

**San Jose State University**

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# Student Teaching Field Experience Guide 2012-2013

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Available at: <https://works.bepress.com/david-whitenack/16/>



# **STUDENT TEACHING FIELD EXPERIENCE GUIDE**

**2012-2013**

**143B Cooperating Teacher Guide**

**Multiple Subject Credential Program**

San José State University

Connie L. Lurie College of Education

Department of Elementary Education

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San José, CA 95192-0074

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**2012-2013 Field Guide**  
**143B Cooperating Teacher Version**  
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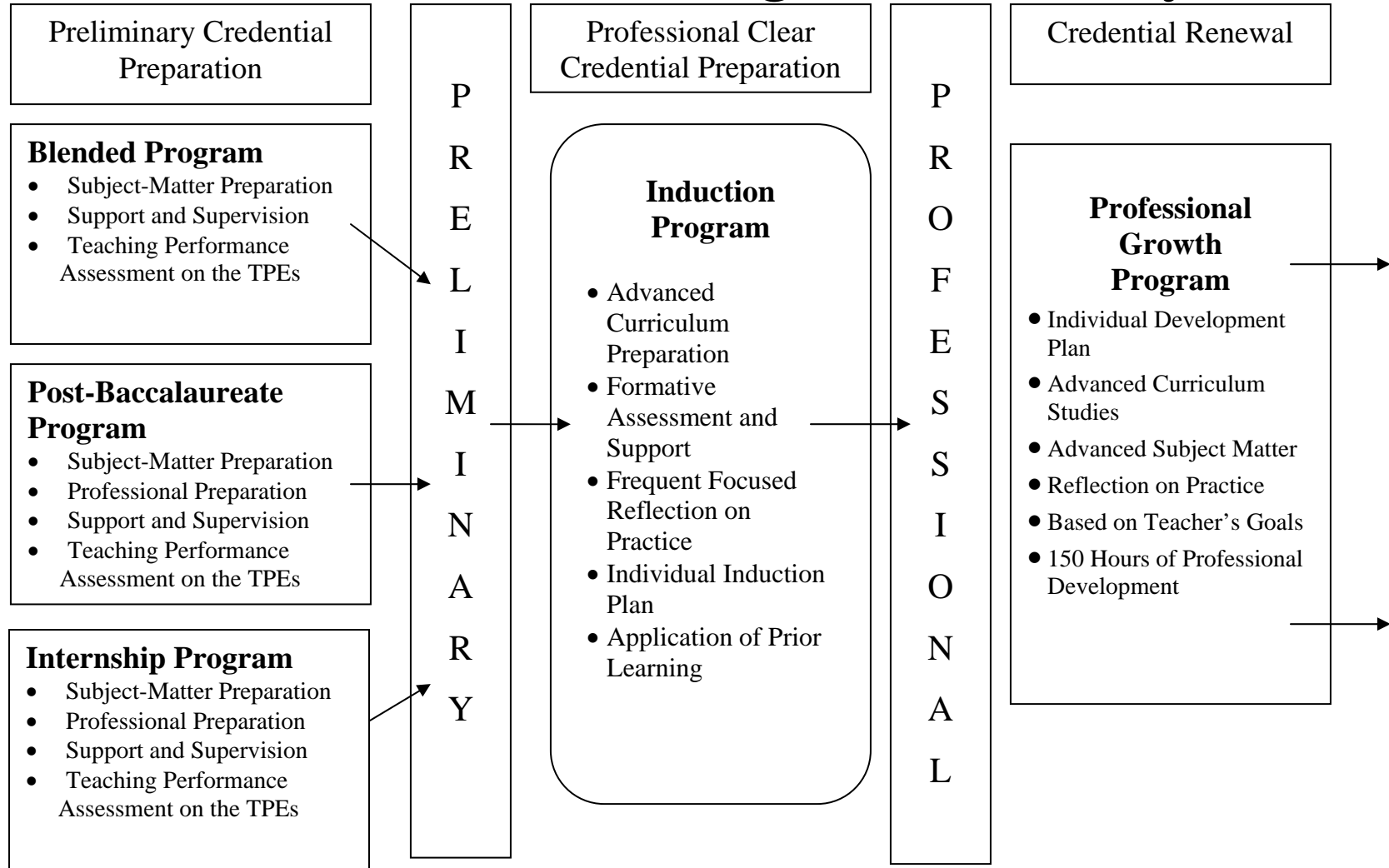
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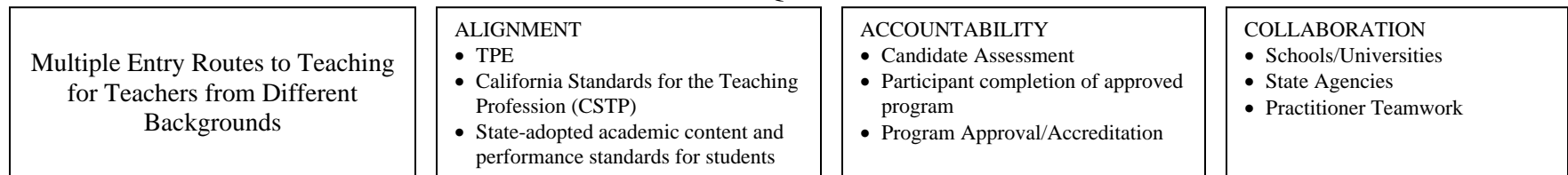
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# California's Learning to Teach System



## SYSTEM QUALITIES



## Section 1: About Student Teaching

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## Introduction

San José State University (SJSU) has been in the forefront of innovation in education for over 100 years and has a long history of meeting challenges that require changes in society and in schools. Preparing teachers for California's schools since 1857, SJSU was established as the first public normal school west of the Mississippi River. The oldest public institution of higher education in the state of California, San José State University is located in an area of rapidly increasing cultural diversity and technological complexity. One of the largest universities of the 20-campus California State University system, San José State University has an enrollment of over 30,000 students from every state in the United States and numerous other countries around the world.

The Division of Teacher Education, in the Connie L. Lurie College of Education at San José State University, houses basic credential programs for elementary and secondary teachers (called Multiple and Single Subject Credentials in California); offers master's degrees in education.

The Multiple Subject Teaching Credential Program (MSCP) offers in-depth and comprehensive preparation for teacher candidates who will teach in classrooms often marked by great diversity and a majority of language minority students.

San José State University's Teacher Education Program operates on the assumption that an effective classroom teacher is committed to establishing and maintaining the highest standards of teaching and learning for all children. Teachers must have high expectations for themselves and for the young people they teach. We expect our teacher candidates to cultivate reflective habits of mind, and believe that candidates must consider the implications of their actions to make thoughtful decisions that place the interests of their student at the forefront. At San José State University, the Teacher Education Program is committed to the preparation of teachers who can meet the challenges of today and those of tomorrow. We seek to admit students to the Teacher Education Program who reflects the diversity of our community in ethnicity, gender, and socio-economic background.

What follows is a description of San José State University's response to the Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for the Multiple Subject Credential Program.

The California SB2042 Multiple Subject Preliminary Credential Program Standards can be found at [www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf](http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf)



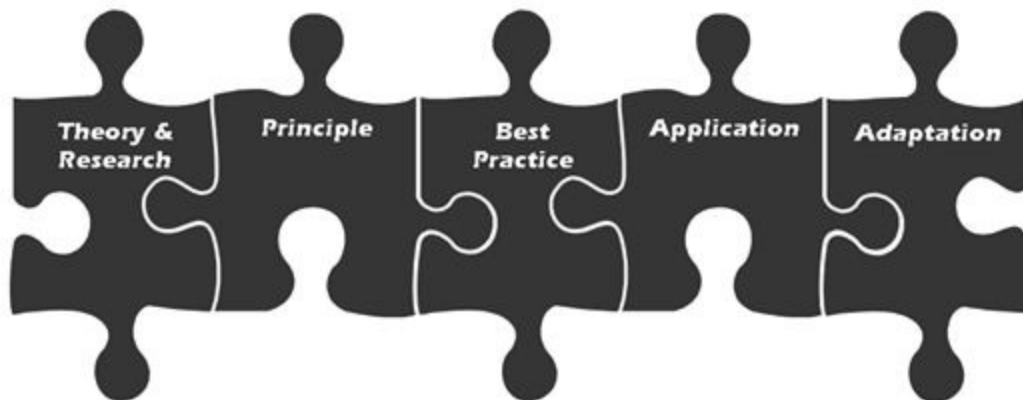
## **The College Mission and Vision**

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Shared Vision: The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

## **Knowledge Base Continuum**

The knowledge base continuum depicted below represents the cyclical process of theory's adaptation. Field placement develops beginning teachers' knowledge base concerning how the theory/research and principle aspects of the continuum undergird the best practices, applications, and adaptations that one might use to effectively teach all students. While engaged in student teaching, candidates will observe cooperating teachers' use of best practices, applications, and adaptations and inquire about their theoretical rationale given the students they serve. As candidates take on increasing levels of responsibility in the classroom, they will design and teach their own lessons, demonstrating and justifying how they put theory into practice.



## **Dispositions**

Graduates from SJSU College of Education will manifest a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the belief that all children can learn. These dispositions are foundational to the Elementary Education Program. We expect that students entering the Credential Program will recognize the importance of these dispositions and will strengthen their understanding of them as they progress through the program.

The dispositions are described as follows:

- ✧ Commitment to ethical conduct: demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- ✧ Commitment to equity and social justice: recognizes and opposes social injustice in themselves, their institutions, and professional environments.
- ✧ Commitment to reflective practice: systematically and regularly reflects on personal practice with an aim to continuous improvement.
- ✧ Commitment to the social, emotional, and intellectual growth of all students: to value diversity and to accept responsibility to facilitate learning for all students.

