TEACHER CANDIDATE HANDBOOK

MULTIPLE AND SINGLE SUBJECT BILINGUAL CREDENTIAL PROGRAM

DEPARTMENT OF DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

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SAN DIEGO STATE UNIVERSITY
Leadership Starts Here
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WELCOME TO STUDENT TEACHING!

This handbook will serve as a guide and resource about the Department of Dual Language and English Learner Education bilingual credential program requirements and the California Commission on Teacher Credentialing, Preliminary Multiple Subject and Single Subject Credential Program Standards.

We encourage you to refer to this handbook as questions arise and if you cannot locate the answer here, then please contact your cohort bilingual program coordinator, supervisor, professor, and/or the DLE office.

DLE office support: The DLE office is located in EBA 248-A and office hours are from 10:00 to 4:30 p.m. Maintaining ongoing communication with the Administrative Coordinator, Esmeralda Cortes, is essential. If there is any change in your contact information or you have to make updates to your file such as transcripts or test results, please contact the DLE Administration Coordinator: 619-594-5155 or email: dle@sdsu.edu

Forms, documents and other relevant items are also posted on the DLE website: go.sdsu.edu/education/dle/Default.aspx

Communication: You are advised to contact us if any personal or professional issues arise that may affect your health or student teaching assignment. Please note that this is definitely a time of hard work that comes with moments of great joy and stress as you will have multiple requirements and new experiences that will be challenging. You are encouraged to stay healthy and take the greatest advantage of every opportunity to be the best professional in your courses and most importantly so you can be the best teacher for your students.

Grading: You are expected to maintain a good academic standing of a grade point average of 3.0 (B) throughout the credential program. A grade lower than “C” in any course is not acceptable for credential credit and will make the Teacher Candidate ineligible for a positive departmental recommendation for the bilingual multiple or single subject credential. An overall average less than a 3.0 (B) may prevent the Teacher Candidate from continuing in the program until the courses are retaken and acceptable grades are obtained. A grade of incomplete (INC), no credit (NC) or any grades under a “C” may also prevent the Teacher Candidate from student teaching. Be aware that uncleared incomplete grades convert to an F after one year and can severely lower your grade point average. If you receive an incomplete (INC) grade, the authorized incomplete forms will be completed and submitted to DLE office by the supervisor.

Final note: Take advantage of the support and resources offered by the Dual Language and English Learner Department faculty, your program coordinator, supervisor, guide teacher, family, peers, and friends. You are doing the most important job in the world but you don’t have to do it alone.

Clinical Practice Experience—“Student Teaching”
(DLE 962 Multiple Subject/DLE 964 Single Subject)

Content description of this course outlined in the syllabus addresses core expectations of all Teacher Candidates. It is a four unit, credit or no credit course. It is designed to provide Teacher Candidates an opportunity to observe, assist, learn to plan, organize, and implement lessons within a multicultural, dual language, and with single subject Teacher Candidates, a subject specific classroom context. The DLE 962 Multiple Subjects/DLE 964 Single Subject syllabus is provided to all Teacher Candidates that outlines necessary specifics from the California Commission on Teacher Credentialing Preliminary Multiple Subject and Single Subject Credential Program Standards (Standard #3). The syllabus outlines the requirements needed to ensure credit for the course.

Student Teaching placements are arranged by the DLE Program Coordinators with the Human Resources Department of school districts who have a memorandum of understanding (MOU) with San Diego State University or with a designated school district office staff member. In unique cases where there is not an MOU, a request may be made to the district to create one via the DLE Program Coordinator. The single subject and multiple subject Program Coordinators are responsible for making the appropriate classroom placements. Within the first two weeks of placement, any changes to a placement that is being considered must be communicated as soon as possible to the appropriate Program
Coordinated. Please note that the semester calendar for school sites and the university calendar are different. The school site calendar is to be followed. Multiple Subject Teacher Candidates follow an adjusted calendar to support edTPA tasks. The first placement at the beginning of the Fall semester concludes at the end of November. Multiple Subject Teacher Candidates will then transition to their second placement at the beginning of December and remain through mid-May. The transition in December is designed to provide time for adjusting to a new classroom prior to initiating the edTPA events in January. The placement is different for Single Subject Teacher Candidates. Usually, the Fall semester of student teaching placement continues to the Spring semester for Single Subject Teacher Candidates. IF the continued placement is mutually agreed upon by the Guide Teacher, Teacher Candidate, and University supervisor AND the DLE field experience criteria can be met as described below. The professional growth goals of the Teacher Candidate must also be considered.

DLE Field Experience Criteria: The placement consideration for Teacher Candidates is that in either the first or second student teaching assignment, Teacher Candidates must be assigned to a school with an enrollment of at least 25 percent ethnically diverse students. Note: Single subject Teacher Candidates should teach their content area at least one semester in Spanish and one semester in English, or bilingually. The exception is for English/ELD majors where at least one semester, the content should be taught in Structured English Immersion or Academic English courses. Spanish majors should teach one semester to students learning Spanish as a second language and one semester to students who are heritage speakers of Spanish.

