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(Handbook updated August 2017)

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**ACKNOWLEDGEMENTS** - San Diego State University faculty and staff members, K-12 school community partners, Teacher-Candidates, and other individuals contributed to the content and evolution of this Handbook. This edition updates information from previous editions. Thanks to all for their contributions. This edition of the Handbook was coordinated by Dr. Virginia Loh-Hagan. Please report any errors or suggestions to Dr. Loh-Hagan at vloh-hagan@mail.sdsu.edu. Changes will be made as deemed necessary. This Handbook is published annually before the start of the academic school year.

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WELCOME MESSAGE

Dear Teacher-Candidates,

CONGRATULATIONS! You are now a Teacher-Candidate in San Diego State University’s School of Teacher Education (STE)!

WELCOME! You are on your way to becoming an effective teacher, the type of teacher who makes a difference in the lives of children. We are thrilled to be a part of your professional journey. Thanks for choosing us!

AZTEC PROUD! You are now an Aztec for Life! You are part of a special group of people. Our graduates are serving in all facets of the local and greater communities. They are changing lives and creating new paths. As a member of the School of Teacher Education, you are now part of this network of change agents.

The School of Teacher Education is a department in the College of Education. San Diego State University’s College of Education is highly ranked. The 2018 U.S. News & World Report ranking of Best Graduate Schools placed COE at No. 57, compared to No. 69 the previous year. The magazine also ranked COE No. 1 in San Diego County, No. 1 of the California State University system, and No. 8 in California. “National rankings are just one way of recognizing the accomplishments and influence of our faculty, staff, and students,” said College of Education Dean Joseph F. Johnson, Jr. “I am thrilled to have national rankings that provide another affirmation of the outstanding work of our College.” Johnson said he is particularly proud of the COE’s outstanding graduates, high graduation rates, influential research, publications and major grants coming into the institution. He also praised COE students for being talented, committed individuals who passionately seek to make a difference in the lives of those they will serve.

We know that the credential program is challenging. We also know that you will be supported every step of the way. This Handbook is one of many of your support resources. This Handbook is a comprehensive and informative guide to many aspects of our credential program. It is meant to guide you as you progress and advance through the program. We hope that you will find this Handbook to be a useful resource, one that you refer to often. Please know that you have many support networks available to you as you embark upon this exciting phase of your professional career.

Sincerely,
School of Teacher Education
San Diego State University
SCHOOL OF TEACHER EDUCATION POLICIES AND PROCEDURES

School of Teacher Education Mission Statement
The mission of San Diego State University’s School of Teacher Education is to educate teachers who promote, support, and implement an inquiry-oriented approach to teaching and learning for student success. We promote a disposition of inquiry among prospective and practicing teachers, scholars, and students.

Overview of STE Credential Programs
The School of Teacher Education offers several credential programs. Our programs emphasize equity for all students, connecting educational theory with collaborative field experience, and reflective teaching and learning. Students admitted to our preliminary credential programs are called Teacher-Candidates or Student Teachers.

Teacher-Candidates are assigned to cohort groups of about 25-35 students who matriculate together through the program. The following chart lists the various blocks:

<table>
<thead>
<tr>
<th>Multiple Subject Blocks</th>
<th>Single Subject Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chula Vista</td>
<td>• Generation Global</td>
</tr>
<tr>
<td>• La Mesa – Spring Valley</td>
<td>• Linked Learning</td>
</tr>
<tr>
<td>• San Diego Unified Partnership (SDUP)</td>
<td>• Math/Science</td>
</tr>
<tr>
<td>• Three Semester Block (3SB)</td>
<td>• Three Semester Block (3SB)</td>
</tr>
</tbody>
</table>

Each cohort is called a “Block.” This cohort model benefits Teacher-Candidate in several ways:

- The cohort model guarantees access to university courses. Courses are designed specifically for each Block. The School of Teacher Education helps Teacher-Candidates register for these courses as a cohort.
- Teacher-Candidates support each other. They form professional learning communities.
- Each cohort may have a specialized focus or approach grounded in theory and research.
- Each cohort has its own specific student teaching placements; these placements are in a set of schools, district(s), and/or region(s) of San Diego County.

Each Block is organized and coordinated by one or more Block Leaders. Block Leaders are SDSU faculty members who facilitate various aspects of the credential program leading to a recommendation for a Preliminary Teaching Credential. They monitor and support Teacher-Candidates in their blocks.

During the credential program, classes and meetings are scheduled at designated times at various locations including on the SDSU campus, in the community, and/or at partner school sites. Our programs are designed to prepare Teacher-Candidates for teaching California’s diverse student populations. The scheduling of classes and student teaching placements varies by Block expectations as well as by
district/school site characteristics and calendars and may differ from semester to semester. All Blocks are guided by the same California state law (SB 2042)'s standards and expectations.

As a result of successful completion of the credential program, Teacher-Candidates will earn a Preliminary Teaching Credential. Within five years of receiving a Preliminary Teaching Credential, new teachers must complete additional work in order to obtain a Professional Clear Teaching Credential. SDSU offers such a program: [http://go.sdsu.edu/education/ste/clear-induction.aspx](http://go.sdsu.edu/education/ste/clear-induction.aspx). In addition, SDSU offers several master’s programs in education to advance your professional aspirations: [http://go.sdsu.edu/education/ste/programs-master_of_arts.aspx](http://go.sdsu.edu/education/ste/programs-master_of_arts.aspx). Aztecs for Life!

**Overview of Program of Courses**

Teacher-Candidates must take specific courses at specific times, as designated by each Block. The following chart lists the courses that Teacher-Candidates must take in order to complete their programs:

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Multiple Subject Programs</th>
<th>Single Subject Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Psychological Foundations of Education</td>
<td>• Social Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Methods Courses</td>
<td>• Reading/Literacy Methods</td>
<td>• Methods Seminar (Math, Science, Social Science, ELA)</td>
</tr>
<tr>
<td></td>
<td>• Math Methods</td>
<td>• SDAIE/DLE Methods</td>
</tr>
<tr>
<td></td>
<td>• Science Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Science Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SDAIE/DLE Methods</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Practice Courses</th>
<th>Multiple Subject Programs</th>
<th>Single Subject Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Teaching</td>
<td>• Student Teaching</td>
<td></td>
</tr>
<tr>
<td>• Student Teaching Seminar</td>
<td>• Student Teaching Seminar</td>
<td></td>
</tr>
<tr>
<td>• Classroom Management</td>
<td>• Classroom Management</td>
<td></td>
</tr>
<tr>
<td>• Community Fieldwork (3SB only)</td>
<td>• ELL Tutoring (3SB only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Exit Requirements</th>
<th>Multiple Subject Programs</th>
<th>Single Subject Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• EdTPA</td>
<td>• EdTPA</td>
<td></td>
</tr>
<tr>
<td>• RICA</td>
<td>• U.S. Constitution</td>
<td></td>
</tr>
<tr>
<td>• U.S. Constitution</td>
<td>• Adult, child, and infant CPR Certification</td>
<td></td>
</tr>
<tr>
<td>• Adult, child, and infant CPR Certification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overview of California Commission on Teacher Credentialing (CCTC)**

Our credential programs are accredited by the California Commission on Teacher Credentialing (CCTC). More information can be found at [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/). The CCTC is an independent governmental entity that accredits educator credential preparation programs by setting standards for credential programs as well as beginning teacher performance expectations. It monitors the implementation of standards and
expectations set by California state law (SB 2042) for preparing teachers. These standards and expectations are embedded in course and program assessments; in addition, they are infused with the criteria for evaluation of student teaching and other field experiences.

The CCTC standards are as follows:

- **Standard 1: Program Design and Curriculum** – Teaching credential programs must be grounded in an articulated theory of teaching and learning that is research- and evidence-based. Our program reflects a social constructivist perspective that emphasizes opportunities for students to make strong connections between theory and practice (Vygotsky, 1977). Teacher-Candidates develop as new teachers by gradually acquiring greater responsibilities during their clinical practice, relying on the support of experienced educators, supervisors and classroom teachers and using inquiry-based methods to problem-solve classroom experiences.

- **Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)** - The Teaching Performance Expectations (TPEs) describe the set of professional knowledge, skills, and abilities expected of a beginning level teacher. Our program uses those TPEs to guide course learning goals as well as to support the development of Teacher-Candidates during their clinical experiences.