## California Teaching Performance Expectations (TPEs)

### **MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

#### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Understanding the state-adopted academic content standards and how to teach the subject matter in the standards; planning to teach to the standards; demonstrating the ability to teach to the standards

### **ASSESSING STUDENTS LEARNING**

#### **TPE 2: Monitoring Student Learning During Instruction**

Determining student progress toward achieving the state-adopted academic content standards; supporting students' learning during instruction

#### **TPE3: Interpretation and Use of Assessments**

Understanding and using a variety of informal and formal assessments and formative and summative assessments, including the state-adopted student assessment program, to determine students' progress and plan instruction

### **ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

#### **TPE 4: Making Content Accessible**

Addressing state-adopted academic content standards; prioritizing and sequencing essential skills and strategies; using a variety of strategies to facilitate learning

#### **TPE 5: Student Engagement**

Understanding goals; ensuring active and equitable participation; monitoring student progress

#### **TPE 6: Developmentally Appropriate Teaching Practices**

Understanding important concepts about learners; designing instructional activities; providing appropriate educational experiences

#### **TPE 7: Teaching English Learners**

Knowledge of important concepts about English learners; understanding theories, principles, and instructional practices; applying theories, principles, and instructional practices for comprehensive instruction of English learners

### **PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

#### **TPE 8: Learning about Students**

Knowledge of child and adolescent development; student assessment; students' needs and abilities

#### **TPE 9: Instructional Planning**

Establishing goals; connecting academic content to students; selecting strategies/activities/materials

### **CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

#### **TPE 10: Instructional Time**

Allocating instructional time; managing instructional time; reflecting on the use of instructional time

#### **TPE 11: Social Environment**

Understanding the importance of the social environment; establishing a positive environment for learning; engaging in behaviors that support a positive environment

### **DEVELOPING AS A PROFESSIONAL EDUCATOR**

#### **TPE 12: Professional, Legal, and Ethical Obligations**

Knowledge of professional, legal, and ethical obligations

#### **TPE 13: Professional Growth**

Evaluating teaching practice; improving teaching practice; reflection and feedback

## **Goals of Student Teaching**

Student teaching is an important part of the professional preparation of future teachers. The student teaching experience joins the University and the school in a collaborative effort to prepare future teachers. Candidates typically enroll in the first semester of Student Teaching, EDEL 143A-Student Teaching: Phase I, concurrently with some or all of the EDEL 108 courses. This enables students to experience contextually integrated methods and practice. The collaboration between school administrators, cooperating teachers, and University faculty, provides a highly supportive context for candidates as they enter the classroom. The student teaching experience should provide opportunities to:

1. Work with a diverse population of children individually, in small groups, and in large group settings.
2. Relate developmental characteristics of children and youth to teaching strategies and materials used in the classroom.
3. Relate field observations of child development and learning to theoretical knowledge base provided in university courses.
4. Increase knowledge of how various children learn and what teachers can do to facilitate and encourage learning.
5. Plan and present appropriate learning experiences for individuals, small groups, and large groups that provide for individual differences among children and provide for the linguistic and cultural diversity present in classrooms.
6. Reflect upon the student teaching experiences with the help of the supervision and support of a cooperating teacher and university supervisor.
7. Articulate a personal philosophy of teaching.

## **Grading**

Student teaching is graded on a "credit" or "no credit" basis. A grade of "credit" implies a grade of "B" or better. A "no credit" means "no passing". Depending on the conditions preceding the "NC" grading, either a candidate has to re-take the practicum, or exit the teacher preparation program. The University supervisor determines the grade after reviewing the candidate's performance in seminars, PACT, observations and consulting with the cooperating teacher.

## **Sample Plan for Student Teaching**

### **Overview**

Consistent with the mission and philosophy of the Connie L. Lurie College of Education, the Elementary Education teacher preparation program intends to prepare teachers capable of designing curriculum and learning environments which enable children to become competent adults by (1) learning to explore their environment, (2) learning from mistakes, (3) undertaking projects which challenge their creativity and problem solving

abilities, and (4) valuing the abilities of other individuals. In order for our teacher preparation program to succeed in its task, we must ensure that the program provides a set of cohesive, powerful experiences. The fieldwork and coursework must reinforce and extend the learning, each for the other.

Consistent with state and national recommendations for the redesign of teacher preparation programs (Goodlad, 1990; Holmes Group, 1986) and feedback provided by the Multiple Subject Advisory Council, the Elementary Education Program faculty restructured the field experience portion of the professional preparation program to increase the quality of field experience and strengthened the linkages between what students learn at the university and what they experience during student teaching.

The structure of the SJSU Multiple Subject Credential Program (MSCP) field experience assures that:

- ✧ The field component of the teacher-education program is an integral part of teacher preparation;
- ✧ All courses within the program relate to one another and the field experiences extend the learning within those courses;
- ✧ Teacher candidates see models of excellent teaching and have field experiences consistent with California state-adopted recommendations;
- ✧ Teacher candidates have a variety of opportunities to practice effective state- and program-recommended teaching methods in a minimum of two different elementary grade spans;
- ✧ Teacher candidates spend time learning how to reflect upon and engage in the analysis of classroom teaching, including their own;
- ✧ In order to make appropriate uses of district resources, teacher candidates have the opportunity to learn about district-level organizational structure and resources;
- ✧ In order to work collaboratively and to promote the school as a learning community, teacher candidates develop leadership skills and understand the change process;
- ✧ The university supervisor plays an important role:
  - ✧ Modeling the analysis process for teacher candidates,
  - ✧ Providing specific, constructive feedback to teacher candidates,
  - ✧ Discussing supervisory practices and teacher candidate evaluation with cooperating teachers and principals,
  - ✧ Promoting leadership for teacher candidates,
  - ✧ Building collegial relationships with school and district personnel, and
  - ✧ Serving as a liaison between school and district personnel and university faculty in the MSCP;
- ✧ Collection and analysis of data to evaluate the SJSU MSCP is continuous.

## **Advancement to Student Teaching**

Before registering for EDEL 143A: Student Teaching: Phase I, candidates must:

1. Be officially admitted to the Multiple Subject Credential Program AND San José State University.
2. Show proof of successful completion of CBEST and CSET.
3. Hold a valid Certificate of Clearance or Substitute Teaching Permit with the California Commission on Teacher Credentialing confirming successful completion of a background check.
4. Have successfully taken (grade of C or better) or be registered for EDTE 162: Meeting the Needs of Second Language Learners.
5. Be registered for EDEL 108A, Curriculum Reading & Language Arts.

Before registering for EDEL 143B: Student Teaching: Phase II, candidates must:

1. Successfully complete EDEL 143A: Student Teaching: Phase I, as evidenced by successful completion of all assignments and requirements as outlined on the 143A exit interview form with the EDEL 143A supervisor, in which evaluations and requirements are carefully reviewed and assessed. Advancement to EDEL 143B: Student Teaching: Phase II occurs at the discretion and recommendation of the 143A supervisor.
2. Have successfully taken (grade of C or better) or be registered for EDEL 108D: Curriculum: Mathematics.
3. Maintain a 3.0 GPA for all program coursework.
4. Have successfully taken EDEL 108A: Curriculum: Reading/Language Arts (grade of C or better).

NOTE: Bilingual candidates must pass language and culture test at exit level and meet culture competence requirements before enrolling in EDEL 143B.

## Criteria for Cooperating Teachers

School sites will be selected collaboratively by the EDEL 143A and EDEL 143B supervisors assigned to a given district and that school district's liaison. Ideally, candidates will be clustered in groups of 2-5 at school sites within the same district. Selection of cooperating teachers is based on the following criteria:

1. Effectiveness of observed teaching and learning.
2. Effective implementation of state-adopted academic core curriculum.
3. Knowledge of state-adopted content standards and frameworks.
4. Effective collaboration and communication with other professional teachers.
5. Experience in organizing for and teaching core curriculum effectively to English learners.
6. Experience as a mentor to new teachers and/or as a beginning teacher support provider.
7. Three or more years of teaching experience.
8. Holding a credential appropriate to the classroom.
9. Holding an English Learner (EL), or Cross-cultural Language and Academic Development (CLAD) authorization.

## Suggested Criteria for Field Site Technology

The following technology criteria are highly recommended for field sites:

- ✧ Access to computers and other technologies. At a minimum, the classroom should have a multimedia capable computer with Internet connection located in the classroom or the teacher should have access to a computer lab on a regular basis.
- ✧ Model technology integration. The teacher should model technology integration into standard-based curriculum on a regular basis.

## Field Placement Requirements

### Teacher candidates must:

- ✧ Have field placements in the primary grades (K-2) and one of the following grade spans: 3-5 or 6-8. The two grade levels selected must be at least two grade levels apart, i.e., a candidate could not satisfy this requirement with a placement in Gr. 2 followed by a Gr. 3 placement.
- ✧ Have a field placement in a low-performing school and/or hard-to-staff school and/or school with English learners.

### Teacher candidates must not:

- ✧ Be placed at a school that any relative attends or in which any relative works.
- ✧ Be supervised/evaluated by a relative as cooperating teacher, principal, or university supervisor.

### Field Placements Not Accepted for EDEL 143A or EDEL 143B

- ✧ Secondary school
- ✧ Instructional aide
- ✧ Private school

## Policies and Legal Issues

### Legal Status of Teacher Candidates

When questions arise regarding the legal status of teacher candidates, the University follows criteria stated in the *State Education Code*, Section 12202:

The candidate is authorized to do student teaching without salary from district funds, and no teacher candidate shall be deemed a certified employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision and control the holder performs his duties whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the teacher candidate.