Although grades and student teaching evaluations must be submitted at the end of the university semester, student teaching assignment(s) usually extend to the end of the school site calendar year. Many schools require this commitment for placement in the school for Single Subject Teacher Candidates.

General Appearance: Teacher Candidates are advised that they are guest teachers at their schools under the immediate supervision of the Guide Teachers. Candidates are expected to dress in a professional manner—respecting the school community expectations. This generally means professional style casual attire, slacks, and/or dresses. No short shorts; no flip flops. Note: schools that require student uniforms often expect faculty to meet a higher standard of professional dress. While on site, candidates should familiarize themselves with and adhere to the district and school dress codes for teachers.

Guide Teachers are usually selected by the principal of the school and their names are submitted to the Human Resources Department of school districts or designated school district staff member. Guide teachers are required to have a minimum of three years’ experience and a CLAD, CTEL, BCLAD, or bilingual authorization. They have a final say over whether they accept the placement. Based on the California Commission on Teacher Credentialing Preliminary Multiple Subject and Single Subject Credential Program Standards (Standard #6), they are required to enroll and participate in 10 hours of training (one time only) as a district employed supervisor. The DLE Program Coordinators will provide the information about the free ten hours of online professional development to the Guide Teachers.

University Supervisors are responsible for field experience/student teaching supervision. They are experienced and trained educators with a minimum of a Masters’ Degree and preferably 10 years of classroom experience. Single subject supervisors should have a teaching credential in that content area and/or administrative experience evaluating classroom teachers in different content areas. All supervisors follow the state required procedures (Commission on Teaching Credentialing, 2016) that student teachers are formally evaluated at least 6 times a semester. The supervision may include an in-person visit or video capture such as SIBME and archived by the Student Teaching Observation Form or annotated video. The scripted observations and evaluations are based on the Teacher Performance Expectations (TPEs). The Field Experience Calendar provides the recommended observation and evaluation dates. The university supervisor is assigned in the first weeks of the semester. The university supervisor provides communication to the guide teacher about the DLE program requirements. They also support teacher candidates both professionally and personally to develop skills, attitudes, and practice excellence in teaching while monitoring their transition into increasing teaching responsibilities. At the beginning of the semester and/or student teaching placement, they ensure that the classroom placement will provide the necessary opportunities for the candidate to “practice the knowledge and skills required by the credential and included in the TPEs”. If any placement changes are made after week four, it may result in an “Incomplete” grade and require an extended student teaching placement. Supervisors will maintain ongoing

Note:

Student teachers are formally evaluated at least 6 times a semester. The supervision may include an in-person visit or video capture such as SIBME and archived by the Student Teaching Observation Form or annotated video. The scripted observations and evaluations are based on the Teacher Performance Expectations (TPEs). The Field Experience Calendar provides the recommended observation and evaluation dates. The university supervisor is assigned in the first weeks of the semester. The university supervisor provides communication to the guide teacher about the DLE program requirements. They also support teacher candidates both professionally and personally to develop skills, attitudes, and practice excellence in teaching while monitoring their transition into increasing teaching responsibilities. At the beginning of the semester and/or student teaching placement, they ensure that the classroom placement will provide the necessary opportunities for the candidate to “practice the knowledge and skills required by the credential and included in the TPEs”. If any placement changes are made after week four, it may result in an “Incomplete” grade and require an extended student teaching placement. Supervisors will maintain ongoing
communication with Teacher Candidates to ensure a successful field experience and take prompt corrective action if needed.

Absences and tardiness during student teaching will occur but it is expected of all Teacher Candidates to notify the guide teacher as soon as possible or at least two hours before the scheduled classroom start time. If school policy, notify the school secretary and if an observation is planned, the supervisor. If appropriate notification is not followed with guide teacher, the absence/tardy will be considered unauthorized. Even with notification, unjustified absences for more than TWO days can lead to deselection from student teaching. Please know that repeated absences, even when excused, may require additional days of student teaching at the end of the semester.

**Recommendation for advancement** from first semester to second semester of clinical practice is based on the results of the progress report midterm and final report via the Student Teaching Growth Assessment form as indicated.

**First Semester**

- Teacher Candidate minimally demonstrates “Approaching Competence” in at least 5 of the 10 characteristics for Planning Instruction & Designing Learning AND 6 of the 10 characteristics for Developing as a Professional Educator.
- No more than one “Needs Special Attention” is allowed in either Planning for Instruction & Designing Learning OR Developing as a Professional Educator.
  →If a “Needs Special Attention” is received in any area at the midterm progress report, a meeting is scheduled with the Guide Teacher, program coordinator, teacher candidate, and supervisor to develop a support plan for improvement that will specify steps to be taken by the Teacher Candidate and monitored by the assigned university supervisor. A Summary of Conference form is completed as well as the Professional Expectations Notification (PEN) form.
- Teacher Candidate will NOT be recommended to advance to the second semester if there are any areas that indicate more than one “Need Special Attention” at the final first semester report via the Student Teaching Growth Assessment form.