- **Standard 3: Clinical Practice** - Clinical practice experiences must develop Teacher-Candidates through a series of developmental and sequential experiences. Credential programs must provide 600 hours of clinical practice experience “across the arc of the program.”

- **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements** - Our faculty members, University Supervisors, Guide Teachers, and school district partners are more informed about the depth and breadth of the program through a series of orientations, trainings, and handbooks. More importantly, these stakeholders coordinate efforts in order to monitor and assess Teacher-Candidates’ progress in the program.

- **Standard 5: Implementation of a Teaching Performance Assessment** – Teacher-Candidates must complete and pass a series of teaching performance assessments in order to qualify for a California credential.

**Overview of Teaching Performance Expectations (TPEs)**

The full text of the TPEs are available here: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0). In addition, the TPE standards are provided in the Appendix of this handbook.

The Teacher Performance Expectations (TPEs) form the basis of statewide assessments for the performance of Teacher-Candidates. The TPEs were approved by the California Commission on Teacher Credentialing (CCTC) in 2001 and were last revised in 2016. These standards help Teacher-Candidates identify areas to focus ongoing professional growth in their professional practices. There are six main domains; each domain pushes Teacher-Candidates to effectively serve TK-12
students:
- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

**School of Teacher Education Office**
The credential programs are part of the School of Teacher Education, which is in the College of Education. The School of Teacher Education directs and supports all components of the credential programs. The School of Teacher Office is located in EBA 255. The Office maintains an open door policy - All participants in the credential programs are encouraged to visit the School of Teacher Education during office hours:
- Monday –Thursday from 9:00am to 4:30pm
- Friday from 9:00am to 4:00pm
The School of Teacher Education Office is closed on university holidays but is open during spring, summer, and winter breaks.

The following chart is an overview of the support personnel in the School of Teacher Education Office:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>MAIN RESPONSIBILITIES (relevant to credential programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Director -Dr. Sasha Chizhik</td>
<td>• Budget</td>
</tr>
<tr>
<td></td>
<td>• Personnel (Hiring, Evaluation, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Direction and Managements of STE Strategic Plan</td>
</tr>
<tr>
<td></td>
<td>• STE Faculty Meetings</td>
</tr>
<tr>
<td>Interim Associate Director -Dr. Kris Rodenberg</td>
<td>• Credential Program Management</td>
</tr>
<tr>
<td></td>
<td>• Credential Program CCTC Certification</td>
</tr>
<tr>
<td></td>
<td>• Block Leaders’ Meetings (Credential Program Council)</td>
</tr>
<tr>
<td></td>
<td>• High-Level Concerns from Teacher-Candidates</td>
</tr>
<tr>
<td></td>
<td>• STE Orientation</td>
</tr>
<tr>
<td></td>
<td>• STE Graduation Commencement Reception</td>
</tr>
<tr>
<td>Clinical Practice Experiences Coordinator -Dr. Virginia Loh-Hagan</td>
<td>• Clinical Practice/Fieldwork Management</td>
</tr>
<tr>
<td></td>
<td>• Student Teaching Placements</td>
</tr>
<tr>
<td></td>
<td>• Liaison to School Partner Districts</td>
</tr>
<tr>
<td></td>
<td>• STE Handbooks</td>
</tr>
<tr>
<td></td>
<td>• Guide Teacher Training</td>
</tr>
<tr>
<td></td>
<td>• Supervisor Training (delegated to Dr. Estella Chizhik and Ms. Cathy Cloze)</td>
</tr>
<tr>
<td></td>
<td>• Resources Library</td>
</tr>
</tbody>
</table>
| **EdTPA Coordinator**  
-Dr. Melissa Soto | - EdTPA Timeline  
- EdTPA Blackboard Management  
- EdTPA Re-Take Logistics  
- EdTPA Support to Faculty (Training, Resources, etc.)  
- Embedded Signature Assessments (ESAs) Coordination  
- TaskStream Codes |
|---|---|
| **Department Coordinator**  
-Ms. Teresa Ramirez | - Course Enrollment Management  
- Course Scheduling Management  
- Faculty and Supervisor Assignment Logistics  
- Guide Teacher Stipends Logistics |
| **Administrative Support Coordinator**  
-Ms. Stephanie Kearney | - Registration Packets for Teacher-Candidates  
- Supervisor Mileage  
- Event Planning  
- Room Scheduling  
- Office Management |
| **Student Assistants**  
-Fadi  
-Dalia | - Office Errands (Copying, Faxing, Scanning, Shredding, etc.)  
- Reception |

**STE Contacts and Resources**
The teaching credential program is rigorous. Teacher-Candidates must student teach during the day and attend classes at night. They need to become proficient at managing their time to complete assignments and prepare lessons.

Teacher-Candidates are not expected to complete this program alone. The School of Teacher Education has a strong network in place to support Teacher-Candidates as they complete their programs. It’s vital for Teacher-Candidates to communicate any questions or concerns as soon as possible. Teacher-Candidates should always reach out to their Block Leaders first. Block Leaders will access the appropriate resources and involve the School of Teacher Education Director(s) or other persons if necessary.

The next page is a chart of contact information for people in SDSU’s School of Teacher Education department who can help you. [Note to Teacher-Candidates: Complete the first part of the chart as soon as you get your Block assignment.]
## SDSU STE CONTACTS AND RESOURCES

<table>
<thead>
<tr>
<th>TITLE/POSITION</th>
<th>NAME/PERSON</th>
<th>CONTACT</th>
<th>EMAIL or URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor – Semester I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor – Semester II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STE Interim Director</td>
<td>Dr. Alexander Chizhik</td>
<td>EBA 255 619-594-6131</td>
<td><a href="mailto:achizhik@mail.sdsu.edu">achizhik@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>STE Interim Associate Director</td>
<td>Dr. Kris Rodenberg</td>
<td>EBA 207</td>
<td><a href="mailto:jkrodenberg@mail.sdsu.edu">jkrodenberg@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>STE Clinical Practice Experiences Coordinator</td>
<td>Dr. Virginia Loh-Hagan</td>
<td>EBA 255 619-594-3295</td>
<td><a href="mailto:vloh-hagan@mail.sdsu.edu">vloh-hagan@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>STE EdTPA Coordinator</td>
<td>Dr. Melissa Soto</td>
<td>NE 83B 619-594-0160</td>
<td><a href="mailto:melissa.soto@mail.sdsu.edu">melissa.soto@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>STE Office Staff</td>
<td>Teresa Ramirez Stephanie Kearney</td>
<td>EBA 255 619-594-6131</td>
<td><a href="mailto:admste@mail.sdsu.edu">admste@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>STE Admissions Coordinator</td>
<td>Melanie Falkenberg</td>
<td>EBA 259 619-594-6117</td>
<td><a href="mailto:mfalkenb@mail.sdsu.edu">mfalkenb@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Office of Student Services (Advising, financial aid information, credential recommendations, etc.)</td>
<td>Dr. Lisa McCully, Manager</td>
<td>EBA 259 619-594-6320</td>
<td><a href="mailto:coeadvis@mail.sdsu.edu">coeadvis@mail.sdsu.edu</a> <a href="http://edweb.sdsu.edu/ceac/">http://edweb.sdsu.edu/ceac/</a></td>
</tr>
<tr>
<td>Credential Analyst, A-K</td>
<td>Nhung (Ann) Nguyen</td>
<td>EBA 255 619-594-6320</td>
<td><a href="mailto:nnguyen@mail.sdsu.edu">nnguyen@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Credential Analyst, L-Z</td>
<td>Sylvia Hernandez</td>
<td>EBA 259 619-594-6320</td>
<td><a href="mailto:srhernandez@mail.sdsu.edu">srhernandez@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>College of Education’s Assistant Dean for Student Affairs</td>
<td>Dr. Patricia Lozada-Santone</td>
<td>EBA 346 619-594-1426</td>
<td><a href="mailto:plozadas@mail.sdsu.edu">plozadas@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>SDSU Ombudsman</td>
<td>Marit Bessesen</td>
<td>SSE 1105 619-594-6578</td>
<td><a href="mailto:bessesen@mail.sdsu.edu">bessesen@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>SDSU Career Services</td>
<td>Alejandro Rodriguez</td>
<td>SS 1200 619-594-6481</td>
<td><a href="mailto:arodrig2@mail.sdsu.edu">arodrig2@mail.sdsu.edu</a> <a href="http://career.sdsu.edu">http://career.sdsu.edu</a></td>
</tr>
<tr>
<td>Counseling &amp; Psychological Services</td>
<td>Calpulli 4401 619-594-5281</td>
<td><a href="http://www.sa.sdsu.edu/cps/cps_home.html">http://www.sa.sdsu.edu/cps/cps_home.html</a></td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>Calpulli 1st fl 619-594-5281</td>
<td><a href="http://www.sa.sdsu.edu">http://www.sa.sdsu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Student Disability Services</td>
<td>Calpulli 3100 619-594-6473</td>
<td><a href="http://www.sa.sdsu.edu/sds/index.html">http://www.sa.sdsu.edu/sds/index.html</a></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td>LLA 1103 619-594-3543</td>
<td><a href="http://writingcenter.sdsu.edu">http://writingcenter.sdsu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Campus Police</td>
<td>619-594-1991 *911 for emergencies</td>
<td><a href="http://police.sdsu.edu">http://police.sdsu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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Office Of Student Services
The College of Education Office of Student Services is located in EBA 259. During the fall and spring semesters, their office hours are Monday to Friday from 9:00am to 4:30pm. The Office of Student Services serves as a "one-stop-shop." Advisors provide initial information and direction for prospective students interested in programs offered by the College of Education in addition to information about advanced degrees and career pathways. Their services are enhanced by certificated staff who provide advising and credential recommendation services as well as vital information regarding qualifications for additional credential authorizations and relationships with employers and a wide variety of educational agencies.