Based on the above, the SJSU MSCP requires that:

1. Student teachers should have experience supervising playground activities accompanied at all times by a regular certificated teacher.



2. The cooperating teacher should plan to leave the teacher candidate in charge of the classroom for varying lengths of time as the teacher candidate grows in ability to handle classroom activities, but must be available on the school site if the teacher candidate needs assistance.

## **Sexual Harassment / Assault / Child Abuse**

San Jose State University is committed to maintaining a learning and working environment free from sexual harassment of its students, employees, and those who apply for employee or student status. Sexual harassment is conduct subject to disciplinary action.

CSU policy defines sexual harassment to include "such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- ✧ Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- ✧ Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- ✧ The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive, or otherwise adverse working environment;
- ✧ The conduct had the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive, or otherwise adverse learning environment or adversely affecting any student."

Any complaints dealing with policies and legal issues should be directed to the placement school principal, university supervisor, Director of Field Placement, and/or Department Chair. Teacher candidates need to be aware of the school policies. The teacher candidate should make any complaints immediately to the university supervisor.

## **SJSU Teacher Candidate Strike Policy**

The University shall maintain a position of neutrality in any strike or job action involving school districts with which it has contracts for placement of teacher candidates, or other students engaged in supervised field work experiences. As used further in this statement "teacher candidate" is understood to include those other students.

The University has an obligation to protect its students and provide them with instruction. In the event of a strike/job action, an immediate re-assignment normally will not be initiated. Rather, University supervisors shall assign teaching-related duties under the assumption that the strike/job action will be settled in a short time. Such duties shall be integral parts of the preparation program and shall constitute assignments as in a University course. If it appears, however, that the teacher

candidate will be deprived of adequate teaching experience, the EDEL 143A instructor may re-assign the teacher candidate to a non-striking district.

The teacher candidate is responsible for notifying the University supervisor that a strike/job action has begun, or will begin. Student teachers may request re-assignment to a non-striking district. Request shall be addressed to the University Supervisor and the Director of Field Placements.

**No teacher candidate shall assume control of a classroom in lieu of a credentialed teacher during a strike. If a teacher candidate accepts employment on an emergency permit, it shall be presumed that the student teaching status has been terminated.**

**Teacher candidates are not to be coerced into crossing picket lines nor coerced into joining a strike or job action. Allegations of coercion are to be reported to the Elementary Education Department Chair.**

### **Student Teaching “Under Contract” Policy**

The purpose of student teaching in a pre-service preparation program is to provide candidates with high quality mentoring, modeling and support by well qualified cooperating teachers; and to develop and polish their teaching practice within a timeline of increasing responsibility. Throughout student teaching, candidates compile a portfolio of formative and summative assessments that evaluate and reveal their ongoing learning and accomplishments related to state-mandated outcomes.

Given the importance of a quality, supervised, and assessed student teaching experience, SJSU discourages candidates from taking jobs before completing student teaching. In the rare instance when candidates are offered a contract with a short-term temporary staff permit, they are required to fulfill all student teaching expectations and assessments. Approval for “under contract” status is made on a case-by-case basis in consultation with the Field Placement Director, Department Chair, and university supervisor (EDEL143A/B). District personnel must contact the Department Chair to arrange the contract and sign a memorandum of understanding (MOU).

## Process for Remediation

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

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

## EDEL 143A/B Improvement Plan Form

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Check one: EDEL 143A\_\_\_\_ EDEL 143B\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Placement School: \_\_\_\_\_

### Part One: Nature of Problem

The teacher candidate needs to improve in the following area(s) in order to receive credit for the current field placement (check all that apply):

- ☐ Planning Instruction (TPEs 8 & 9)
- ☐ Professional Development (TPEs 12 & 13)
- ☐ Teaching Skills (TPEs 1 & 4-7)
- ☐ Interpersonal Relationships (Dispositions)
- ☐ Maintaining Effective Environments (TPEs 10 & 11)
- ☐ Other (specify): \_\_\_\_\_

If appropriate, attach a Professional Attributes Form or Formative/Summative Evaluation form completed by cooperating teacher and/or university supervisor.

Nature of the problem/concern:

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Expected behavior and plan for improvement:

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Deadline Date: \_\_\_\_\_

The behavior outlined in this plan must be met by the deadline. We understand that this plan is proposed because there are behavior/practices/dispositions that might result in ineffective learning opportunities for children.

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

## Part Two: Program Improvement Plan Results

Date (must be the same as or before the date as listed in part one): \_\_\_\_\_

The expected behavior and plan for improvement and plan for improvement listed in part of this program improvement plan have been (check one):

- ☐ Fully met
- ☐ Partially met\*
- ☐ Not met\*

\*Requires new Program Improvement Plan with updated behavioral expectations and deadline.

Comments:

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We agree with the checked evaluation and comments above.

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Teacher Candidate

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Cooperating Teacher

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University Supervisor

\*\*\*\*\*

- ☐ Check here if this is the second Program Improvement Plan. If it is, all objectives must be fully met by the deadline, or the teacher candidate will not receive credit for the field placement in (check one):

- ☐ EDEL 143A
- ☐ EDEL 143B

If this is the second Program Improvement Plan, we understand the consequences.

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Teacher Candidate

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Cooperating Teacher

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University Supervisor

## Policy and Procedures for Unsatisfactory Performance

Removal of a teacher candidate from his/her assignment should be done for compelling reasons only. Provisions for removal are available because there can be circumstances that warrant it. The Field Experience Director will consider removing a teacher candidate from his/her assignment when any of the following occur:

1. The appropriate school authority, for just and explained reasons, requests that the teacher candidate be removed.
2. The university supervisor believes circumstances will prevent either the development or maintenance of a satisfactory learning environment.
3. Either the cooperating teacher or the teacher candidate has exhibited unethical behavior.
4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies are evident.

Initial discussion for a withdrawal can be made by any person directly involved with the student teaching arrangement. It is important that the university supervisor and the Field Experience Director be involved in the initial and on-going discussions. The Director will relay concerns to the Department Chair (and Dean, when warranted). Should a teacher candidate's performance be deemed unsatisfactory, the following procedures shall apply:

- ✧ Copies of all observation reports by the cooperating teacher and university supervisor, including written narrative, must be filed in the Field Placement Office and the Department Chair's office.
- ✧ To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a teacher candidate's withdrawal.

## Determination of Candidate Competence

According to the California Commission on Teacher Credentialing (CCTC), candidates must attain competency in all areas of relevant content and communication outlined in the CCTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either phase of the practicum by failing to achieve the expected level of performance, the Process for Remediation (articulated above) would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will not receive credit for that phase of the practicum. The candidate may have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity may occur in a subsequent semester. **Two unsuccessful experiences in either EDEL 143A or EDEL 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.**

Any candidate who has been required to retake either EDEL 143A or EDEL 143B must meet with the Chair of the Department of Elementary Education and the Director of Field Placement, who will determine whether or not the candidate will be allowed to re-enroll.

San José State University reserves the right to remove from the multiple subject credential program any candidate who demonstrates unprofessional behavior, including but not limited to prevarication, slander, negligence, or child endangerment.

**Section 3**  
**EDEL 143B: Student Teaching: Phase II**  
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## Timeline of Assignments and Assessments: EDEL 143B

### Beginning of Placement/Weeks 1-5:

- ✧ Complete Task 1. Context for Learning *with commentary* (Teaching Event) **P**
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. **P**
- ✧ Complete one formal observation with supervisor, including lesson plans prepared with the Lesson Plan Checklist. **P**
- ✧ Update Program Planning Form, attach unofficial transcript, and turn in to supervisor.\*

### Weeks 5-10:

- ✧ Complete Task 2. Planning Instruction and Assessment with commentary (Teaching Event)
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. **P**
- ✧ Complete one formal observation with supervisor, including lesson plans prepared with the Lesson Plan Checklist. **P**
- ✧ Plan first week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit lesson plans for the first solo teaching week.
- ✧ Complete Task 3: Instructing Students and Supporting Learning *with commentary* to include video (PACT Teaching Event).
- ✧ Complete Formative Assessment with cooperating teacher (meet and discuss).

### Weeks 10-15:

- ✧ Successfully complete both weeks of solo teaching by the end of these weeks. Note: At least two of the four supervisors' formal observations are made during solo teaching weeks.
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. **P**
- ✧ Complete two formal observations with supervisor, including lesson plans prepared with the Lesson Plan Checklist. **P**
- ✧ Complete Task 4. Assessing Student Learning *with commentary* (Teaching Event)
- ✧ Complete Task 5. Reflecting on Teaching and Learning *with commentary* (Teaching Event)
- ✧ Submit complete PACT Teaching Event (all 5 tasks) to PACT office, SH 108, by required deadline.
- ✧ Complete Summative Assessment with cooperating teacher. **P**

- ✧ Share completed Professional Portfolio with peers.
- ✧ Complete CSU Exit Survey ([www.csuexitsurvey.org](http://www.csuexitsurvey.org))
- ✧ Participate in Exit Conference with supervisor. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Submit certificate for completion of CSU Exit Survey.

**Note:** Cooperating teachers' and supervisors' observations must include a variety of content areas.

\*Supervisor to review for GPA & passing grades, then sign Program Planning Form and submit to SH 305 by due date reflected on Student Teaching calendar.