**Second Semester**

- Teacher Candidate demonstrates growth in all areas compared to the first semester assessment, and minimally demonstrates “Approaching Competence” and/or “Achieving Competence” in all characteristics for Planning Instruction & Designing Learning AND for Developing as a Professional Educator.
  →If a “Needs Special Attention” is received in any area at the midterm progress report, a meeting is scheduled with the Guide Teacher, program coordinator, teacher candidate, and supervisor to develop a support plan for improvement that will specify steps to be taken by the Teacher Candidate and monitored by the assigned university supervisor. A Summary of Conference form is completed as well as the Professional Expectations Notification (PEN) form.
- Teacher Candidate will NOT be recommended for a Preliminary Credential if there are any areas that indicate “Developing Competence” or “Need Special Attention” at the final second semester report via the Student Teaching Growth Assessment form.

Important Note: The Inventory of Indicators and Evidence form (Standards and Expectations of Competence for Teacher Performance CCTC, SB2042) provides an overview of the qualities that Teacher Candidates are expected to demonstrate as they “Approach Competence” and/or “Achieve Competence” at a level expected of an advanced student teacher. _Note: “Achieving Competence” within the student teaching context does not equate to the level of competence and skill demonstrated by an experienced classroom teacher._

Preliminary credential application in the second semester includes the successful passing of the education Teaching Performance Assessment (edTPA). You are responsible to submit the Individualized Induction Development Plan (IDP) to the College of Education credentials department via Taskstream and filing for your preliminary credential. Evaluation and processing of Teaching Credential Application is made through the credential analyst office. The final contract will not be released until all requirements are met.
Seminar
(DLE 954-Fall and DLE 960-Spring)
The content of seminar incorporates critical reflection on the culture of schools, instructional practices, professional self-reflection, and selected readings. Each week, the class session addresses a topic that provides for critical thinking activities, peer interaction, and opportunities for personal and professional growth. In addition to the general information provided about the education Teaching Performance Assessment (edTPA) in the fall semester, there is detailed information provided in the spring semester to fully prepare the Teacher Candidate for the submittal of the e-portfolio for edTPA. The Individualized Induction Development plan (IDP) process and form is reviewed in seminar with Teacher Candidates. Supervisors provide the process, form, and deadlines to the Guide Teachers. Additional attention is given to the Teaching Performance Expectations (TPEs) which comprise the body of knowledge, skills, and abilities that beginning teachers have the opportunity to learn in student teaching.

Preparing Globally Competent Educators
(ED 450)
Students are required to participate in a global teaching experience that will take place in Tijuana and Tecate, Mexico for two and a half days that usually include Friday, Saturday, and returning on Sunday. In teams, students will design and teach a lesson to students in Tecate/Tijuana and will further reflect on this experience in seminar. Faculty will provide time for lesson planning as well as an orientation session. Please note that it will be necessary for students to have a valid United States passport or Passport Card. Dates for this transborder experience will be announced at the start of the program. There is a fee established to cover housing, transportation, and food costs that is determined by the department. There is an alternate teaching experience that will be planned for students who are unable for any reason not to participate in this transborder experience and the fee will be the same. Seminar instructors will coordinate details with the trip planner and provide the information once finalized.

Knowledge, Dispositions, and Skills (KDS)
The overarching mission of DLE is to prepare teachers to effectively serve students who come to school with a primary language other than English and to facilitate the learning process for students to become bilingual, biliterate/bicognitive, and multicultural. The primary focus for DLE is to support educators at all levels in creating multicultural democratic practices and bring bicultural voices to the center of classroom discourse. In order to do so, the DLE faculty, program graduates, and administrators that hire these graduates have identified the five concepts that graduates of the DLE program know and are able to do in their classrooms.

1. Ideological and pedagogical clarity: DLE graduates create a roadmap toward critically thinking and developing ideological clarity as it relates to and informs their classroom practice. They know who they are as teachers, their personal beliefs about teaching and learning, and how this affects the students that they teach. This is a complex area of understanding that involves self-knowledge and dispositions that ensure that educators have a strong belief in the worth of all students and their ability to achieve.

2. Biliteracy development and success across the content areas: DLE graduates possess the theoretical knowledge on important socio-political issues and tensions surrounding language policy. Accordingly, graduates of DLE recognize their role as advocates for English and dual language learners in their classrooms and school communities. DLE graduates promote dual language learner student success through standards based instruction in Spanish and English. They create rich, authentic opportunities for students to read, write, speak, listen, and think critically using the appropriate, grade-level academic language in order to develop biliteracy/bi-cognition in English and two or more additional languages.