The following chart is an overview of the support personnel in the Office of Student Services, relevant to Teacher-Candidates:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>MAIN RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Coordinator</td>
<td>• Admissions and Enrollment</td>
</tr>
<tr>
<td>- Ms. Melanie Falkenberg</td>
<td>• Liaison to Admissions and Retention Committee</td>
</tr>
<tr>
<td></td>
<td>• Test Scores Advising and Management</td>
</tr>
<tr>
<td>Credential Analysts</td>
<td>• Review of individual credential program requirements</td>
</tr>
<tr>
<td>- Ms. Sylvia Hernandez</td>
<td>• Recommendations for preliminary teaching credential</td>
</tr>
<tr>
<td>- Ms. Ann Nguyen</td>
<td>• Credential Advising (e.g. supplemental authorizations, etc.)</td>
</tr>
</tbody>
</table>

Admission and Retention Committee
The Admission and Retention Committees are comprised of faculty members in the School of Teacher Education. There’s a Multiple Subject Admission and Retention Committee and a Single Subject Admission and Retention Committee.

Committee members review all admissions files for applicants to the teaching credential programs. They conduct interviews with all applicants and make decisions about admission. During the year, the Admissions and Retention Committee meets at the beginning and end of each semester and at other times as necessary. They review files of Teacher-Candidates who are appealing disqualifications. They also review files of Teacher-Candidates who are requesting re-admission. Committee members make their decisions based on evidence such as student transcripts, student teaching evaluations, Block Leader recommendations, petition letters, etc. Petition letters from Teacher-Candidates are a key evidence source. Some tips for writing these petition letters:

- Clearly state the request.
- Provide as much background information as possible. Describe what happened.
- Take responsibility.
- Provide suggestions for improvement.
• Be honest. Remember, committee members confer with all parties involved.
• Write well.

Admissions and Retention Committee members submit their recommendation regarding the status of the Teacher-Candidates in question to the Director(s). Teacher-Candidates will be notified of the Committee’s decision. Any appeal of the Admissions and Retention Committee decisions must follow the published University policy.

**Handbooks and Syllabi**
Teacher-Candidates are expected to comply with the procedures, regulations, and deadlines of the SDSU General Catalog, SDSU Graduate Bulletin, EdTPA Teaching Event Handbook, and this credential program Handbook. In addition, Teacher-Candidates must adhere to policies as described in faculty course syllabi. Teacher-Candidates are individually responsible for the information contained in these documents. It is important to be familiar with the policies including, but not limited to: registration, attendance, email and other Internet communications, student conduct, grades, final examinations, leaves of absence, and related matters. Information in these documents is subject to change as university and program rules, policies, and curricula change. Failure to keep informed of such changes will not exempt Teacher-Candidates from whatever consequences may result. [For the graduate bulletin, please peruse this webpage: http://arweb.sdsu.edu/es/catalog/bulletin (click on Teacher Education).]

**Student Conduct Policy**
All enrolled students of SDSU must adhere to SDSU’s Student Conduct Code. The Student Code can be found here: http://go.sdsu.edu/student_affairs/srr/conduct.aspx. Teacher-Candidates are enrolled students of SDSU; as such, they must take it upon themselves to read and abide by the Student Conduct Code.

The Student Conduct Code prohibits conduct that threatens or endangers the health or safety of any person within or related to the University community, including:

• Physical abuse, threats, intimidation, or harassment.
• Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
• Unauthorized recording, dissemination, or publication of academic presentations for commercial purposes. Teacher-Candidates must obtain permission to record a class lecture or discussion. Without prior permission, Teacher-Candidates can be reported for misconduct.

In addition, Teacher-Candidates must abide by the alcohol and drug policy. The Student Conduct Code prohibits the following:

• The use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
• The use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university-related activity.

Violators will be reported for misconduct. Infractions of the Student Conduct Code can result in serious consequences including but not limited to dismissal from the university.

Course Registration
It is each Teacher-Candidate's responsibility to register for all courses by the “add/drop” deadline for late registration (usually in the second week of classes—check the university academic calendar online here: http://arweb.sdsu.edu/es/registrar/academiccalendar.html). It is best to register for classes during the regular registration time to assure classes are open and available. Failure to register for student teaching and other courses by the deadline could result in removal from student teaching and/or possibly removal from the program. The STE Office staff will be sending registration packets to Teacher-Candidates prior to the opening of the registration period. Teacher-Candidates must be diligent about checking emails and following instructions as outlined in the packet.

Attendance and Absences
Teacher-Candidates are expected to attend ALL SDSU credential classes and student teaching days. In their course syllabi, University Instructors describe attendance policies for the courses they teach. Missing class sessions is not conducive to professional growth and development; in addition, it is not professional. It’s important for Teacher-Candidates to attend and actively engage in class activities and discussions.

It is a CTC requirement that Teacher-Candidates complete at least 600 hours of supervised student teaching; as such, Teacher-Candidates must be diligent about completing their required clinical practice hours and expectations. In case of an unavoidable absence or tardy during student teaching, Teacher-Candidates must notify their Guide Teacher(s) at least one hour before school begins (and the University Supervisor if an observation was scheduled for that day). In addition, Teacher-Candidates must notify their Block Leaders and University Supervisors by email. Teacher-Candidates may be asked to submit verification documents such as medical notes, etc.

All absences from student teaching other than immediate emergencies must be approved in advance, first by the Block Leader and then the Guide Teacher. In addition, the University Supervisor must be notified. Teacher-Candidates may be asked to complete an Absence Approval Form (See Appendix) and/or submit verification documents such as medical notes, etc. Please note: Vacations, weddings, etc. are not excused absences. Teacher-Candidates must plan ahead and schedule around their SDSU obligations whenever possible. If there is a conflict between SDSU classes and student teaching, SDSU classes take precedence. More
Candidates compete with circumstances during the semester(s). Difficulties in courses may experience or cause difficulties which present themselves for religious observances. Instructors shall reasonably accommodate Teacher-Candidates who notify them in advance of planned absences for religious observances. All grades (including CR/NC for student teaching) are assigned by Instructors/University Supervisors in accordance with University policy. Any appeal of a grade must follow student grade appeal procedures established by the University.

Difficulties in Courses
Teacher-Candidates may experience or cause difficulties which present themselves during the semester(s). These difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings or other circumstances. When these difficulties are identified, faculty members meet to consider the nature of the problem, possible avenues of improvement, and procedures for notifying persons concerned. The Block Leader will inform these Teacher-Candidates in person and/or in writing about the decisions and recommendations of the faculty team. This process will provide Teacher-Candidates with timely information so that they may respond positively and successfully complete the credential program. If progress is not satisfactory, these Teacher-Candidates may be removed from the program.
Statement on Cheating and Plagiarism/Academic Dishonesty

SDSU adheres to a strict policy regarding cheating and plagiarism. These acts of academic dishonesty will not be tolerated in this program. Review this website and become familiar with the policy and what constitutes cheating and plagiarism: http://studentaffairs.sdsu.edu/srr/cheating-plagiarism.html. For more information on SDSU’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (“Legal Notices on Cheating and Plagiarism”) or the University Catalog (“Policies and Regulations”).