**P** = materials to be placed in Professional Portfolio

## **EDEL 143B: Student Teaching: Phase II**

### **Overview**

Upon successful completion of EDEL 143A and completing all prerequisites listed in Section 1 in this Field Guide, candidates who have completed all program coursework requirements may enroll in EDEL 143B: Student Teaching: Phase II. This course requires that candidates teach, observe cooperating teachers, and reflect on their teaching experiences and discuss these experiences in seminars led by university supervisors. Assignments are selected to provide candidates with an understanding of diverse educational, cultural, and socio-economic contexts. Seminars provide a forum for teacher candidates to reflect upon and analyze their classroom experiences in light of the knowledge base they have begun to build in university foundations and methodology courses.

### **Suggested Schedule of Experiences and Role Guidelines**

#### **Teacher candidate**

#### **PART I: Weeks 1 - 5**

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

- ✧ Complete Task 1: Context for Learning *with commentary* (PACT Teaching Event)
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor.
- ✧ Complete one formal observation with supervisor, including lesson plans prepared with the Lesson Plan Checklist.
- ✧ Become familiar with textbooks, units, and materials to be used in the classroom.
- ✧ Set calendar with cooperating teacher for assuming teaching responsibilities.
- ✧ Keep a professional portfolio as directed by supervisor.
- ✧ Update Program Planning Form, attach unofficial transcript and turn in to supervisor.
- ✧

## **PART II: Weeks 5-10**

- ✧ Complete Task 2: Planning Instruction and Assessment *with commentary* (PACT Teaching Event).
- ✧ Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period, or preparation every one to two weeks as teaching proficiency increases.
- ✧ Assume responsibility for doing assessment (grades and evaluation) of student progress with consent of cooperating teacher.
- ✧ Provide learning opportunities, which recognize and build upon student strengths, differences, and learning styles using different teaching strategies.
- ✧ Continue to participate in school activities, e.g. faculty meetings, athletic events, and student clubs.
- ✧ If scheduled, participate in parent-teacher conferences and/or SST meetings with cooperating teacher.
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor.
- ✧ Complete one formal observation with supervisor, including lesson plans prepared with the Lesson Plan Checklist.
- ✧ Plan first week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit lesson plans for the first solo teaching week.
- ✧ Complete Task 3: Instructing Students and Supporting Learning *with commentary* to include video (PACT Teaching Event).
- ✧ With cooperating teacher, complete Formative Assessment.

### **PART III: Weeks 10-15**

- ✧ Successfully complete both weeks of solo teaching by the end of these weeks.  
Note: At least two of the four supervisors' formal observations are made during solo teaching weeks.
- ✧ Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor.
- ✧ Complete two formal observations with supervisor, including lesson plans prepared with the Lesson Plan Checklist.
- ✧ Complete Task 4: Assessing Student Learning *with commentary* (PACT Teaching Event)
- ✧ Complete Task 5: Reflecting on Teaching and Learning *with commentary* (PACT Teaching Event)
- ✧ Submit completed PACT Teaching Event to the PACT Office, SH #108, by the stated deadline.
- ✧ Complete Summative Assessment with cooperating teacher.
- ✧ Share completed Professional Portfolio with peers.
- ✧ Complete CSU Exit Survey ([www.csuexitsurvey.org](http://www.csuexitsurvey.org))
- ✧ Participate in Exit Conference with supervisor. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Submit certificate for completion of CSU Exit Survey.

**Note:** Cooperating teachers' and supervisors' observations must include a variety of content areas.

## **Suggested Schedule of Experiences and Role Guidelines**

### **Cooperating Teacher**

#### **PART I: Weeks 1 - 5**

- ✧ Introduce the teacher candidate to the school facilities, resources, and faculty.
- ✧ Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accident.
- ✧ Maintain primary responsibility for planning and conducting class and involve teacher candidate in discussion of plans; share long-range plans/goals for semester.
- ✧ Model a variety of instructional strategies used to help diverse learners in your classroom.
- ✧ Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- ✧ Establish schedule for weekly planning time (45-60 minutes) with teacher candidate.
- ✧ Observe a literacy and a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form.
- ✧ Confer with supervisor about candidate's progress.
- ✧ Help teacher candidate prepare for one formal observation by supervisor.
- ✧ According to PACT guidelines, support teacher candidate's completion of Task 1: Context for Learning (PACT Teaching Event).

#### **PART II: Weeks 5-10**

- ✧ Continue modeling a variety of instructional strategies used to help diverse learners in your classroom.
- ✧ Observe a literacy and a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form.
- ✧ Confer with supervisor about candidate's progress.
- ✧ Help teacher candidate prepare for one formal observation by supervisor.
- ✧ According to PACT guidelines, support teacher candidate's completion of Task 2: Planning Instruction (PACT Teaching Event).
- ✧ According to PACT guidelines, support teacher candidate's completion of Task 3: Instructing Students and Supporting Learning to include video (PACT Teaching Event).
- ✧ Schedule opportunities for teacher candidate to observe/participate in parent/teacher conferences and/or SST meetings.
- ✧ Help teacher candidate to plan for and implement "solo" teaching.
- ✧ Plan first week of solo teaching with candidate.
- ✧ Remain on site during solo week.
- ✧ Complete Formative Assessment and discuss with teacher candidate.

### **PART III: Weeks 10-15**

- ✧ Continue modeling a variety of instructional strategies used to help diverse learners in your classroom
- ✧ Observe a literacy and a non-literacy lesson and provide feedback using the Cooperating Teacher Observation Form.
- ✧ Confer with supervisor about candidate's progress.
- ✧ Help teacher candidate prepare for two formal observations by supervisor during solo weeks.
- ✧ According to PACT guidelines, support teacher candidate's completion of Task 4: Assessing Student Learning (PACT Teaching Event).
- ✧ According to PACT guidelines, support teacher candidate's completion of Task 5: Reflecting on Teaching and Learning (PACT Teaching Event).
- ✧ Plan second week of solo teaching with candidate.
- ✧ Remain on site during solo week.
- ✧ Complete Summative Assessment and discuss with teacher candidate.

## Suggested Schedule of Experiences and Role Guidelines

### University Supervisor

#### **PART I: Weeks 1 – 5**

- ✧ Orient teacher candidate to the PACT Teaching Event.
- ✧ Become acquainted with school principals.
- ✧ Hold orientation meeting with cooperating teachers and teacher candidates at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms. Provide cooperating teachers with all evaluation forms and review guidelines presented in EDEL 143A/B Field Experience Guide.
- ✧ Observe and conference with each teacher candidate regularly.
- ✧ Conduct 7 seminars with all teacher candidates (during the semester).
- ✧ Be available for questions from cooperating teachers or teacher candidates either in person, by email, or by telephone.
- ✧ Review first Cooperating Teacher Observation Form.
- ✧ Confer with cooperating teacher about candidate's progress.
- ✧ Conduct one formal observation with each teacher candidate, including lesson plans (use Lesson Plan Checklist) and supervisor observation notes and comments. At least one of these lessons must be a literacy lesson.
- ✧ Monitor completion of Task 1: Context for Learning *with commentary* (PACT Teaching Event).
- ✧ Review (GPA & passing grades), sign, and submit Program Planning Forms to Elementary Ed. Office.

#### **PART II: Weeks 5-10**

- ✧ Monitor completion of Task 2: Planning Instruction and Assessment *with commentary* (PACT Teaching Event).
- ✧ Review second Cooperating Teacher Observation Form.
- ✧ Confer with cooperating teacher about candidate's progress.
- ✧ Conduct one formal observation with teacher candidates, including lesson plans (use Lesson Plan Checklist) and supervisor observation notes and comments.  
Note: At least two of the four supervisors' formal observations are made during solo teaching weeks. Observations must include a variety of content areas.
- ✧ Support teacher candidate and cooperating teacher in completing and discussing Formative Assessment, and confer with teacher candidate afterward.
- ✧ Monitor completion of Task 3: Instructing Students and Supporting Learning *with commentary* to include video (PACT Teaching Event)
- ✧ Review each teacher candidate's lesson plans for the first week of upcoming solo-week teaching.



### **PART III: Weeks 10-15**

- ✧ Review each teacher candidate's lesson plans for the second week of upcoming solo-week teaching.
- ✧ Review third Cooperating Teacher Observation Form.
- ✧ Confer with cooperating teacher about candidate's progress.
- ✧ Conduct two formal observations (one in each solo week) with teacher candidates, including lesson plans (use Lesson Plan Checklist) and supervisor observation notes and comments. Note: At least two of the four supervisors' formal observations are made during solo teaching weeks. Observations must include a variety of content areas. At least one of these lessons must be a literacy lesson.
- ✧ Monitor completion of Task 4: Assessing Student Learning *with commentary* (PACT Teaching Event).
- ✧ Monitor completion of Task 5: Reflecting on Teaching and Learning *with commentary* (PACT Teaching Event).
- ✧ Review Portfolio requirements with teacher candidates.
- ✧ Conduct Professional Portfolio share with teacher candidates.
- ✧ Support teacher candidates and cooperating teachers in completing Summative Assessment Form.
- ✧ Hold Exit Conferences with teacher candidates. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Collect certificate for completion of CSU Exit Survey.
- ✧ Complete EDEL 143B Exit Checklist
- ✧ Turn in the entire Teacher candidate Folder, including all records from EDEL 143A and EDEL 143B, to Field Experience Office.
- ✧ Complete Grade Roster and enter Summative Evaluation scores into Waypoint.

### **Placement School Principal**

- ✧ Ensure that teacher candidates are placed with cooperating teachers who will provide them with an enriching experience.
- ✧ Orient all teacher candidates to school policies/activities.
- ✧ Observe teacher candidate during solo week.