3. Collaborate with peers, students, parents, administrators, and community: DLE graduates recognize that complex social relationships dictate equitable access to knowledge and power inside and outside of the classroom. The focus is to work side by side with key stakeholders in receiving and providing feedback at all levels. Critical to this process is the
ability to build authentic relationships by engaging in community scans and asset mapping to gain firsthand information of community and students’ funds of knowledge.

4. Create inclusive learning environments: DLE graduates are committed to creating inclusive learning communities, where teacher, school leadership, student, and parent each play an integral role in supporting student success. It includes considering students’ cultural and linguistic background as assets, as well as using data on learning outcomes and performance, to inform differentiation and personalization of each student’s instruction and services, and create partnerships between home and school.

5. Global (linguistic and cultural) competence: DLE graduates model acquired teaching principles of global competence that values linguistic and cultural diversity in the classroom, school, and community. This perspective of critical-global literacy combined with their unique worldviews of respect for linguistic, cultural, and social perspectives empowers graduates of DLE to develop and enact 21st century pedagogies inclusive of world technology.

Teacher Candidate Professional Roles and Responsibilities

The roles and responsibilities are outlined in the following areas:

- professional expectations
- professional expectations notification process
- professional dispositions
- professional commitments
- professional communication
- professional program procedures.

Professional Expectations

The Teacher Candidate is expected to:

- Review and follow school site policies for guidelines regarding dress code, professionalism rules, roles, and responsibilities.
- Review and follow the guidelines within this handbook for Teacher Candidate role expectations and responsibilities.
- Take the initiative and assume responsibility for your professional development and disposition by engaging in opportunities and using resources provided during the duration of the program. Among other things, this means introducing yourself to school personnel, attending site meetings or trainings when possible and always being open to opportunities for learning.
- Sign in at the school office each morning and report to class to prepare for the day 15 - 30 minutes before students arrive.
- Coordinate daily schedule with Guide Teacher and observation schedule with Supervisor.
- In Spring semester, plan for and implement edTPA teaching event.
- Develop a rapport with students, staff, and other members of the school community.
- Work closely with the Guide Teacher on classroom management techniques and follow through on suggestions and recommendations.
- Prepare, plan, and implement instruction in accordance with the guidelines for classroom involvement, course requirements, and supervision guidelines.
- Provide a continuous and satisfactory learning experience for all students.
- Develop daily planning techniques and write clear lesson plans, normally with the use of stated instructional objectives. The university supervisor will be using a classroom observation form to evaluate your work.
- Develop techniques for varying classroom activities such as presentations, small group work, individualized instruction, assessment/testing and grading procedures, audio-visual and other teaching aids, and additional standard classroom procedures.
- Develop techniques for handling administrative responsibilities such as permission slips, attendance, grade book maintenance, ordering equipment, and other operational tasks.
- Develop a collaborative relationship with the Guide Teacher leading to shared growth in professional matters.
• Relate with the university supervisor as a person who brings professional and personal support to the teaching experience.
• Take notes, and follow through on suggestions and recommended changes from Guide Teachers and university supervisors.
• Take responsibility for getting to know the school administrator(s). IF assigned any duties, complete assigned duties as outlined by school administrator without conflicting with university courses.
• Attend promptly and regularly all SDSU classes, conferences, scheduled meetings, and participate in other university activities. Make sure that you are aware of deadlines regarding university responsibilities.
• Familiarize yourself with emergency procedures at the school site by discussing with guide teacher.
• Acknowledge and cooperate with school administrators in ensuring the welfare of the school student population. Participate in professional discussions with the Guide Teachers and university supervisors. Make discussions productive by focusing on positive steps to take.
• Attend and participate in all bilingual credential program courses. Complete program requirements, edTPA, e-folio, and coursework as expected.
• Carefully save copies of all the observations, midterm and final evaluation forms. Previous evaluations are often requested by school districts when they interview candidates for teaching positions. Students are expected to maintain their own copies. The DLE office cannot make copies for students.
• Maintain Good Program Academic Standing. If a candidate does not meet the grade standards, the candidate will be referred for the Professional Expectations Notifications (PEN) process.

Professional Expectations Notifications Process Protocol
If there is a concern/issue in the student teacher classroom placement, the Teacher Candidate, Guide Teacher, and university supervisor should always first try to talk through the concern or issue. If a concern or issue continues, then the university supervisor will initiate the Professional Expectations Notification (PEN) process.