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another Teacher-Candidate to cheat, purchasing assignments from online sources, etc. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but that it include any and all actions by a Teacher-Candidate that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work).
- Copying and pasting work from an online or offline source directly and calling it your own.
- Using information you find from an online or offline source without giving the author credit.
- Replacing words or phrases from another source and inserting your own words or phrases.
- Submitting a piece of work you did for one class to another class.

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. Violators are subject to a disciplinary review and other serious consequences such as probation, suspension, or expulsion. When violators are expelled from SDSU for academic dishonesty, they are banned from all the CSU and UC institutions.

By enrolling in the credential program, Teacher-Candidates consent to having their assignments be subject to submission for textual similarity review to www.turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Teacher-Candidates may submit their papers in such a way that no identifying information about them is included. Another option is that Teacher-Candidates may request, in writing, that their papers not be submitted to www.turnitin.com. However, if Teacher-Candidates choose this option, they will be
required to provide documentation to substantiate that the work is their original work and does not include any plagiarized material.

**Copyright Policy**
SDSU respects the intellectual property of others and expects faculty and Teacher-Candidates to do the same. It is best to assume that any material (e.g., graphic, html coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under the Creative Commons License (http://creativecommons.org).

**Responsible and Respectful Use of Technology**
Technology includes devices such as phones, computers, tablets, etc. It also includes the internet, social media, etc. Teacher-Candidates are expected to abide by faculty members’ policies about technology as stated in their syllabi. Faculty members expect Teacher-Candidates to be present in the classroom. This means Teacher-Candidates must be there in both body and mind; they must be engaged and active. They cannot be on their phones or hiding behind screens. Teacher-Candidates need to be responsible and respectful about technology. Teacher-Candidates should only use technology for educational or instructional purposes like taking notes, etc. Answering phone calls, texting, surfing the net, etc. during class sessions are rude and unprofessional behaviors that should be avoided.

Teacher-Candidates need to be mindful of their reputations at all times, especially online. They need to make sure their social media presence is professional and appropriate for all audiences including young children and their parents.

**Appeals and Reviews**
If a Teacher-Candidate does not satisfactorily complete the credential program in his/her assigned Block cohort and is disqualified and wishes to appeal this decision, the Teacher-Candidate may submit a written appeal to the Admissions and Retention Committee for review. That review allows a second, independent recommendation about a Teacher-Candidate status. Some possible recommendations and/or decisions that could be rendered by the Admissions and Retention Committee can include but is not limited to: (1) Teacher-Candidate should be permitted to continue in the credential program, (2) Teacher-Candidates must seek additional help for improvement before continuing, or (3) Teacher-Candidate is not allowed to complete the program. The process requires that a Teacher-Candidate be a student in good standing with San Diego State University. Should a student voluntarily leave the University, the process is automatically halted, and no further efforts will be undertaken by the Block Leader or the School of Teacher Education. Any appeal of the Admissions and Retention Committee decisions must follow the published University policy.

**Conflict Resolution**
Interpersonal problems sometimes occur as Teacher-Candidates progress through the credential program. In resolving interpersonal problems, the first step is to
always speak to the person with whom one is experiencing difficulty. If that does not resolve the issue, Teacher-Candidates should go to the next level of protocol. For example, if a Teacher-Candidate has difficulty with a University Professor or Guide Teacher (and has tried to resolve the issue with that person unsuccessfully), he/she should next go to the Block Leader. If that is unsuccessful, the Teacher-Candidate should then go to the Director(s). If the problem is not resolved at that level, and the Teacher-Candidate wishes to take the matter further, he/she should continue through the University’s grievance process, which includes the Assistant Dean in the College of Education and the University Ombudsman.

**Leave of Absence (LOA)**
Teacher-Candidates in good standing may submit a request for a Leave of Absence (LOA), for circumstances beyond their control that force them to interrupt their program of study. A LOA may be granted for up to one academic year. It can be extended for another year by petitioning the Director(s). An absence extending beyond the agreed-upon time requires re-application to both the University and the credential program.

Teacher-Candidates requesting a LOA must complete the School of Teacher Education process and the SDSU process. First, they must complete and submit a “Change of Enrollment Status” form which is available at the School of Teacher Education website at [http://edweb.sdsu.edu/ste/student_forms.htm](http://edweb.sdsu.edu/ste/student_forms.htm). Second, they must complete the Leave of Absence paperwork in WebPortal and meet with the Assistant Dean of Student Affairs. Teacher-Candidates must obtain all the necessary signatures and provide any necessary documentation. In addition, Teacher-Candidates must keep their status updated every semester. If Teacher-Candidates fail to follow all the necessary steps, they will have to re-apply to the University in order to return to the program. The semester prior to returning (by early October for Spring and early March for Fall), Teacher-Candidates on a Leave of Absence are required to contact their Block Leaders and write a letter of intent to return and submit it to the Admissions and Retention Committee via the Admissions Coordinator.

If Teacher-Candidates take a Leave from the program without applying for an official Leave of Absence (LOA), they must petition for readmission to the Admissions and Retention Committee for the subsequent term by the application deadline. Upon returning, these Teacher-Candidates will be held to any current legislative requirements pertaining to the credential program. Credit for credential coursework expires after five (5) years. It is important that Teacher-Candidates on a Leave of Absence keep in close contact and communication with their Block Leader. In addition, Teacher-Candidates can contact the Admissions Coordinator for more information and clarification about the Leave of Absence process.
CLINICAL PRACTICE EXPERIENCES POLICIES AND PROCEDURES

Overview of Clinical Practice Experiences
Clinical practice experiences include fieldwork (e.g. observations, tutoring, etc.) and student teaching. Working in the classroom and on school sites is an important part of Teacher-Candidates’ experience in the teacher credential program. In fact, Teacher-Candidates rate it as the most important part of their experience in the credential program. Student Teaching is equivalent to a medical school residency and/or on-the-job training via apprenticeship model.

Theoretical Framework of Clinical Practice Experiences
Barbara Rogoff (1990; 2014) suggests that learning can be achieved through the process of “Observation” and “Pitching-In.” As such, Teacher-Candidates are encouraged to “Observe” their Guide Teachers before beginning to student teach. It also means that Teacher-Candidates are encouraged to “Observe” and “Pitch-In” in the reflective part of teaching. That is, Teacher-Candidates learn how to ask relevant questions about their lesson planning and instruction. They also learn how to answer these questions by collecting relevant data from informal and formal assessments and analyses of video recordings of their own instruction. Guide Teachers and University supervisors facilitate Teacher-Candidates’ abilities to ask and answer these questions in order to develop effective pedagogical and reflective practices.

To that end, the School of Teacher Education’s supervision approach was inspired by the Lesson Study method of pedagogical development and reflective inquiry originating from Japan (Fernandez & Chokshi, 2002). This Lesson Study approach relies on the inquiry method of professional development as its foundation. The inquiry model consists of:

• Teacher-Candidates’ thinking about and analyzing their planning and learning goals.
• Teacher-Candidates’ thinking about and analyzing their implementation of the lesson plan.
• Teacher-Candidates’ reflecting on their teaching by examining video recordings as empirical evidence; this work is done with the support of mentors (e.g. Guide Teachers and University Supervisors).
• Teacher-Candidates’ using evidence to make informed decisions about future lessons.

This approach to student teaching supervision aligns with cognitive coaching principles. Cognitive coaching focuses on the internal decision-making of Teacher-Candidates. As such, coaching focuses on developmental and sequential learning. The steps are as follows: (1) Coaching the lesson plan, (2) Reflecting on the instructional decision, and (3) Using meaningful feedback to inform future lessons.

Student Teaching Placements
Teacher-Candidates are responsible for making sure they are eligible for student teaching. For example, they must have a Certificate of Clearance and must have
passed the required CSET exams. In addition, some school districts may require additional paperwork, etc. Teacher-Candidates are responsible for the efforts and costs of ensuring that these eligibility requirements are met.