## Procedures for Evaluation of Candidate Performance EDEL 143B

- ✧ Cooperating teacher observes teacher candidate formally three times and provides feedback using the Cooperating Teacher Observation Form.
- ✧ University supervisor completes four formal observations of the teacher candidate, including at least one during each week of solo teaching, and provides feedback. Observations must include a variety of content areas.
- ✧ Cooperating teacher completes Formative Assessment mid-semester and provides feedback to the teacher candidate, including on the first week of solo teaching.
- ✧ Cooperating teacher and university supervisor indicate in writing any areas needing improvement as well as suggestions to support improvement.
- ✧ Cooperating teacher completes Summative Assessment at the end of the semester and provides feedback to the teacher candidate, including on the second week of solo teaching.
- ✧ University supervisor reviews teacher candidates Professional Portfolio.
- ✧ University supervisor conducts exit interview with teacher candidate and completes Summative Assessment of candidate.

## Determination of Candidate Competence

According to the California Commission on Teacher Credentialing (CCTC), candidates must attain competency in all areas of relevant content and communication outlined in the CCTC standards. The Elementary Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either phase of the practicum by failing to achieve the expected level of performance, the Process for Remediation (articulated above) would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will not receive credit for that phase of the practicum. The candidate may have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity may occur in a subsequent semester. **Two unsuccessful experiences in either EDEL 143A or EDEL 143B will disqualify a candidate from the SJSU Multiple Subject Credential Program.**

Any candidate who has been required to retake either EDEL 143A or EDEL 143B must meet with the Chair of the Department of Elementary Education and the Director of Field Placement, who will determine whether or not the candidate will be allowed to re-enroll.

San José State University reserves the right to remove from the multiple subject credential program any candidate who demonstrates unprofessional behavior, including but not limited to prevarication, slander, negligence, or child endangerment.

## California Teaching Performance Expectations (TPEs)

|  |
|--|
| <p><b>MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</b></p> <p><b>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</b><br/>Understanding the state-adopted academic content standards and how to teach the subject matter in the standards; planning to teach to the standards; demonstrating the ability to teach to the standards</p>  |
| <p><b>ASSESSING STUDENTS LEARNING</b></p> <p><b>TPE 2: Monitoring Student Learning During Instruction</b><br/>Determining student progress toward achieving the state-adopted academic content standards; supporting students' learning during instruction</p> <p><b>TPE3: Interpretation and Use of Assessments</b><br/>Understanding and using a variety of informal and formal assessments and formative and summative assessments, including the state-adopted student assessment program, to determine students' progress and plan instruction</p>  |
| <p><b>ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b></p> <p><b>TPE 4: Making Content Accessible</b><br/>Addressing state-adopted academic content standards; prioritizing and sequencing essential skills and strategies; using a variety of strategies to facilitate learning</p> <p><b>TPE 5: Student Engagement</b><br/>Understanding goals; ensuring active and equitable participation; monitoring student progress</p> <p><b>TPE 6: Developmentally Appropriate Teaching Practices</b><br/>Understanding important concepts about learners; designing instructional activities; providing appropriate educational experiences</p> <p><b>TPE 7: Teaching English Learners</b><br/>Knowledge of important concepts about English learners; understanding theories, principles, and instructional practices; applying theories, principles, and instructional practices for comprehensive instruction of English learners</p> |
| <p><b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b></p> <p><b>TPE 8: Learning about Students</b><br/>Knowledge of child and adolescent development; student assessment; students' needs and abilities</p> <p><b>TPE 9: Instructional Planning</b><br/>Establishing goals; connecting academic content to students; selecting strategies/activities/materials</p>  |
| <p><b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p><b>TPE 10: Instructional Time</b><br/>Allocating instructional time; managing instructional time; reflecting on the use of instructional time</p> <p><b>TPE 11: Social Environment</b><br/>Understanding the importance of the social environment; establishing a positive environment for learning; engaging in behaviors that support a positive environment</p>   |
| <p><b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <p><b>TPE 12: Professional, Legal, and Ethical Obligations</b><br/>Knowledge of professional, legal, and ethical obligations</p> <p><b>TPE 13: Professional Growth</b><br/>Evaluating teaching practice; improving teaching practice; reflection and feedback</p>  |

# **The Performance Assessment for California Teachers (PACT)**

In fall 1998, SB 2042 was enacted in California to maintain multiple pathways to a teaching credential, and ensure that regardless of the pathway (e.g., student teaching, district internships, and university internships), candidates meet a uniform set of standards. It established a requirement for all California candidates for a preliminary teaching credential to pass a state-approved teaching performance assessment. While the California Commission on Teacher Credentialing contracted with the Educational Testing Service to develop such an assessment, SB 2042 allows for the development of alternative assessments that are as rigorous as the state-developed assessment. Twelve institutions (8 University of California institutions, San Diego State, San Jose State, Stanford, and Mills) formed a consortium and have developed an alternative assessment. These universities have been joined by others for a consortium of over thirty credential program institutions today.

## **The Teaching Event**

While candidates complete content area assignments (CATS or embedded signature assignments) during their methods courses, the capstone event for this performance assessment is the Teaching Event. The design of this assessment draws from artifacts (lesson plans, student work, and video) created while student teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The portfolio assessment consisting of five tasks - Context, Planning, Instruction, Assessment, and Reflection- documents a brief segment of learning. The integrated tasks are designed to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth. It is a holistic and summative assessment asking candidates to articulate their choices through each stage of the planning cycle to give a holistic picture of what a candidate understands about their practice. Each of these tasks is based on a set of two to three guiding questions and corresponding rubrics. Academic Language has been added as a separate scoring category drawing from evidence across all of the tasks but scored on two separate rubrics. There are twelve rubrics used by scorers to define the depth and complexity of a candidate's instruction and commentary. Each rubric defines four performance levels: (1) practice that requires improvement, (2) adequate beginning teacher practice, (3) strong beginning teacher practice, and (4) exemplary teaching practice. Candidates then receive a holistic score (based upon their performance across the tasks), which determines whether the candidate has passed the performance assessment. Scoring "2"s or better on most tasks is a passing score.

# SJSU PACT Resources

In order to support candidates in completing their Teaching Event, the College of Education has set up a website with important documents and a Resource Room located in Sweeney Hall 445. The website ([www.sjsu.edu/education/pact](http://www.sjsu.edu/education/pact)) contains the updated student handbooks, the rubrics for scoring the Teaching Event, and the highly recommended “Making Good Choices” document which gives valuable information on how to complete each task.

The Resource Room is stocked with items that will assist you in completing some of the technical aspects of the PACT Teaching Event. There are a limited number of cameras, wireless microphones, and tripods for check out. There are also desktop computers for video clip editing and a high-speed scanner for scanning student work and permission/consent forms. In order to assist candidates with some of the technological demands of the teaching event, a student assistant is on hand to assist with the technology for a limited number of hours each week. Equipment can be reserved online for pickup at the resource room by directing your browser to: ([www.sjsu.edu/education/pact](http://www.sjsu.edu/education/pact)) Because of the limited amount of resources, it is advised that you PLAN AHEAD!!!! Do not wait until the last minute.

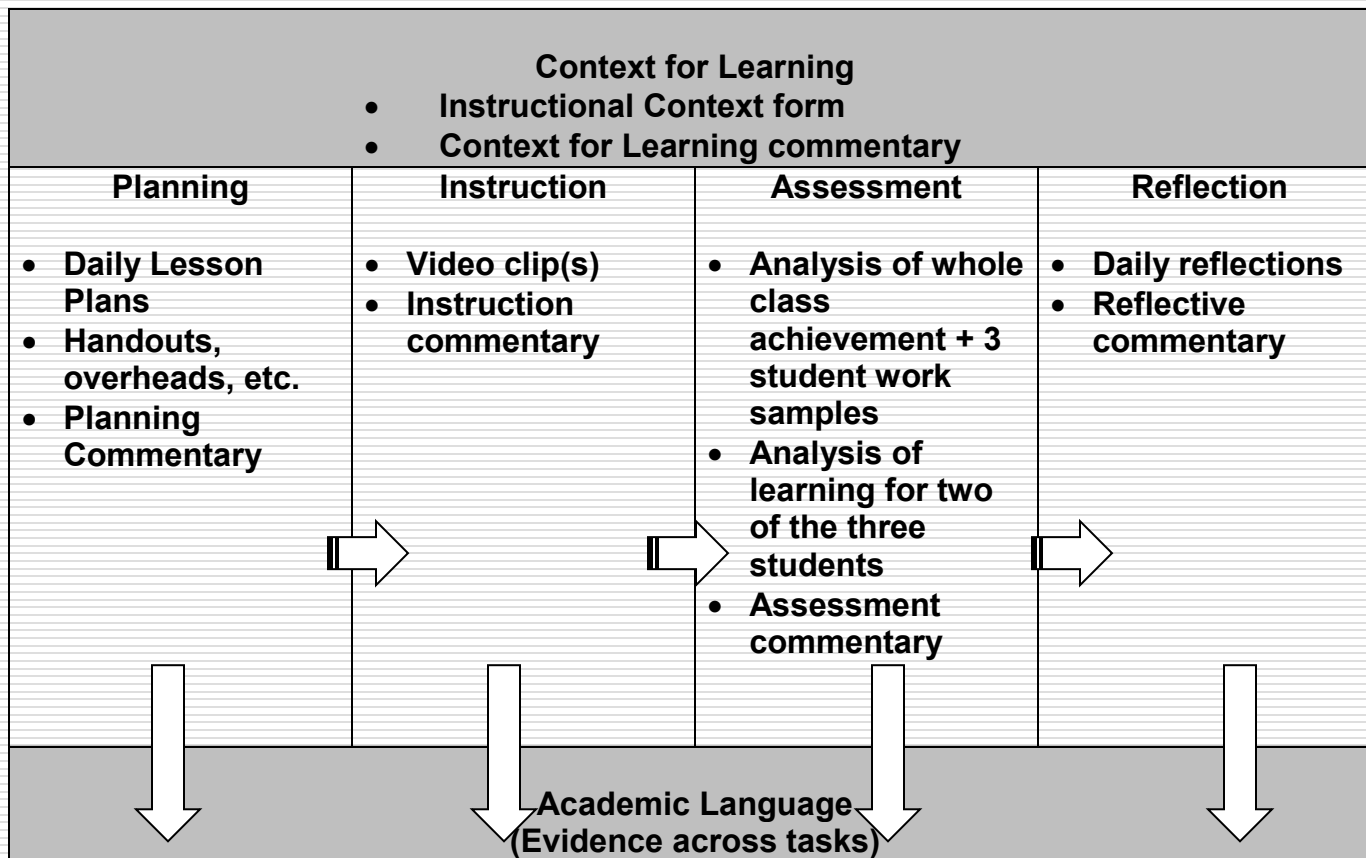
Several documents are offered on the COE website to support candidates completing the Teaching Event:

- ✧ *Making Good Choices*, a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
- ✧ PACT Videotaping Procedures, a document that offers advice about effectively videotaping instruction
- ✧ For faculty, supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator’s discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

# Overview of Elementary Literacy Teaching Event

| Teaching Event Task  | What to Do   | What to submit   |
|--|--|--|
| <b>1. Context for Learning</b><br>(TPEs 7,8)   | <ul style="list-style-type: none"> <li>✓ Provide relevant information about your instructional context and your students as learners of literacy.</li> </ul>   | <input type="checkbox"/> Context Form<br><input type="checkbox"/> Context Commentary   |
| <b>2. Planning Instruction &amp; Assessment</b><br>(TPEs 1,2,3,4,6,7,8,9,10,12)        | <ul style="list-style-type: none"> <li>✓ Select a learning segment of 3-5 lessons (or, if teaching literacy within a large time block, about 3-5 hours of connected instruction) that develops students' abilities to comprehend and/or compose text through the use of literacy skills and strategies, and that develops their reading, writing, and use of academic language.</li> <li>✓ Create an instruction and assessment plan for the learning segment and write lesson plans.</li> <li>✓ Write a commentary that explains your thinking behind the plans.</li> <li>✓ Record daily reflections, to submit in the reflection section of the Teaching Event.</li> </ul> | <input type="checkbox"/> Lesson Plans for Learning Segment<br><input type="checkbox"/> Instructional Materials<br><input type="checkbox"/> Planning Commentary |
| <b>3. Instructing Students &amp; Supporting Learning</b><br>(TPEs 1,2,3,4,5,6,7,10,11) | <ul style="list-style-type: none"> <li>✓ Review your plans and prepare to videotape your class. Identify opportunities for students to use relevant skills and strategies to comprehend and/or compose text.</li> <li>✓ Videotape the lesson you have identified.</li> <li>✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes.</li> <li>✓ Write a commentary that analyzes your teaching and your students' learning in the video clip(s).</li> </ul>  | <input type="checkbox"/> Video Clip(s)<br><input type="checkbox"/> Video Label Form<br><input type="checkbox"/> Instruction Commentary                         |
| <b>4. Assessing Student Learning</b><br>(TPEs 2,3,4,5,13)                              | <ul style="list-style-type: none"> <li>✓ Select one student assessment from the learning segment and analyze student work using evaluative criteria (or a rubric).</li> <li>✓ Identify three student work samples that illustrate class trends in what students did and did not understand.</li> <li>✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.</li> </ul>   | <input type="checkbox"/> Student Work Samples<br><input type="checkbox"/> Evaluative Criteria or Rubric<br><input type="checkbox"/> Assessment Commentary      |
| <b>5. Reflecting on Teaching &amp; Learning</b><br>(TPEs 7,8,13)                       | <ul style="list-style-type: none"> <li>✓ Provide your daily reflections.</li> <li>✓ Write a commentary about what you learned from teaching this learning segment.</li> </ul>  | <input type="checkbox"/> Daily Reflections<br><input type="checkbox"/> Reflective Commentary   |

# Task by Task Process



## **Guidelines on Assistance to Candidates Completing Teaching Events**

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by teacher candidates to demonstrate their readiness for a full-time classroom teaching assignment.

Candidates are learning how to teach and being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but also desirable. Teaching Event can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate's own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.

### **Acceptable forms of support for constructing the Teaching Event include:**

- ✧ Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught
- ✧ Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- ✧ Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.

### **Unacceptable forms of support for constructing the Teaching Event include:**

- ✧ Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate
- ✧ Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts
- ✧ Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- ✧ Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission



## ✧ Editing the Teaching Event

In summary educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.

## **EDEL 143B Teacher Candidate Professional Portfolio**

The purpose of this Professional Portfolio is not to create the exact one that a teacher candidate will use to get a job, although some of the contents may be used for that purpose. Rather, each candidate will compile a portfolio to provide documentation of:

- ✧ Strengths as a teacher
- ✧ Growth as a teacher
- ✧ Areas of need as a teacher

Compiling the Professional Portfolio provides an opportunity for teacher candidates to deepen reflection and analysis throughout the student teaching experience while documenting evidence of growth.

### **Portfolio Contents**

Note: All lesson plans listed below are to be prepared using the Lesson Plan Checklist (LPC). Observations must include a variety of content areas.

- ✧ Lesson plans (using LPC) and supervisor observation notes from four formal observations.
- ✧ Cooperating Teacher Observation Forms from three lessons in a content area other than literacy. Include lesson plans (using LPC).
- ✧ Summative Assessments (candidate's, cooperating teacher's, and supervisor's)

Complete descriptions of formal observation assignments can be found below.

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## **EDEL 143A/B Lesson Plan Checklist**

### **Purpose**

Lesson planning is fundamental to teaching that meets the needs of all learners. Pre-service education is the time for teacher candidates to develop the habits of mind that can be carried into the classroom to plan and deliver lessons with the learning needs of specific students in mind. This checklist is intended to develop habits of mind to facilitate successful lesson planning.

### **Directions for Use**

Supervisors will use this checklist to assess lesson plans submitted for EDEL 143A/B. Accordingly, teacher candidates should use the checklist to prepare all written lesson plans submitted with assignments in EDEL 143A/B.

### **Key Questions**

As part of the lesson planning process, consider the following questions:

- ☐ What is the big idea that this lesson relates to?
- ☐ Why is it important for my students to learn about this idea?
- ☐ What do they already know about the content and language related to this idea?
- ☐ How will I assess students to determine whether they have met the standard(s) and understood the big idea(s)?
- ☐ What are the specific instructional experiences that students need to have so that they can successfully complete the assessments?
- ☐ What are the learning needs pertaining to specific students that I need to consider in designing this lesson, including the assessments and instructional experiences above?
- ☐ Which scaffolding strategies will I use to meet students' learning needs and prepare them to successfully participate in the instructional experiences and complete the assessment(s)?

### **Lesson Plan Components**

Lesson plans prepared for all formal observations—CT or supervisor (e.g., Technology Lesson, Beginning Reading Project, Coaching Cycle, and any others)—should include the components listed below. The order in which these components are listed works best with direct instruction lessons. Other types of lessons (e.g., inquiry) might address the components in a different order. In general, learning goals should drive lesson type (e.g., inquiry, direct instruction, etc.), which in turn determines lesson plan format.

### **Standards and Objectives**

Include each of the following in any written lesson plans submitted for EDEL 143A/B:

- ☐ Content standards most relevant to the lesson (just a few rather than several)

- ☐ Content objectives aligned with content standards—each objective should list the content standard(s) to which it corresponds
- ☐ Language objectives corresponding with content objectives (primary concern) and aligned with ELD standards (secondary concern)—each objective should list the ELD standard(s) to which it corresponds

**Notes**

- ☐ Objectives should be phrased in terms of understandings to be achieved and skills to be mastered, not activities to be performed during the lesson. E.g., “SWBAT write using complete sentences,” not “Students will write four complete sentences.” Standards not aligned with any objectives should be dropped from the lesson.
- ☐ ELD standards most relevant to the lesson, i.e., linked to the language objectives, which in turn flow from the content objectives. List ELD standards by language process(es), ELA strand, ELD level, grade-level range, and page number [e.g., Listening and Speaking: Comprehension: Beginning ELD Level: Grades K-2: Answer simple questions with one- to two-word responses (p. 17)].
- ☐ When identifying ELD standards, keep in mind that you are planning your lesson to accommodate students at CELDT levels 1 (Beginning) and 3 (Intermediate).

**Assessments**

- ☐ Assessments aligned with content and language objectives—each assessment should list the content and/or language objective(s) to which it corresponds.

**Note**

- ☐ Each objective must be assessed, but there doesn't necessarily have to be a separate assessment for each objective. I.e., one instrument can assess more than one objective. Explain how you will use the evidence from the planned informal and formal assessments to provide feedback to students and to monitor their progress toward meeting learning objectives.

**Procedure**

- ☐ Beginning (opening) of lesson
- ☐ Middle of lesson
- ☐ End (closure) of the lesson

**Note**

- ☐ Provide a sufficiently detailed description of the lesson to provide evidence of thoughtful planning to facilitate the learning of all students.