The protocol is:
1.) The Teacher Candidate and Guide Teacher meet with the university supervisor about the issue. The Summary of Conference form is completed as well as the Professional Expectations Notification (PEN) form signed by all parties. This is a level 1 meeting.
2.) The Guide Teacher and university supervisor monitor the progress of the Teacher Candidate based on the Summary of Conference form and the PEN form.
3.) If the concern or issue does not improve and targeted growth is not observed, a second meeting (level II) must be held. The supervisor notifies and schedules a meeting with the Teacher Candidate, program coordinator, and department chair. Lack of improvement at the level II meeting indicates a possible referral to deselection. Deselection is a departmental process and does not, on its own, affect university enrollment. A student who is deselected will be asked to leave the program. The Summary of Conference form is completed and signed by all parties.

Note: when the issue involves program faculty or peers, the department protocol moves from the student(s) and instructor, up to the DLE program coordinator, then the DLE department chair, and, finally, the College of Education. The university also has specific procedures for formal complaints that can be accessed at the SDSU website under Student Rights and Responsibilities: http://www.sa.sdsu.edu/srr/complaint1.html.

Ethical Code
Candidates are expected to behave professionally and appropriately with their professors, their peers, their students, and on the school site. Please note that issues such as violation of the ethical code, plagiarism, lack of response or inappropriate responses to Guide Teacher and/or supervisor and/or program coordinator can lead to intervention and/or deselection in program.
Professional Dispositions

Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The purpose here is to clarify the Department of Dual Language and English Learner Education Program expectations related to the critical area of a candidate’s professional dispositions.

The Department of Dual Language and English Learner Education’s Professional Dispositions section is informed by the California standards for teacher preparation, California’s Teacher Preparation Expectations, Executive Order 1032 from the California State University Chancellor’s Office, and the NCATE’s standards for teacher preparation. It was adapted from the document for the SDSU School of Teacher Education and was included herein after review and approval by members of Department of Dual Language and English Learner Education (2015 DLE-SDSU).

Credential Teacher Candidates in the Department of Dual Language and English Learner Education are expected to demonstrate professional behavior and dispositions on school sites, in university classes, and in all other professional settings.

Furthermore, the Department of Dual Language and English Learner Education believes that of utmost importance to Teacher Candidates is the ability to work with others as part of the successful completion of the credential program and becoming an employable new professional.

Essential elements of professional disposition include the following:

- Show openness to new ideas
- Display respect for the opinions of others
- Engage in respectful communication with all stakeholders, including students, parents, colleagues, professors, and school site personnel
- Avoid complaining and maintain a positive attitude
- Behave with integrity, e.g., does not gossip or promote hidden agendas
- Takes active responsibility to incorporate corrective measures when advised
- Use mature judgement when problem solving and includes the opinions of others in solutions
- Interact appropriately with students and colleagues, e.g., avoids inappropriate joking, racist comments, sexist attitude
- Self reflect rather than blaming others
- Accept own mistakes and respond to them as opportunities for self-improvement

Professional Commitments

Teacher Candidates must abide by the commitments for various aspects of the program. These professional commitments include: A. observations with reflection journals, B. conferences with Guide Teacher, C. observations by supervisor, and D. completion of Professional Self-Reflection form

A. Observations with Reflections: It is required of Teacher Candidates in approximately the first two weeks of the classroom placement to observe the Guide Teacher, the students, and aspects of the classroom environment. Observe with a purpose! A Reflection Journal document will be provided to you by the university supervisor. This document includes guiding questions to foster reflective thinking and conversations. The areas of observation are aligned to the Teacher Performance Expectations (TPEs). Work with your supervisor and Guide Teacher to select the areas to be observed. When observing, have specific things in mind for which to look and listen, and follow the observation with a period of written reflection and/or discussion with the Guide teacher. Reflections of early observations provide ideas and suggestions that will assist you as you gradually increase your teaching responsibilities. Set up an observation schedule in cooperation with your Guide Teacher to observe other teachers. It is very important to have an idea of different approaches.

B. Conferences with Guide Teacher: Regularly scheduled conferences will assure appropriate and complete lesson plans. Teacher Candidates are responsible for providing time in their schedules for conferences with their Guide Teachers. Initially, these conferences should occur daily. They should never occur less than once a week. Remember, it is your responsibility to initiate conferences and set up a regular meeting schedule.
C. Observations by Supervisor: A university supervisor will formally observe Teacher Candidates in person and/or by use of SIBME. All formal visits follow the full clinical teaching observation cycle including formal lesson plans, and completed observations with post-conferencing notes. Performance assessment through lesson observations during student teaching is a collaborative process involving you, your Guide Teacher, and your supervisor. The midterm conference serves a dual role for the Teacher Candidate to check progress and set goals for the second half of the student teaching experience in the semester. The final performance assessment conference between you, the Guide Teacher, and supervisor will occur at the end of the semester. The Student Teaching Professional Growth Assessment form is used for the midterm and the final end of semester performance assessment meeting. At the end of the second semester, the final performance assessment meeting will include the collaboratively developed Individual Induction Development Plan (IDP). The IDP is submitted by you on Taskstream.