The Clinical Practice Experiences Coordinator (CPEC) is in charge of organizing student teaching placements. The CPEC is a centralized role and is responsible for communicating with school district partners. The CPEC attempts to adhere to the parameters of each Block and the policies of our school district partners. Great time and care is taken in order to find effective learning environments for Teacher-Candidates. The CPEC works with district partners to identify school sites and Guide Teachers that best meet the needs of our Teacher-Candidates and that help them grow as effective and caring professionals. Whenever possible, Teacher-Candidates are placed in clusters at specific school sites; this means that 2-5 Teacher-Candidates are placed at the same school site. This is so Teacher-Candidates can form a professional learning community in order to support each other.

Teacher-Candidates may **not** make their own student teaching placements. This means they may not contact school site community members including teachers and principals in an effort to secure their own placements. Doing so is unprofessional and could jeopardize the partnerships and agreements between the School of Teacher Education and school district partners.

If Teacher-Candidates wish to be placed in a certain area of San Diego County, they need to select the Block that best aligns with their geographic preferences. The following is a chart listing the school site locations of each Block:

<table>
<thead>
<tr>
<th>MULTIPLE SUBJECT BLOCKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chula Vista</td>
<td>Selected school sites in Chula Vista Elementary School District</td>
</tr>
<tr>
<td>La Mesa-Spring Valley</td>
<td>Selected school sites in La Mesa-Spring Valley School District</td>
</tr>
<tr>
<td>San Diego Unified Partnership (SDUP)</td>
<td>Selected school sites in the southeast area of the San Diego Unified School District</td>
</tr>
<tr>
<td>Three Semester Block (3SB)</td>
<td>Selected school sites in San Diego Unified, Cajon Valley, Santee, Poway, Escondido, and National City</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SINGLE SUBJECT BLOCKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Global</td>
<td>Selected school sites in Sweetwater Unified School District</td>
</tr>
<tr>
<td>Linked Learning</td>
<td>Selected school sites in San Diego Unified and Grossmont Unified that have linked learning academies or similar models</td>
</tr>
<tr>
<td>Math/Science</td>
<td>Selected school sites in San Diego County with a preference for those that employ Noyce Fellows who serve as Guide Teachers</td>
</tr>
<tr>
<td>Three Semester Block (3SB)</td>
<td>Selected school sites in San Diego Unified, Grossmont Unified, Poway, Escondido, and Sweetwater</td>
</tr>
</tbody>
</table>

Please note that the specific school sites are selected by the CPEC, Block Leader, and
school district partners. The CPEC provides each Block Leader with a list of Guide Teachers and school sites. Then, Block Leaders match up Teacher-Candidates. Block Leaders may solicit and consider Teacher-Candidates’ preferences in making the final matches.

Teacher-Candidates are encouraged to be flexible and open-minded about their student teaching placements. They should focus on the learning and not the location. In the rare cases in which Teacher-Candidates have legitimate and valid compelling reasons for being in specific areas (not specific school sites), please email the CPEC and Block Leader as early as possible. Compelling reasons include childcare challenges, medical reasons, etc. Non-compelling reasons include wanting to schedule around work and/or other activities, wanting to be in a certain area to save gas, etc.

Block Leaders determine the length of time and schedule for student teaching; each Block has different requirements. Teacher-Candidates must adhere to their Block’s student teaching expectations. Blocks may also require a student teaching notebook or portfolio for organizing school and teaching information, lesson plans, observations, assessments, reflections, etc. Again, Teacher-Candidates must follow any provided guidelines and requirements set by the Block Leader. Teacher-Candidates are encouraged to display professionalism and a strong work ethic at all times. Teacher-Candidates should take advantage of being on the school sites; for example, they should attend faculty meetings, parent-teacher conferences, field trips, etc.

**Important Commitments and Dates to Note**
Substantial commitments of time and energy are required to successfully complete the credential program. Blocks may differ in how the curriculum and field experiences are organized and scheduled. Credential program coursework and student teaching are full-time endeavors. Outside work and other commitments need to be carefully managed to ensure full and vital participation in credential program courses and field experiences. [Please note: Teacher-Candidates who have employment and/or childcare needs, who need more flexibility in geographic locations for student teaching placements, and/or who may benefit from extended time to meet credential program requirements should consider requesting the Three-Semester Block (3SB) program.]

Teacher-Candidates should make note of and manage time in order to accommodate various important dates and events. Calendar the following events:

- STE Orientation
- Individual Block Orientation
- SDSU coursework assignments and deadlines – especially take note of assignments that need to be completed in the K-12 classrooms. Plan ahead!
- Block deadlines/timelines for EdTPA completion in final semester
- SDSU academic calendar including add/drop deadlines, holidays, etc.
- University Supervisor observations and conferences
• School-site meetings (e.g. faculty meetings, grade-level meetings, PTA meetings, Back-To-School nights, parent-teacher conferences, school board meetings, etc.)
• School-site field trips
• School-site testing days
• School-site holidays and recesses

Additional dates/events requiring attention will be announced throughout the year by each program’s Block Leader, Instructors, Supervisors, and/or Guide Teachers or School Administrators. It is highly advised that Teacher-Candidates invest in a planner and/or other organizational tools. Keeping organized is a key to success in this program.

Insurance
The California State University system provides worker’s compensation and liability insurance for Teacher-Candidates while they are engaged in student teaching or other field-based credential classes. This means Teacher-Candidates are only covered while they are actively enrolled in credential program courses. Teacher-Candidates may purchase additional liability insurance from a variety of insurance sources. For example, membership in the Student California Teachers Association (SCTA) provides up to one million dollars of liability insurance and free legal referrals. (See this website for more information: http://www.cta.org/membership/scta.)

Lesson Planning
During their student teaching, Teacher-Candidates are required to prepare written plans for instruction and to reflect upon lesson implementation and outcomes. There are many ways to write a lesson plan. Effective lesson plans do more than just list the activities for students to complete. Effective lesson plans should:
• Enable the Teacher-Candidates to be prepared for variations in TK-12 students’ thinking,
• Prepare meaningful ways for TK-12 students to be engaged and active in the lesson
• Incorporate TK-12 students’ prior knowledge
• Identify scaffolds or strategies that meet individual TK-K students’ needs

Each Block may have its own lesson plan template. This template is based on lesson planning and unit planning that focuses on specific subjects, curriculum structures, EdTPA prep, etc. Teacher-Candidates must use the lesson plan template/format required by their Block Leaders. Lesson plan templates vary in many different ways but effective lesson plans should all have the same essential features that enable Teacher-Candidates to perform well in their student teaching setting and on high stakes performance assessments such as the EdTPA. The following are key features that are evident in a lesson plan no matter the lesson plan format:
• Grade-Level Standards – Standards could include but are not limited to: Common Core, Next Generation Science Standards (NGSS), English Language
Development (ELD), etc. Keep in mind that almost every content area has its own set of content-specific standards. The standards provide the framework for the lesson. They inform the other components of the lesson plan.

- **Prior Academic Learning and Experiences** – Teacher-Candidates should be able to list and describe the academic strengths and weaknesses of their students related to the lesson. In addition, Teacher-Candidates need to be able to connect lessons to prior learning from previous lessons. This information could be used to make necessary accommodations (via scaffolds or other strategies) for TK-12 students.

- **Central Focus** – This is the overarching or big idea that spreads a sequence of lessons. It is similar to unit plan learning goals. It is a unifying concept that links lesson plans together. It outlines the essential literacy strategy and the content objectives that will be achieved as the result of teaching a unit of study.

- **Learning Objectives/Language Functions** - Learning objectives are the specific learning goals for a lesson. Learning objectives should address the language functions, or the thinking skills needed to achieve the central focus. Language functions are the content and language focus of the learning task, represented by the active verbs within the learning outcomes.

- **Language Demands** – Language demands are the specific ways that academic language is used by TK-12 students to participate in learning tasks via reading, writing, listening, and/or speaking in order to demonstrate disciplinary knowledge. Language demands include vocabulary, functions, discourse, and syntax.

- **Anticipatory Set/Introduction** – Teacher-Candidates need to set up each lesson by accessing prior knowledge and/or launching into the new content. This feature is like the “hook” in that it gets TK-12 students interested in the new learning. The importance of this feature is to connect the lesson to students’ lives in authentic and culturally responsive ways. Therefore, this section should include opportunities for students to share their funds of knowledge.