### Language Demands Matrix

| Language Demands Domain   | Students' (Ss') English Language Proficiency (CELDT) Level: <b>CELDT 1: Beginning or lowest CELDT level</b> |  |  |
|---|---|--|--|
|   | What can Ss do? What are their strengths?   | Which elements of the lesson will pose challenges (language demands) for Ss? | How will the teacher scaffold instruction to address language demands so that Ss have access to content and develop academic language? |
| Curriculum Materials<br>(language in lesson texts, worksheets, etc.)                      |   |  |  |
| Teacher (T) Talk<br>(T's oral language use, e.g., directions, feedback, etc.)             |   |  |  |
| Students' Language Use<br>(Listening, Speaking, Reading, & Writing), including assessment |   |  |  |

### Language Demands Matrix

| Language Demands Domain  | Students' (Ss') English Language Proficiency (CELDT) Level: <b>CELDT 3: Intermediate</b> |  |  |
|--|--|--|--|
|  | What can Ss do? What are their strengths?  | Which elements of the lesson will pose challenges (language demands) for Ss? | How will the teacher scaffold instruction to address language demands so that Ss have access to content and develop academic language? |
| Curriculum Materials (language in lesson texts, worksheets, etc.)                      |  |  |  |
| Teacher (T) Talk (T's oral language use, e.g., directions, feedback, etc.)             |  |  |  |
| Students' Language Use (Listening, Speaking, Reading, & Writing), including assessment |  |  |  |

**Language Acquisition Descriptors: CELDT Level 1: Beginning****Key Strategy:** \* Listening! Listening! Listening! – books on tape, read-alouds, choral reading, buddy reading

\* Beginning vocabulary is best understood and learned when taught thematically

| What Students Have  | What Students Can Do   | What Teachers Should Do   |
|---|--|---|
| <p>Their primary language</p> <p>Minimal comprehension of English</p> <p>Minimal verbal production in English</p> <p>One/two word responses</p>   | <p>Nod and shake head to answer questions</p> <p>Point to objects or print</p> <p>Sort objects into categories</p> <p>Pantomime</p> <p>Draw pictures and label drawings and diagrams</p> <p>Gesture to show understanding</p> <p>Match objects or pictures</p> <p>Give yes/no answers to simple questions</p> <p>Reproduce what they hear, repeat and recite</p> | <p>Vocabulary Development</p> <ul style="list-style-type: none"> <li>◆ Teach vocabulary using physical movement and drawings</li> </ul> <p>Demonstrate personal interest and caring for students</p> <p>Provide ample listening activities including daily listening center with taped picture books</p> <p>Read aloud predictable and patterned books</p> <p>Have students label and manipulate pictures and objects.</p> <p>Provide one-on-one time with students</p> |
| <b>Remember...</b> <ul style="list-style-type: none"> <li>◆ <b><i>While beginning English learners can communicate only in their primary language, they are very capable of higher –level thinking skills.</i></b></li> </ul> |  |   |



## Language Acquisition Descriptors: CELDT Level 2: Early Intermediate

**Key Strategy:** \* Beginning vocabulary is best understood and learned when taught thematically  
 \* Appropriate questioning techniques will increase student oral production i.e., using the answer as part of the question i.e., (Did you go to the grocery store or to the library?)

| What Students Have   | What Students Can Do  | What Teachers Should Do   |
|--|---|---|
| <p>One/two word responses / some phrases</p> <p>Limited proficiency to communicate ideas</p> <p>Some comprehension of contextualized information</p> | <p>All of what student can do at the Beginning level, plus:</p> <p>List and categorize</p> <p>Repeat sentences, mimic intonation and phrasing and reproduce familiar phrases</p> <p>Attempt to talk, making extensive pronunciation and grammatical errors</p> <p>Generate and speak in simple sentences</p> <p>Begin to acquire some grammatical elements</p> <p>Read some basic vocabulary and write simple sentences</p> <p>Give short answers to simple questions</p> | <p>All of the above, plus:</p> <p>Vocabulary Development</p> <ul style="list-style-type: none"> <li>◆ Continue to expand student's understanding of concrete words</li> <li>◆ Have students learn vocabulary and sentence structure from patterned picture books</li> </ul> <p>Expand students' responses by asking who, what, where (literal questions)</p> <p>Expect short answers. Give students a chance to produce language in situations where they are comfortable</p> <p>Ask questions requiring simple comparisons and descriptions</p> <p>Provide activities designed to encourage students to produce simple sentences</p> <p>Use the language experience approach for reading and writing</p> <p>Give students a chance to produce language in comfortable situations</p> |

**Remember: While Early intermediate students are still developing basic communication skills they are at the same time capable of higher level-thinking skills.**

## Language Acquisition Descriptors: CELDT Level 3: Intermediate

**Key Strategy:** \* At this level, oral communication skills are more highly developed. Using cooperative groups during instruction will help students develop their higher levels of thinking while increasing their vocabulary and comprehension.

| What Students Have  | What Students Can Do  | What Teachers Should Do   |
|---|---|---|
| <p>Enough English proficiency to be understood</p> <p>Ability to produce utterances with basic sentence structure (Subject + Verb + Object or Phrase)</p> <p>Ability to interact more with native speakers, but can make errors in speech</p> <p>Good comprehension of contextualized information</p> | <p>All of what students can do at the Beginning and Early Intermediate levels, plus:</p> <p>Describe people, places and events</p> <p>Recall and state facts</p> <p>Define and explain some vocabulary</p> <p>Make some errors in speech</p> <p>Read and retell from a variety of texts with scaffolding from teacher</p> <p>Begin to identify main ideas and details</p> | <p>Vocabulary Development</p> <ul style="list-style-type: none"> <li>◆ Provide explicit instruction for idiomatic expressions while continuing to help students acquire lots of vocabulary – including academic vocabulary</li> </ul> <p>Begin to develop cognitive skills, especially reading and writing</p> <p>Include instruction in phonemic awareness, decoding, spelling and grammar</p> <p>Model, expand, restate and use standard English with students</p> <p>Ask how and why open-ended questions, and help students to respond in complete sentences</p> <p>Ask higher level thinking questions</p> <p>Provide ample opportunities for partner talk and pair-share, and activities to develop higher levels of thinking</p> |
| <p><b>Remember...</b></p> <ul style="list-style-type: none"> <li>◆ <b><i>Very often at this level students' verbal communication skills are strong, but are not reliable indicators of their ability to comprehend academic material.</i></b></li> </ul>  |   |   |

**Language Acquisition Descriptors: CELDT Level 4: Early Advanced**

**Key Strategy:** \* Students have a strong conversational vocabulary but still need an emphasis on academic vocabulary

| What Students Have   | What Students Can Do   | What Teachers Should Do   |
|--|--|---|
| Good comprehension of information  | Give opinions and reasons, draw comparisons, justify views and behaviors and summarize               | Vocabulary Development<br>◆ Focus on academic language and literacy                               |
| Proficiency to communicate well verbally   | Demonstrate ability to use higher order language, synthesize, analyze, evaluate, persuade and debate | Structure group discussions   |
| Adequate vocabulary to achieve academically  | Demonstrate both social and academic understanding of language                                       | Ask questions to help students synthesize, analyze and evaluate in oral and written communication |
|  | Identify main idea and details   | Provide reading opportunities with a variety of genre   |
|  | Use expanded vocabulary  | Include grammar instruction   |
|  | Engage in conversation and produce sequential narrative  | Provide a variety of realistic writing opportunities  |
|  | Develop listening, speaking, reading and writing skills with increased comprehension                 | Guide use of reference materials and technology   |
| <b>Remember...</b><br>◆ <i>Students at this level need a strong emphasis on structured writing and continued vocabulary development.</i> |  |   |

**Language Acquisition Descriptors: CELDT Level 5: Advanced**

**Key Strategy:** \* Provide multiple opportunities for students to participate in cooperative learning groups and take on leadership roles.

| What Students Have   | What Students Can Do   | What Teachers Should Do   |
|--|--|---|
| <p>Very good comprehension of information</p> <p>Heightened proficiency to communicate well</p> <p>Expanded vocabulary to achieve academically</p> <p>Near native speech fluency</p> | <p>Comprehend and generate discussions and presentations in social as well as academic settings</p> <p>Demonstrate fluency with content topics</p> <p>Read and comprehend grade level texts</p> <p>Respond to and use figurative language and idiomatic expressions appropriately</p> <p>Organize and generate written compositions based on purpose, audience and subject matter</p> <p>Prepare and deliver presentations/reports across grade level content areas that use a variety of sources; include purpose, point of view, introduction, coherent transition and appropriate conclusions</p> <p>Initiate and negotiate social conversation</p> | <p>Allow students to lead group discussions</p> <p>Encourage independent use of reference materials and technology</p> <p>Provide explicit grammar instruction</p> <p>Provide opportunities for student generated presentations</p> <p>Provide a variety of realistic writing opportunities in a variety of genre</p> |
| <b>Remember...</b><br><b>♦ Students at this level need ongoing development of background knowledge and must be challenged academically.</b>  |  |   |

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## Cooperating Teacher (CT) Observation Form

### Directions

For CT use when observing teacher candidate's **lessons other than literacy (e.g., mathematics, science, social studies, etc.)**. Please complete this form as you observe the lesson. During your conversation with the teacher candidate after the lesson, you may add notes. Please give the completed form to the teacher candidate after your conversation.

|                      |              |
|----------------------|--------------|
| Teacher Candidate:   | Date:        |
| Cooperating Teacher: | Grade Level: |

Content focus of lesson (check one):    ☐ Reading Skills  
☐ Math    ☐ Science    ☐ Social Studies    ☐ (Other-specify): \_\_\_\_\_

|                                 |                                    |
|---------------------------------|------------------------------------|
| What's Working:                 | Current Focus/Challenges/Concerns: |
| Teacher Candidate's Next Steps: | Cooperating Teacher's Next Steps:  |

(For additional comments, use back.)