D. Professional Self-Reflection form: The Teacher Candidate will complete this form at the midterm performance assessment meeting in the first semester. Specific process is detailed in the directions section.

Professional Communication
To facilitate communication and to ensure clear understandings during both semesters, Teacher Candidates are asked to:

- Use e-mail to stay in touch with the supervisor, the bilingual program coordinator, etc. Check e-mail daily and respond promptly. In emergencies, always call as well as e-mail.
- Exchange phone numbers and e-mails with Guide Teacher and supervisor as well as bilingual program coordinator. Provide office staff and site administrator with contact information.
- In the case of an emergency or absence, contact first your Guide Teacher, then the school office, and supervisor. Note: if school policy differs, follow school policy.
- Provide your classroom schedule from the school site to supervisors, be sure to indicate routine activities (e.g., 8:00-8:15 Home Room; 8:30-9:30 Nutrition Break, etc.).
- Be responsible for obtaining a copy of the school calendar, note dates for conferences, modified days, testing, holidays, etc.
- Communicate any questions or concerns promptly with Guide Teacher and/or supervisor, and follow Professional Program Protocol as detailed earlier in this handbook.
- Take the initiative to follow up on concerns by phone, e-mail, or scheduled conferences as needed.
- Guide Teachers and Administrators may contact supervisors at any time. Cohort bilingual program coordinators will also provide contact information.
- If Teacher Candidates are experiencing difficulties in their course work or student teaching placement, they are responsible for informing professors and/or university supervisors of the situation and seeking help within the school and/or university community.

Professional Program Procedures

Course Withdrawal
A Teacher Candidate, in consultation with the cohort bilingual program coordinator (or the Guide Teacher and the university supervisor in the case of student teaching placements) can choose to withdraw from a course without grade penalty up to the last date of withdrawal as specified in the given semester class schedule (typically the second or third week). Please be aware that course withdrawal will usually add an extra semester onto your program.

Leave of Absence
Due to extenuating circumstances, a student may request a leave of absence. The letter should be addressed to the DLE Admission and Retention Committee indicating the reasons justifying the request. The request for a leave of absence covers one semester only. If the need extends into a second semester, students must resubmit their requests. If approved, the student is responsible for meeting all applicable SDSU and DLE regulations regarding leaves of absence (e.g. filing for a leave of absence with the Graduate Division, etc.).
Intervention Process
If concerns arise during student teaching that trigger intervention which include, but not limited to, those items listed below. The supervisor and guide teacher as well as the program coordinator should bring their concerns to the Teacher Candidate. Such concerns will be documented via Professional Expectations Notification (PEN) Form and the Summary of Conference form.

1. Course Attendance
Students who miss more than 2-3 class sessions or are habitually late may be experiencing difficulties. Any unauthorized absence from the student teaching assignment should be immediately reported. Even with notification, unjustified absences for more than two days can lead to deselection. The issue should be discussed with the student and supervisor and this action will necessitate a written report.

2. Interest in teaching for diversity/multiculturalism
These concerns relate to a student’s ability to meet TPE 1 (engaging and supporting all students in learning); TPE 2 (creating and maintain effective environments for student learning) Candidates are knowledgeable about a student’s community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and student learning.

3. Collegiality
Teacher Candidates must be able to work cooperatively and constructively with other professionals on site. In university courses, failure to constructively engage in group work or discussions may be cause for concern.

4. Initiative
Teacher Candidates should be self-directing. Teachers operate largely independently.

5. Content Knowledge
While some gaps in content knowledge are expected, failure to address those gaps or repeated errors in content knowledge are cause for concern.

6. Reflection
Self-reflection is critical to continued development. Repeated inability or difficulty in engaging in self-reflection (e.g. statements “anything”) indicates a need for intervention.

7. Passion for Teaching/Learning
Teaching is a high-stress occupation. While most teachers to experience a certain amount of ambivalence about their job, consistent negativity indicates a need for intervention.

8. Proficiency in English/Spanish/Bilingualism
Difficulties in understanding and communicating ideas in either English or Spanish may indicate a need for assistance.

9. Written Communication
While a certain number of errors are to be expected in informal communication, formal writing should be clear, organized, and largely free of errors. Resources are available both on and off campus to assist writers.

10. Verbal Communication
Accent by itself is not considered a cause for intervention but students who experience consistent difficulties in verbal communication and have trouble asking for clarification and/or repairing communication break downs should be identified. Such students may benefit from the development of compensatory strategies such as repeating what they have understood, paraphrasing, approximation, or visual reinforcement of material.

11. Professional Appearance
Casual clothes are fine on the university campus but a professional appearance should be maintained at the school site.

12. Responsiveness to Feedback
Teacher Candidates receive feedback from a variety of sources including peers, administrators and parents. Teacher Candidates also receive feedback from professors and university supervisors. Persistent defensiveness or hostility in relation to feedback indicates a need for intervention possible unsuitability for the profession.