- **Closure** – Teacher-Candidates should provide a review or wrap-up at the end of each lesson. This can summarize the lesson’s learning and set up the next lesson.

- **Formative Assessments** - Formative assessments include but are not limited to learning tasks, checks for understanding, etc. They’re done during a lesson. Teacher-Candidates administrate formative assessments to gauge how much their TK-12 students’ have learned during and immediately after the lesson. These assessments provide meaningful information that allows Teacher-Candidates to adjust the current lesson or future lessons.

- **Summative Assessments/Independent Practice Opportunities** - Summative assessments are assessments collected at the end of a unit or lesson. They show what TK-12 students learned as a result of instruction. These assessments must align with the lesson’s learning objectives and/or the Central Focus. TK-12 students must complete these tasks by themselves so that Teacher-Candidates can analyze their individual performance data.

- **Scaffolds** – Teacher-Candidates must make sure that all TK-12 students are engaged and learning. As such, they must provide language supports, differentiation, assistive technology, multi-tiered support system, etc.
Every lesson plan has a series of activities to engage students. There are several approaches to arranging those activities. Depending on the content area, lesson plans can either follow a gradual release of responsibility model (e.g. I-Do, We-Do, You-Do-Together, You-Do-Alone) or an inquiry-based model (e.g. You-Do-Together, We-Do, I-Do, You-Do-Alone or Five E’s: Engage-Explore-Explain-Elaborate-Evaluate). Regardless of structure, there are certain elements that should be encouraged in all lessons:

- **Modeling/Direct Instruction** – At some point in the lesson, Teacher-Candidates need to demonstrate, show, or explain content and/or procedures. TK-12 students need models in order to be successful. They need to observe Teacher-Candidates and/or their peers modeling necessary strategies for the content.
- **Guided Practice Opportunities** – TK-12 students need many opportunities to work with Teacher-Candidates and/or other students. They need opportunities to practice, engage, and explore their new learning. They need opportunities to engage with the lesson content either through partner talk, small group activities, quick writes, etc. The goal is for students to express their thinking and learning through meaningful engagement.
- **Effective Content-Based Questioning** - One way to engage students in meaningful activities is for Teacher-Candidates to ask meaningful questions that push students to think about what they are learning. Teacher-Candidates need to include a mixture of low-level and high-level questions.

Teacher-Candidates should develop the habit of reflecting on their lesson planning and delivery. They should consider the following questions:

- Were all the students engaged? What evidence supports my observations? If there was a lack of motivation, what can I do about it tomorrow? How can I apply what I know about my students to achieve better engagement?
- Did all the students participate in class activities and discussions? Why or why not? Are there better ways to differentiate instruction and assessment to meet the learning needs of all students?
- Were there points in the lesson that were not understood? How can I provide additional help to the class or certain individuals?
- Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently? What evidence supports my observation?
- Did I set a pace that was neither too fast nor too slow? How do I know?
- Did I relate the lesson to the daily lives of the students and involve them as much as possible? How so?
- Did I make smooth transitions from one activity to another? How so?
- Did I achieve the objectives listed on my lesson plans? What evidence do I have of student achievement? What will I do with this evidence?
- Was I well prepared for this lesson? Did I have all of the necessary materials organized for this lesson? What evidence supports my observation?
- Did I select the best materials/examples for this lesson? How do I know? Is there anything you would have done differently? Describe what and why.
• How did I help all students develop academic language in this lesson? What evidence indicates student learning?
• What did I do particularly well today? How do I know? What can I do better tomorrow?

Professional Dispositions
Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The School of Teacher Education expects Teacher-Candidates to nurture, uphold, and sustain professional dispositions at all times. Teacher-Candidates are expected to demonstrate professional behavior and dispositions on school sites, in university classes, and in all other professional settings.

Issued in March 2008 by the California State University Chancellor’s Office, Executive Order 1302 established “standards for entrance to and continuation in teacher education basic credential program” and highlighted the importance of appropriate dispositions. The Executive Order states, "The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The teacher education faculty of the campus, who may also consider information from public school personnel and others, shall make the assessment of the candidates. The campus may use tests, observations, and interviews for this assessment.”

Of utmost importance to Teacher-Candidates’ successful completion of the credential program toward becoming an employable new professional, is the ability to work with others. Essential elements of professional dispositions that Teacher-Candidates must display and demonstrate include but are not limited to the following:
• Being open to new ideas
• Respecting the opinions of others
• Creating and sustaining positive rapport and respectful communication with all members of the university and school communities
• Respecting the experience and knowledge of all members of the university and school communities
• Solving problems instead of complaining
• Maintaining a positive attitude
• Acting with integrity and kindness
• Holding oneself personally and professionally accountable
• Applying feedback and seeking ways to improve, grow, and develop
• Using mature judgment
• Maintains a strong work ethic and is well-prepared for all endeavors

Being an effective teacher is more than just having and imparting content knowledge and skillfully delivering lessons. Being an effective teacher is about being a professional. If Teacher-Candidates fail to display and demonstrate professional dispositions, they can and will be held accountable for their actions, or lack of actions.
Professional Dispositions Performance Review Process

If a concern about a Teacher-Candidate’s professional performance arises, the concerned person which could be a faculty member, Guide Teacher, University Supervisor, and/or Block Leader will work in collaboration with the Block Leader to remedy the issue. First, the concerns will be documented on a Professional Growth Plan form (See Appendix). Second, a meeting with the Teacher-Candidate will occur. The concerns will be discussed and an improvement plan will be created.

If remediation is unsuccessful, a request for a triad meeting with the Director(s) can be called. Failure to meet the program’s professional disposition standards may lead to dismissal from the program.

Evaluation of Student Teaching

Teacher-Candidates are given feedback about their teaching performance from both the Guide Teacher and University Supervisor. Teacher-Candidates will receive formal and informal reports about their performance (See Appendix for Student Teaching Forms.) In addition, Teacher-Candidates will have their lessons recorded and annotated via SIBME (Seeing Is Believing Me), an online platform used for student teaching. Teacher-Candidates are issued “Credit” or “No Credit” for their final grade in student teaching. The Block Leader and University Supervisor are jointly responsible for the final grade.

There are several forms used in the evaluation and assessment of Teacher-Candidates. These are important documents because they provide a developmental foundation for continuing professional growth leading to recommendation for a Preliminary Credential. The forms include:

• Observation Forms – These forms summarize what happened during the Teacher-Candidates’ observations. SIBME also records and documents the observations. University Supervisors provide formative feedback about strengths and areas of improvement.

• Progress/Final Reports (aka Professional Growth Assessment Form) – The same form is used for both midterms (progress reports) and finals. Midterms take place at the halfway point in student teaching. Final reports take place at the end of student teaching. Guide Teachers and University Supervisors complete these evaluation reports.

• Professional Growth Plan – This form is used for struggling Teacher-Candidates. It records the strengths, areas of improvement, and action plan as developed by the Block Leaders, University Supervisors, and Guide Teachers of the Teacher-Candidates in question. It is an important document that outlines what needs to be done in order for Teacher-Candidates to advance in the credential program. If Teacher-Candidates do not meet their expectations as outlined in the Professional Growth Plan, they risk being disqualified.

• Inventory of Indicators and Evidence – This is a reference/resource sheet for the student teaching evaluation forms. It describes the elements featured on the
The student teaching evaluation forms requires University Supervisors to evaluate teaching quality indicators using a rubric describing the level of competence demonstrated by Teacher-Candidates. Interpretations of competence for observations and assessments of Teacher-Candidates are based on a developmental continuum showing progression during student teaching. The following interpretations are a guide for completing the competency rubrics assessing teaching performance:

- **NOT OBSERVED (NO)** means that the person conducting the observation did not observe the Teacher-Candidate displaying the indicated category(-ies).
- **NEEDS SPECIAL ATTENTION (SA)** means the Teacher-Candidate shows a decided weakness or lack in a given area, and should pay special attention to improving that area.
- **DEVELOPING COMPETENCE (DC)** means the Teacher-Candidate is aware of the standards, expectations, and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and showing evidence of some of the quality indicators, is willing and able to make improvements.
- **APPROACHING COMPETENCE (AP)** means the Teacher-Candidate evidences many of the quality indicators.
- **ACHIEVING COMPETENCE (AC)** means the Teacher-Candidate evidences most of the quality indicators at a level expected of an advanced beginning teacher.

