they pertain to instruction as well as successful completion of the teacher performance assessments. Faculty has provided various podcasts to review requirements and training for the CalTPA Cycle 1 and 2. These are available in the seminar course canvas shell and via a SJSU CalTPA support folder.

Setting 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 which reflect these areas. 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 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 Teacher Candidate. Therefore, 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.

These growth and learning goals were created by San Jose State University Teacher Candidates, Mentor Teachers, and University Supervisors, with additional material adapted from the California Standards for the Teaching Profession and Kellough and Kellough (1999) Secondary School Teaching: A Guide to Methods and Resources, Upper Saddle River, NJ: Merrill

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 lessons, 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 of 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**

Candidate Professional Dispositions

Teacher credential candidates in the Single Subject Credential Program are expected to abide by the Code of Ethics of the National Education Association and the department program's candidate dispositions statement.

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

Reflection

Indicators:
- Practices critical questioning in a respectful, professional manner.
- Is responsive to criticism with a growth mindset, applying constructive critiques from Mentor and University Supervisor.
- Articulates and is responsive to opposing views
- Examines personal strengths and weaknesses (self-aware, social-emotional learner)
- Identifies own biases or perspectives and questions own beliefs and practices
- Exhibits flexibility and perspective-taking.
- Examines own teaching behaviors and practices in light of academic preparation and knowledge of students.

Responsibility

Indicators:
- Engages actively and demonstrates interest in program experiences.
- Constructively responds to obligations (including oral and written agreements with other coursework and assignments.)
- Engages with a growth mindset-sees growth opportunities in areas indicated for improvement.

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.
- Demonstrates interest and commitment to program requirements.
- Conducts self in communication and action as a representative of the University and of the profession of education.

Commitment to Fair Mindedness and Equity

Indicators:
- Treats colleagues, students and 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.
- Uses a culturally-responsive mindset in interpretation of interpersonal interactions.
- Seeks understanding and equitable solutions when challenges or misunderstandings arise.

Mentor Teacher & University Supervisor: If you or the Mentor are concerned about a Teacher Candidate's Professional Disposition **you must immediately email this alert to the Program Coordinator and Field Placement Coordinator and proceed with the following process** (You may also cc the Subject Area Coordinator). You may address these issues/concerns, but please also inform the program coordinator for support with the plan of action, communication and improvement plan.

Principles And Procedures For Addressing Concerns About Teacher Candidates

What follows are the principles and procedures are that University Supervisors must follow for assessing the progress of Teacher Candidates and addressing concerns.

Principles For Making Decisions

All decisions about a Teacher Candidate's progress through Phase I and II/III student teaching should be based on clear evidence of their knowledge, skills, and dispositions, following a process of clear communication and feedback from the University Supervisor. There are five essential principles to follow in order to ensure a fair and supportive process for Teacher Candidates. University Supervisors are responsible for ensuring:

1.   Sufficient opportunities to collect information about Teacher Candidate performance
2.   Clear communication of expectations and concerns
3.   Clear and specific formative feedback to Teacher Candidates
4.   Opportunities for Teacher Candidate to show growth and improvement
5.   Decisions linked to an observation and evidence-based process

While the decision to pull a Teacher Candidate can be made either by the University Supervisor or the school (Mentor Teacher or school administrator), in all cases, the above principles should always be followed. Therefore, if a Mentor Teacher expresses concerns about a Teacher Candidate, please check that the above principles have been followed.

Process For Communicating Concerns And Setting Growth And Learning Goals

Maintain adequate communication. Make sure there are opportunities for Mentor Teachers to check in early and often with you about their Teacher Candidate's progress, particularly regarding setting specific and attainable growth goals.

Document and follow up on concerns. If concerns about Candidate's progress arise, Supervisors should follow up in a timely manner (within a week) with an observation and clear communication with the Teacher Candidate and Mentor about areas of concern. Document concerns in the observation notes. If the concern continues another week, or the Supervisor has

evidence that TPEs are not being met, Growth/Learning Goals are not being achieved or there is a disposition concern, the Supervisor needs to document this in an improvement plan.

Process for Improvement Plans

University Supervisors complete the following process for creating an improvement plan:

I. Use the "Growth and Learning Goals" document (above) to create the improvement plan and to keep feedback grounded in specific areas of growth. Clearly outline specific actions that the Teacher Candidate can implement to respond to feedback with feedback from the mentor.

II. Draft and send improvement plan to the Program Coordinator, Field Placement Coordinator, Subject Area Coordinator and Mentor for their review, input and edits.

III. Program Coordinator, Subject Area Coordinator, and/or Field Placement Coordinator will return improvement plan for your meeting.

IV. Hold a triad meeting with Supervisor, Mentor and Teacher Candidate to set timeline and decision points (recommended 2 weeks, max. of 3 weeks) and document the actions and improvement to be achieved.

    A. Send a copy of the signed agreed upon improvement plan from the triad meeting to the Program Coordinator and Field Placement Coordinator.

V. Follow up each week with the Mentor and Teacher Candidate to review progress. At the 2 or 3 week deadline hold another triad meeting to discuss progress, outcomes, and next steps and either sign off on the improvement plan or to notify the Program Coordinator, Subject Area Coordinator and Field Placement Coordinator that the improvement plan deadline was not met and they need to go to the next level of intervention (possible dismissal from the placement).

VI. If completed, Send a copy of the final copy of the signed improvement plan to the Program Coordinator and Field Placement Coordinator. Notify in the email this has been resolved.