13. Work Ethics/Quality
This includes but is not limited to work that is consistently careless, inadequate, or late. All sources should be clearly identified. Plagiarism is a violation of the university codes and should be reported to both the block coordinator and Academic Affairs.

14. Respectful of Students/Peers/Guide Teacher/Instructor
Profanity (particularly on the school site), personal attacks, or failure to control one’s temper indicates a lack of professionalism. Unwanted physical contact or detention (e.g. grabbing someone’s arm) is also inappropriate. Candidates should respect the right of Peers/Guide Teacher/Instructors to disengage from conversation and not follow them or otherwise prolong the interaction. From that point, additional communication should be made in writing rather than in person.

15. Following Protocol
Failure to follow protocol may alienate the participants and decrease chances of reaching a cooperative solution. A repeated violation of protocol is cause for intervention.

16. Participation
This refers to any pattern of non-participation in discussions, group work, seminar, as well as lack of response or inappropriateness of responses to Guide Teacher and/or supervisor and/or cohort bilingual program coordinator.

17. Teacher Candidate Removed from Control of Classroom
Guide Teachers have the right to resume control of the class at any point. Because the CCTC requires at least eight weeks of full control, any such incident, even for reasons unrelated to Teacher Candidate performance, automatically leads to intervention. If the removal is related to serious concerns about the candidate’s ability to function as a teacher, the deselection review process should be initiated.

18. Any Change, Drop, or Grade of No Credit in the Student Teaching Placement
Reasons for receiving a grade of No Credit, changing placements, being dropped, or dropping out should be formally documented in the student’s file and indicate a need for intervention. A second No Credit, Drop or change in placement is grounds for automatic deselection.

19. Failure to Make Progress in Meeting Program Requirements
Students conditionally admitted to the program and students who have an Incomplete or Satisfactory Progress must demonstrate progress in meeting requirements each semester.

20. Any Grade of C- or Less or a Program Grade Point Average under 3.0 (B)
A “C-” or less in any credential course or a cumulative program grade point average of less than 3.0 (B) is an indication that the candidate is lacking focus or not submitting the expected quality of coursework. Interventions include tutoring and/or time management.

21. Failure to follow through
If the Teacher Candidate does not follow through on recommendations or agreements with university professor(s), Guide Teacher(s) and/or cohort bilingual program coordinator and there is a pattern of failure to follow through, this jeopardizes a students’ success in the program.

Due Process Procedures for Intervention and Deselection
Teacher Candidates have a tremendous amount of responsibility and they are also held to high standards of professional behavior. Occasionally they may experience difficulties fulfilling these responsibilities and meeting the standards of professional behavior. Guide Teachers and supervisors are responsible for providing support as well as evaluating performance.

Support to the Teacher Candidate is provided by following this process:

1. Intervention is provided through the Professional Expectations Notification (PEN) process. The level II meeting will be used to determine if the student teacher will continue to be monitored or if it will be necessary to initiate the deselection process.

Note: The deselection process may be initiated by Guide teachers, University Supervisors, University Instructors, and/or Cohort Coordinators who have serious concerns about a particular candidate.

DESELECTION
A failure of the intervention process or a serious breach of professional behavior can lead to deselection. Not everyone who wants to be a teacher is suited to teaching in public schools at the secondary level. Supervisors, professors, Guide teachers, and the Teacher Candidates themselves are responsible for evaluating suitability and initiating deselection as needed. Deselection is a departmental process and does not, on its own, affect university enrollment. A student who is deselected will be asked to leave the program.
AUTOMATIC INITIATION OF THE DESELECTION PROCESS

For more serious events/behaviors, the deselection procedure is automatically initiated and significantly accelerated. The following are some examples of events or behaviors that lead to automatic initiation of the deselection process:

- Any activity that invalidates the Certificate of Clearance (e.g. felony convictions).
- Documented threats or actual harm to any peer, faculty member, student, school site personnel, or their property.
- Any form of sexual activity with students.
- Documented harassment either on the school site or university.
- Falsification of documents or recommendations.
- A record of being dropped or dropping out of the student teaching placement more than once. (A single drop triggers the intervention process; a second drop initiates the deselection process).

Registering for Taskstream and SIBME

**Taskstream:** During the duration of their program, Teacher Candidates are required to register for a Taskstream account. For most students this will be one year but students on extended programs should register for more time as needed. TaskStream is a fee- based service and students should be prepared to pay by credit card when they register online (typically $40-50). TaskStream is an online education tool that can be used for a variety of purposes: Lesson Planning (including a library of shared lessons), Rubric Building (including a library of shared rubrics), Web pages and web folios, seminar class, edTPA, or Program assessment.