Cooperating Teacher's signature: \_\_\_\_\_

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**San Jose State University  
EDEL 143A/B  
Formative/Summative Assessment Form**

Teacher Candidate: \_\_\_\_\_ Sem./Year \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Grade level: \_\_\_\_\_ Program option (check one): Flex \_\_\_\_\_ MLE \_\_\_\_\_ T.E. \_\_\_\_\_ CRA \_\_\_\_\_ BCLAD \_\_\_\_\_ YLR \_\_\_\_\_

**PURPOSES:**

The Formative/Summative Assessment can be used within a semester to document a candidate's teaching performance and at the conclusion of the placement.

In 143A, the Formative Assessment is used as a transition assessment to ensure the candidate is ready to proceed to fulltime student teaching in 143B.

In 143B, the Summative Assessment evaluates the candidate's readiness to be recommended for a credential.

**RATING SCALE AND DESCRIPTORS:**

**Rating Scale:** N/O = Not Observed; \*I = Ineffective; P = Progressing; E = Effective; \*H = Highly Effective  
\*Evidence statements are required on the "Notes" lines for checks in the ineffective and highly effective boxes.  
**"Effective" is defined as "ready to teach on one's own".**

**I = Ineffective**

Candidate is struggling to demonstrate practices described in the criteria.

**P= Progressing**

Candidate performs within criteria. May be inconsistent, but is showing improvement over time.

**E= Effective**

Candidate consistently demonstrates practice described in criteria. Ready to teach on one's own within an induction program.

**H= Highly Effective**

Candidate's performance consistently demonstrates integrated, nuanced, and sophisticated elements of the criteria.

***For EACH category (A-E) in the Formative/Summative Assessment completed by the University Supervisor, a candidate must meet the following performance standards to receive credit:***

***143A – at least 80% of marks in "Progressing" or above***

***143B – at least 85% of marks in "Effective" or above***



**A. PLANNING AND PREPARATION: THE TEACHER CANDIDATE DEVELOPS PLANS THAT...**

|   | N/<br>O | I | P | E | H | TPE |
|---|---------|---|---|---|---|-----|
| 1. Demonstrate a command of subject matter knowledge.<br>NOTES:   |         |   |   |   |   | 1   |
| 2. Organize and sequence curriculum to support student learning of subject matter standards.<br>NOTES:  |         |   |   |   |   | 9   |
| 3. Use a variety of instructional strategies that respond to students' diverse backgrounds, experiences, interests, and needs.<br>NOTES:            |         |   |   |   |   | 6   |
| 4. Demonstrate knowledge of student developmental characteristics and learning styles.<br>NOTES:  |         |   |   |   |   | 6   |
| 5. Address students' language acquisition and promote academic language development.<br>NOTES:  |         |   |   |   |   | 7   |
| 6. Utilize materials, resources, and technologies to make subject matter accessible.<br>NOTES:  |         |   |   |   |   | 4   |
| <b>B. LEARNING ENVIRONMENT: THE TEACHER CANDIDATE ...</b>   |         |   |   |   |   |     |
| 1. Uses clear, consistent expectations for student behavior that maintain a classroom that is safe, efficient, and conducive to learning.<br>NOTES: |         |   |   |   |   | 11  |
| 2. Maintains a climate that promotes fairness, respect, and equity.<br>NOTES:   |         |   |   |   |   | 11  |
| 3. Promotes student responsibility, collaboration, and self-directed learning.<br>NOTES:  |         |   |   |   |   | 11  |

| C. INSTRUCTION: THE TEACHER CANDIDATE ...  |     |   |   |   |   |     |  |
|--|-----|---|---|---|---|-----|--|
|  | N/O | I | P | E | H | TPE |  |
| 1. Establishes and supports high academic expectations for all students aligned with state and district standards.<br>NOTES:   |     |   |   |   |   | 1   |  |
| 2. Assists students in developing positive attitudes about learning.<br>NOTES:   |     |   |   |   |   | 11  |  |
| 3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments.<br>NOTES:   |     |   |   |   |   | 4   |  |
| 4. Selects and uses activities such that students make connections, pose questions, and solve problems.<br>NOTES:  |     |   |   |   |   | 5   |  |
| 5. Uses instructional strategies that promote active learning and intellectual engagement to better respond to students' interests and needs, including those related to language and/or special needs<br><br>NOTES: |     |   |   |   |   | 5   |  |
| 6. Uses instructional time effectively.<br>NOTES:  |     |   |   |   |   | 10  |  |
| 7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course.<br>NOTES:   |     |   |   |   |   | 9   |  |
| D. ASSESSMENT: THE TEACHER CANDIDATE ...   |     |   |   |   |   |     |  |
|  | N/O | I | P | E | H | TPE |  |
| 1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed.<br>NOTES:  |     |   |   |   |   | 3   |  |
| 2. Provides opportunities for students to assess their own progress.<br>NOTES:   |     |   |   |   |   | 2   |  |
| 3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly.<br>NOTES:  |     |   |   |   |   | 2   |  |
| 4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal.<br>NOTES:  |     |   |   |   |   | 2   |  |
| 5. Evaluates student progress against state and district standards and course objectives.<br>NOTES:  |     |   |   |   |   | 3   |  |
| 6. Provides ongoing feedback to students.<br>NOTES:  |     |   |   |   |   | 3   |  |

| <b>E. PROFESSIONAL RESPONSIBILITIES: THE TEACHER CANDIDATE ...</b>  |     |   |   |   |   |     |  |
|---|-----|---|---|---|---|-----|--|
| 1. Demonstrates professional conduct.<br>NOTES:   | N/O | I | P | E | H | TPE |  |
|   |     |   |   |   |   | 12  |  |
| 2. Honors legal/professional obligations and follows regulations.<br>NOTES:   |     |   |   |   |   | 12  |  |
| 3. Exhibits regular attendance and punctuality in the performance of assigned duties.<br>NOTES:   |     |   |   |   |   | 12  |  |
| 4. Collaborates with school-site colleagues and SJSU classmates.<br>NOTES:  |     |   |   |   |   | 12  |  |
| 5. Uses privileged information in a discreet, confidential manner.<br>NOTES:  |     |   |   |   |   | 12  |  |
| 6. Is competent in oral and written communication.<br>NOTES:  |     |   |   |   |   | 12  |  |
| 7. Maintains a professional appearance.<br>NOTES:   |     |   |   |   |   | 12  |  |
| 8. Uses self-selected technologies that assist in areas such as reporting grades, preparing assignments and assessments, using data, and communicating with others.<br>NOTES: |     |   |   |   |   | 13  |  |
| 9. Articulates a conceptual and practical rationale for instructional decision-making.<br>NOTES:  |     |   |   |   |   | 13  |  |
| 10. Recognizes when a lesson has not gone well and attempts to revise and improve.<br>NOTES:  |     |   |   |   |   | 13  |  |

Form Completed by (check one)

\_\_\_\_\_ Teacher Candidate

\_\_\_\_\_ University supervisor

\_\_\_\_\_ Cooperating Teacher

\_\_\_\_\_  
Teacher Candidate  
Signature/Date

\_\_\_\_\_  
University Supervisor  
Signature/Date

\_\_\_\_\_  
Cooperating Teacher  
Signature/Date

**Multiple Subject Credential Program**

**EDEL 143B Exit Checklist**

**San José State University  
Elementary Education Program  
Sweeney Hall 305 - (408) 924-3771**

Candidate's Name: \_\_\_\_\_ SJSU ID#: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Evaluation for (check one):    ☐ Fall semester        ☐ Spring semester        Year: \_\_\_\_\_

|   |  |
|---|--|
| <b>Program Option:</b>                      |  |
| <input type="checkbox"/> Flexible           | <input type="checkbox"/> Bilingual         |
| <input type="checkbox"/> MLE                | <input type="checkbox"/> Critical Research |
| <input type="checkbox"/> T.E. Collaborative |  |

|   |  |
|---|--|
| <b>Student Teaching Arrangement:</b>              |  |
| <input type="checkbox"/> With cooperating teacher | <input type="checkbox"/> Responsible for own classroom |

**EDEL 143B Placement**

School: \_\_\_\_\_

School District: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

| Professional Portfolio   | Comments                       |
|--|--------------------------------|
| Cooperating Teacher Observation Forms (3), including lesson plans prepared using Lesson Plan Checklist (LPC) | <input type="checkbox"/> _____ |
| Lesson plans (LPC) and supervisor's notes from six formal observations                                       | <input type="checkbox"/> _____ |

Overall Evaluation

☐ Ineffective  
☐ Progressing  
☐ Effective  
☐ Highly Effective

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

University supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher candidate recommends cooperating teacher for another candidate?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

I understand that I need to satisfactorily complete all required coursework and programmatic requirements before I may apply for a teaching credential.

Teacher candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

| <b>143B Student Teaching Folder (student should retain copies of materials)</b>  |   |
|--|---|
| 1. Formative Assessment (CT) <input type="checkbox"/>  | <b>Instructions for Supervisor:</b><br><br>Return folder with student teaching records for 143A & 143B to Field Placement Office, SH 303. |
| 2. Summative Assessments (3) <div style="margin-left: 20px;"> <input type="checkbox"/> Supervisor<br/> <input type="checkbox"/> Cooperating Teacher<br/> <input type="checkbox"/> Teacher Candidate           </div> |   |
| 3. 143B Exit Checklist <input type="checkbox"/>  |   |
| 4. Certificate for CSU Exit Survey <input type="checkbox"/><br><a href="http://www.csuexitsurvey.org">www.csuexitsurvey.org</a>  |   |
| 5. Teaching Beginning Reading (if not completed in 143A) <input type="checkbox"/>  |   |

ASC/Forms/Evaluations/143B Exit Rev. 07/12