Teacher-Candidates are expected to be Developing (DC), Approaching (AP), and Achieving (AC) competence during the progression of student teaching. As they gain more professional experience, they should be scoring more Achieving Competence (AC) levels. Teacher-Candidates are expected to continue achieving competence in their induction years after receiving a preliminary teaching credential. Some categories may not be observed (NO) at some points in the program. Categories needing special attention (SA) require a development of a Professional Growth Plan so that Teacher-Candidates can improve in that area.

Typical Teacher-Candidates during the course of student teaching demonstrates a developmental profile as outlined in this chart:

<table>
<thead>
<tr>
<th>First Semester - Basic Student Teaching</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All DCs/NOs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Any SAs require a growth/action plan and additional progress checks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional progress checks should result in significant growth or may result in extension/repeat of student teaching, and/or discontinuation and No Credit (NC) for student teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mostly DCs which leads to a recommendation for advanced student teaching.</td>
<td></td>
</tr>
<tr>
<td>Second Semester – Advanced Student Teaching</td>
<td>Midterm</td>
<td>Final</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| • Any SAs require a growth/action plan and additional progress checks. Decisions should be made about whether or not Teacher-Candidate should advance to second semester student teaching. | • Mostly ACs  
• Some DC/AC/NOs.  
• Any SAs require a growth/action plan and additional progress checks.  
• Additional progress checks should result in significant growth or may result in extension/repeat of student teaching, and/or discontinuation and No Credit (NC) for student teaching | • Mostly ACs, some Aps which leads to a recommendation for a Preliminary Credential and advancement to induction  
• Any SAs require a growth/action plan and additional progress checks. Decisions should be made about whether or not Teacher-Candidates should be recommended for a credential. |

**Disqualification of Teacher-Candidates During Student Teaching**

In some cases, Teacher-Candidates may struggle to meet TPEs. In these cases, the Block Leader will consult with the Guide Teacher and the University Supervisor to determine next steps. The Block Leader will determine whether or not these struggling Teacher-Candidates will continue in their student teaching placements under more frequent supervision and guidance or if Teacher-Candidates should be disqualified from the program.

For Teacher-Candidates who deserve a continuance, written recommendations and plans for improvement will be provided for them. Basically, an individualized educational plan will be created for them (See Appendix for Professional Growth Plan). Teacher-Candidates will be given an opportunity to remedy any deficiencies. If these Teacher-Candidates fail to meet their designated goals in a specific timeframe, they will not be allowed to progress in the program.

Teacher-Candidates are guests of the school site at which they are student teaching. As such, Guide Teachers may terminate their commitment at any time; Guide Teachers are responsible for their TK-12 students and in cases in which hosting struggling Teacher-Candidates takes away from serving students, Guide Teachers have the option to re-focus their priorities back on their students. Furthermore, the school administrator may, at any time, also exercise the prerogative of requesting that certain Teacher-
Candidates to be relieved of student teaching responsibilities. Such cases will result in a “No Credit” final grade.

The option of another placement is based on the recommendations of the Block Leader, University Supervisor, Guide Teacher, and/or Director(s). This option is also based on the availability of alternative placements. It may be necessary for struggling Teacher-Candidates to repeat the semester or to terminate his/her participation in the credential program. Please note: Teacher-Candidates stay in their Blocks so if they are given the option of repeating a semester, they will need to take a Leave of Absence and join the next cohort in their Block.

Disqualified Teacher-Candidates may choose to petition the Admissions and Retention Committee for consideration to return to the credential program in cases in which a “No Credit” grade is issued and/or in cases in which the Block Leader does not support an opportunity for repeating student teaching. The Admissions and Retention Committee will consider information from all individuals involved and make a recommendation regarding the status of the Teacher-Candidate to the Director(s) of the School of Teacher Education. Disqualified Teacher-Candidates should send the petition letter to the Admissions Coordinator who will pass it on to the Admissions and Retention Committee. Please note that the Admissions and Retention Committee meets at the beginning and end of each semester and at other times as necessary.

**Interrupted Student Teaching**

Student teaching may be interrupted for a variety of valid reasons. Reasons include medical/health, death, pregnancy/birth, etc. When this occurs, Teacher-Candidates must contact their Block Leader as soon as possible. The Block Leader, CPEC, Admissions Coordinator, and/or Director(s) work together to recommend an appropriate course of action to maintain both program integrity and the best interests of the individual. Teacher-Candidates in this situation may need to seek a Leave of Absence (LOA) to attend to life issues. It is the responsibility of the Teacher-Candidates to comply with the procedures and policies necessary to maintain eligibility in the program. The Admissions and Retention Committee and Director(s) must approve the Teacher-Candidates’ return to the program.

**Substitute Teaching Employment**

Teacher-Candidates with a valid Emergency 30-Day Substitute Permit may have the opportunity to substitute teach during a student teaching assignment only under the following conditions:

- Teacher-Candidate is registered in the school district’s Substitute Teacher pool. This means Teacher-Candidates must research and follow through with the school district’s procedures for gaining employment as a Substitute Teacher.
- Teacher-Candidates must obtain approval from the Block Leader and the School Principal (See Appendix for Substitute Teaching Approval Form). The School Principal is responsible for ensuring that all CCTC, district, and
collective bargaining policy requirements regarding such employment are followed.

- Teacher-Candidates may only substitute teach for their own Guide Teachers, meaning Teacher-Candidates may not substitute teach for other Teachers.
- Teacher-Candidates cannot miss any of their student teaching assignments or SDSU classes.
- Teacher-Candidates may not exceed a total of five days of subbing during the semester.

Any exceptions to these conditions must be approved in advance by the Block Leader.

**Concurrent Credit for Student Teaching with an Employment Contract**

In rare cases, some Teacher-Candidates may be offered employment by a school district; in these cases, school districts have determined a need to justify the hiring of a non-credential teacher. These Teacher-Candidates will be assigned to the Three Semester Block and must contact the Clinical Practice Experiences Coordinator (CPEC) to seek approval for concurrent credit for student teaching when employed under contract with a school district. Concurrent credit allows Teacher-Candidates to get student teaching credit for working under a district contract. Obtaining concurrent credit is subject to School of Teacher Education approvals including the Block Leader, CPEC, and Director(s). Approval requires assurance that employment will not interfere with completion of credential program requirements, including attending SDSU classes.

Teacher-Candidates with a valid district employment contract offer need to complete an “Application for Approval to Earn Concurrent Credit” form and attach all the required documentation. The application and instructions for organizing documents and obtaining signatures required for approval of concurrent credit are available from the CPEC. Teacher-Candidates must provide a copy of the contract offer and assurances that there is an appropriately credentialed School Site Mentor who is appointed for supervision, support, and evaluation while the Teacher-Candidate is employed. Teacher-Candidates must diligently document, track, and monitor the school site support they are receiving.

The process may also require application for a Short-Term Staff Permit (STSP) by the district, and in certain cases where the Teacher-Candidates meet CCTC requirements, an internship credential may be issued. Teacher-Candidates are responsible for all efforts and costs associated with obtaining these authorizations. Please note that employment offers come from the school district, not SDSU. SDSU does not assist Teacher-Candidates in finding these opportunities. These opportunities are rare and not recommended for beginning Teacher-Candidates. The credential program is rigorous enough; assuming a full-time teaching job with minimal/limited mentorship while completing a credential program is very challenging.
CLINICAL PRACTICE EXPERIENCES SUPPORT SYSTEM

Gradual Acquisition of Responsibility
Teacher-Candidates are not thrown into their student teaching placements in a sink-or-swim model. They are supported in their classroom settings by gradually acquiring more responsibility in their clinical practice experience as the semester progresses. Generally, this means that Teacher-Candidates should begin the semester with minimal teaching responsibilities. At most, their introduction to clinical practice should focus on assisting the Guide Teacher in various instructional activities (e.g., passing out and collecting papers, checking homework, tutoring, etc.). After a couple of weeks, Teacher-Candidates should assume responsibility for certain parts of the day (e.g. reading groups, modeling, etc.). At the halfway point, Teacher-Candidates should be teaching at least 50% of the time. By the semester’s end, Teacher-Candidates should have sole responsibility of the classroom, assuming all teaching duties (e.g. planning, instruction, assessing, duty, etc.). CCTC requires that Teacher-Candidates solo-teach or co-teach for at least 3-4 weeks. In this case, co-teaching means that Teacher-Candidates plan and implement lessons with the Guide Teacher in a collaborative process; Teacher-Candidates must be significant contributing partners. Co-teaching may be appropriate in first semester student teaching placements; but, by second semester, Teacher-Candidates should be moving toward solo-teaching. In most cases, however, Teacher-Candidates are expected to solo-teach in both placements. Co-teaching requires approval from the Block Leader. The progression of the semester will be determined by the Block Leader with input from the Guide Teacher; considerations of the capabilities of the Teacher-Candidates will be taken into account.