VII. If not completed, Send a copy of the improvement plan (noting the plan was not achieved) to the Program Coordinator and Field Placement Coordinator. Notify that the improvement plan was not resolved and next steps need to be taken.

    A. If the Candidate fails to show progress or not enough improvement occurs for the Candidate to pass the current phase of student teaching, inform the Program Coordinator and Field Placement Coordinator as soon as possible.

VIII. The Subject Area Coordinator and Program Coordinator will meet with the teacher candidate and make program changes (i.e. a teacher candidate being pulled from their placement) as needed for the Teacher Candidate and placement. The Chair of Ted will be informed.

    A. The Program Coordinator will notify the Field Placement Coordinator to cancel the placement if necessary.

IX.   The Subject Area Coordinator and Program Coordinator will create a remediation plan
       (extended Improvement Plan) for the Teacher Candidate to complete in order to continue
       with the credential program and decide when the next placement should occur. Growth
       goals, timeline for next placement and remediation plan should be set. Remediation plan
       will be shared with the Teacher Candidate, Field Placement Coordinator and Supervisor
       of next placement.

**DATA FOR MAKING DECISIONS ABOUT CANDIDATES IN PHASE I & II/III
STUDENT TEACHING**

There are several sources of information available to supervisors and Mentor Teachers
when assessing a Teacher Candidates readiness to move forward in student teaching.
Please be sure to provide Teacher Candidates with feedback on their performance in each
of these activities over the course of the semester.

Stage of Student Teaching	Activity	Assessment/Feedback
Observation & Assistance (Phase I only)	Video Classroom Tour	Peer and Supervisor feedback and rubric in seminar
	Teaching Lesson (video) Opening	Peer and Supervisor feedback and rubric in seminar
	Observation reports	Discussion in seminar; written reflection
	Classroom assistance	Discussion with Mentor Teacher
Co-Teaching (Phase I and II)	Lead small group work	Discussion in seminar; feedback from Mentor Teacher
	Co-teaching/teach portion of lesson & Whole-lesson teaching	Debrief with Mentor Teacher/Superviso

		r observation and feedback (optional)
	Teaching Lesson (video) Engagement & Closing	Debrief with University Supervisor in seminar
	Pre-planning first week of teaching Stage	Review by Mentor Teacher and Supervisor (optional)
Lead Teaching (Phase I and II)	Daily (15) lesson plans	Debrief with Mentor Teacher and/or Supervisor
	Daily lesson enactment	Debrief with Mentor Teacher and/or Supervisor*
	Daily reflections	Debrief with Mentor Teacher and/or Supervisor
	Signature Assignment	Written assignment, video, reflection (Phase I only)

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 second semester and Phase II in the final semester of the program.

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 during 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. You will observe and assist in two additional classes. In addition, during Phase II, each candidate must spend a minimum of two weeks on-site at the school for the entire day. Over the entirety of the program, you will be in your student teaching placements for at least 600 hours, to provide a solid experience and mentorship.

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

As a Teacher Candidate 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.

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 Teacher Candidates are visited six times during the semester. Phase II Teacher Candidates are visited often enough throughout the semester to determine Teacher Candidate competence and readiness for certification, generally 8 times or more during the semester.

How much autonomy will I have as a Teacher Candidate?

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 Teacher Candidate responsibility for the classes more slowly. Be prepared for a continuum of pacing or Mentor styles. 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. In addition, you should contact your University Supervisor if you have *any* concerns about adequate opportunities to complete your instruction requirements.

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 verbal feedback and will complete the official summative evaluation for the semester. Candidate self-evaluations will also be completed. For Phase I Candidates, summative evaluations from Mentors and Supervisors will be brought to and shared with Supervisor and Mentor of the next semester and/or phase of teaching.

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. When visits are scheduled, it is expected that the Candidate will provide a description of the lesson planned in advance of the visit (and at the very least, at the time of the visit).

What lesson plans must I use?

Single Subject Credential 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. You may be provided with a variety of plans. If you are unsure, check with the person reviewing your plans about requirements.

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. When Mentors are present, they can be encouraged to observe or watch for particular areas you would like feedback on.

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 additional time to confer with your Mentor Teacher to be determined by the Mentor Teacher, Candidate and Supervisor(s)* (e.g., before school, after school, during break, lunch or your Mentor Teacher's preparation period) Per the CTC, "*over the arch of the program you will be in your student teaching placements for at least 600 hours, providing you a solid experience and mentorship*".

What do I do if I need to request leave from teaching for a day?

In general, you are responsible for being at your school site every day of your placement (including days that are holidays on the SJSU academic calendar) and *all absences must be approved in advance by both Mentor Teacher and Supervisor*. If you need to take a day off you must contact both your Mentor Teacher and Supervisor to request permission in advance. If you are sick, you should prepare a substitute plan (if you are in the lead teaching phase of student teaching), and in the case of Phase I you may be asked to make up the missed day to complete your three weeks You should always contact both your Mentor Teacher and your Supervisor to apprise them of the situation and give them as much advance notice as possible. Identifying the best way to reach both Mentor and Supervisor and practices for such an event would be an important topic to address at the beginning of the semester.

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. You might also ask permission to have another faculty observe your teaching for the purpose of a letter or additional feedback.

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 if communicated promptly. Information about grievance and appeals procedures is available on the Single Subject Credential Program website (www.sjsu/secondary). When in doubt ask for assistance and contact your Supervisor. Resources are also available through the University.

We wish you great success in your pursuit to become a teacher!