Within the first weeks of the program, all students should register for TaskStream and enroll in their corresponding block program. **By the end of the first semester, students should also be enrolled in the program assessment e-folio (or DRF).** Key signature assignments will be submitted via the program assessment e-folio (or DRF) at the end of each semester. These form a key part of your teacher performance assessment and the DRF must be completed satisfactorily in order to be recommended for a credential. Directions for registration and self-enrollment in e-folio and edTPA programs can be requested from your coordinator. Basic instructions for using TaskStream are: Login by entering your Username and Password into TaskStream: [http://www.taskstream.com](http://www.taskstream.com)

**SIBME:** SIBME (Seeing Me is Believing Me) is a platform for video feedback of student teaching which was initiated in Fall semester 2017. SIBME is used by supervisors to provide feedback to student teachers’ instruction by reviewing and commenting on the video which has been recorded by the student and then uploaded on the SIBME cloud work-space.

The following information provides details on how to set up your account on your computer.

1. Go to the student payment portal link provided by your instructor, supervisor, or team leader. Do NOT sign up for a trial account or use any other way to create your SIBME account. The links are specific to different programs and you will end up in the wrong account if you use any other method to subscribe.

2. Complete the form after clicking on the student payment portal link including your name, your preferred email address and password, and then pay with a credit card. The typical fee is $60 for an academic year of student teaching or $30 for a semester of student teaching (2017 established fee).

3. When you successfully log in, you will be taken to your Dashboard by default.

4. While in User Settings, you may unsubscribe to email notifications (not recommended with the possible exception of “video comment notifications”) and adjust the time zone. SAVE CHANGES.

5. Go back to Dashboard and open the Help Center link. Locate and select “Getting Started Help Videos.” Watch the 4-minute “iOS App Overview” video. Android users will have the SAME functions as iOS users; however, the screens will not look the same. This video will help you to understand all of the decisions/choices/capabilities you will have as you move forward.
Once your account is set up, you will log in to your SIBME account from then on at [http://app.sibme.com](http://app.sibme.com)
Please contact your supervisor or program coordinator if there are any problems in enrolling in SIBME.

**Education Teaching Performance Assessment (edTPA)**

Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass an Education Teaching Performance Assessment (edTPA).

This assessment is designed to provide you with insights as to what Teacher Candidates need to develop, refine, and demonstrate in terms of their teaching knowledge, skills, and abilities during their teacher preparation program. The assessments are designed to be formative (guiding) and summative (evaluative) in their usage.

The edTPA is an updated, national version of the Performance Assessment for California Teachers (PACT) that was developed by SCALE (Stanford Center for Assessment, Learning and Equity) and is being implemented in partnership with Pearson Education. You can find out more about the edTPA at [http://edtpa.aacte.org/](http://edtpa.aacte.org/). In seminar, the expectations for edTPA are presented and discussed.

The edTPA Teaching Event (TE) 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. It is aligned with the California Teaching Performance Expectations (TPEs) and the relevant Common Core standards, California student academic content standards and/or curriculum frameworks. edTPA Teaching Event handbooks and the associated rubrics are proprietary information and are currently available only to registered participants. You will be able to access the handbooks as well as other related materials that will support you.
Getting Your Credential From A-Z

“Staying on the Roadway”

A. BEFORE
   □ Attend Program Orientation
   □ Enroll in Taskstream and SIBME
   □ Submit Test Results

B. DURING
   **Program of Study and Responsibilities**
   - 2 Semester Program Description from POS
   - *Extended Program of Study (beyond 2-semester)*
     Note: This is for students who do not successfully pass the CSET and all students under an extended program of study will NOT be allowed to student teach until successfully passing the CSET.
     □ Extended program of Study Contract: All students under an extended program of study MUST meet with chair and supervisor to complete a contract.
   - Recommendation for Advancement in Clinical Practice
     □ Meets the recommendation for advancement in clinical practice based on increasing proficiency with the Teacher Performance Expectations (TPEs) as evidenced in the results of the progress report midterm and final report via the *Student Teaching Growth Assessment* form.
     □ Follows Professional Roles and Responsibilities as outlined in the Teacher Candidate Handbook.
     □ Completes *Professional Self-Reflection* form at midterm assessment meetings.
     □ Successfully passes the edTPA, aligned to TPEs, in the Spring semester.
   - Professional Expectations During Credential process
     □ *Summary of Conference* form: Every time you meet with a supervisor, this form must be completed.
     □ *Professional Expectation Notification Process* (PEN) form
       a. Level 1: Level one addressed the issue and set up a map on how to address the issue. Supervisor/faculty needs to follow up to make sure that action items were completed.
       b. Level 2: If action items were not completed then student meet with Chair and supervisor to address issue.
       c. Level 3: If issue is not resolved upper administration gets involved.

C. AFTER
   □ Final individualized Induction Plan filed on Taskstream
   □ Teacher candidate applies for credential with CTC