The following is a visual of this approach:

<table>
<thead>
<tr>
<th>Assisting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-Candidate supports Guide Teacher. Guide Teacher takes the lead in planning and teaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-Candidate teaches specific lessons during the day. These lessons can be co-planned or the Teacher-Candidate can independently plan and the Guide Teacher can review.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Teaching:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-Candidate plans and teaches all lessons and instructional activities with Guide Teacher; Teaching duties are shared 50/50.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Solo-Teaching:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-Candidate assumes 100% of the teaching duties.</td>
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</table>

Overview of Support System
Student teaching immerses Teacher-Candidates in the necessary experiences to become effective public school teachers. Teacher-Candidates will engage in a
variety of activities in the areas of effective lesson planning, teaching and learning process, classroom management, school politics, and much more. Student teaching requires interactions with peers, school community members, and university mentors. It offers opportunities to build teaching experiences and to learn from the experience of other professionals.

Teacher-Candidates are supported in a variety of ways. The following people provide support to Teacher-Candidates as they complete the credential program:

- Block Leader
- University Supervisor
- Guide Teacher
- School Site Administrator
- School of Teacher Education Office
- Office of Student Services

Block Leaders, University Supervisors, Guide Teachers, and School Site Administrators work together to solve problems and to ensure the best possible learning environment for Teacher-Candidates. Teacher-Candidates, Guide Teachers, and University Supervisors work as a triad on a regular basis throughout the semester. This triad meets to discuss Teacher-Candidates' progress and performance throughout the semester.

Another asset for Teacher-Candidates are fellow Teacher-Candidates. The Blocks are cohorts. Cohort models are effective in that the cohort members support and encourage each other.

**Teacher-Candidates’ Roles and Responsibilities**

Teacher-Candidates’ roles are multifaceted. Their goals are to become adept at integrating theory and practice, using problem-solving models and procedures, increasing student achievement, and reflecting on and self-analyzing teaching performance. Over the course of their student teaching, the depth of responsibility and the extent of teaching involvement increase. Part-time work and other activities must be adjusted around coursework, student teaching assignments, preparation time, debriefing time, etc. Roles and responsibilities appropriate for Teacher-Candidates include but are not limited to:

- *Being Professional* - Teaching as a career demands professionalism demonstrated in appearance, attitude, attendance, and communication skills. Maintaining this image requires common sense and discretion, both in and out of the classroom. It demands a commitment to excellence in personal presentation, curriculum development, collegiality, and the hours invested in researching best teaching practices. Teachers are at the center of education. This position demands the continual development of pedagogical strategies and skills. Teaching is more than a job; it is challenging work, requiring informative feedback, ongoing coaching, and persistent re-visitation of what best meets the needs of students. This requires an incredible amount of time, energy, and dedication. Excellent teaching requires skills and persistence required of few
other professions.

- **Planning Instruction** - Well-planned instruction, meticulously orchestrated lesson plans, and carefully researched strategies are all hallmarks of excellent teachers. Planning requires research and a thorough understanding of state and district standards. It is important to make long-range and daily plans to provide for a continuous and satisfactory learning experience for all students. Motivating students will promote positive student attitudes. It is critical to encourage all students’ involvement in curriculum that is responsive to the cultural background, gender, and diverse learning and special needs of all the students. Promote involvement of all students.

- **Managing the Classroom** - An essential element of a successful learning environment is effective management. It is important to establish and maintain a productive learning environment that includes clearly stated expectations regarding student behavior. Teacher-Candidates must establish and/or maintain techniques for handling the administration of a classroom, such as taking attendance, maintaining a grade book, and dealing with other management tasks. In addition, Teacher-Candidates should implement restorative justice practices and consider the needs of diverse and special student populations. Teacher-Candidates should seek the guidance of Guide Teachers in the techniques of evaluating student work, behavior, and progress.

- **Being Prepared** – Teacher-Candidates need to be prepared for each and every student teaching day. In addition, they need to prepare for their formal observations. This means they need to create a space for their University Supervisor. They need to film all their formal lesson observations and upload to SIBME in a timely manner. They need to coordinate schedules with their University Supervisors to set up the observations and the post-observation conferences. They need to submit lesson plans at least 24 hours in advance. Teacher-Candidates should also be prepared to show lesson plans to Guide Teachers for approval before teaching. Teacher-Candidates should take the initiative to arrange regular conferences with Guide Teachers to assure adequate planning and effective assessment.

Teacher-Candidates are expected to treat their student teaching experience like a job. In fact, many school site administrators hire their most skilled Teacher-Candidates. Like with any job, Teacher-Candidates need to do their research. The following are tips to help Teacher-Candidates get acquainted with their school sites:

- Make an appointment to meet with your Guide Teacher.
- Gather information about the school, district, community, and classroom. Learn about the demographics. Some of this information is available in the School Accountability Report Card (SARC) on school district web sites. Teacher-Candidates will use the information gathered to compile the Context for Learning for the EdTPA Teaching Event and Embedded Signature Assessments (ESAs).
- Make a list of all the important school site community members and their contact information. Include the following: principal, vice-principal, secretary, custodian, nurse, counselor, special educators, grade-level chair and
members of the classroom and school community:
• Learn the location of administrative offices, nurse’s office, classrooms, restrooms, cafeteria, library/tech center, outside grounds and fields, book rooms, work rooms, supply rooms, etc.
• Check with the School Secretary/Administrative Assistant to complete a personal information card/form in case of an emergency while at the school site.
• Learn about the school site emergency procedures.
• Walk around the community. Observe landmarks. Observe surroundings.
• Learn district procedures and policies about confidentiality, referrals, mandated reporting, sexual harassment, etc.
• Learn about school site policies and procedures for copying, material acquisition, media check-out, lunch area rules and consequences, notification procedures for school absences, etc.
• Set personal and professional boundaries. For example, Teacher-Candidates should not engage in social networking with K-12 students or share personal contact information to engage in informal communications with K-12 students outside the school program.

Teacher-Candidates are advised to make a great impression from the very beginning by practicing good work habits. The first days in a classroom are full of opportunities to observe and build confidence as a co-teacher with the Guide Teacher. The following are some tips to help Teacher-Candidates establish themselves as a productive member of the classroom and school community:
• Observe, learn, and practice the schedule, routines, and procedures.
• Attend all the faculty meetings and orientations.
• Get to know the students. Study their records. Talk to them. Know their names, cultural backgrounds, special needs, etc. Establish a positive rapport with students using a variety of techniques including verbal and non-verbal communication.
• Learn the classroom behavior management plan, grading procedures, attendance recording, etc.
• Anticipate ways to be helpful. Know when to observe and when to jump in. Display initiative. Look for ways to assume the various Guide Teacher responsibilities, while assuming more teaching responsibility.
• Be punctual. Be present. Be there at least 30 minutes before the students arrive and 30 minutes after students leave. Follow the Guide Teacher’s schedule.
• Be well groomed and appropriately dressed at all times on the campus. When in doubt, consult the Block Leader and University Supervisor.
• Exhibit an ethical sense of keeping information concerning students and school happenings confidential.
• Become acquainted with teaching materials and equipment, including their location, care, and use.
It is important to remember that Teacher-Candidates are guests of the school district, and that schools reserve the right to cancel the student teaching assignment at any time. The Guide Teacher is always legally and professionally responsible for her/his students. The Principal carries the ultimate responsibility to see that the Teacher-Candidate will be helpful to the learning process of the students under his/her care in the school. The teachers and support staff who work with Teacher-Candidates are generous in giving their time, their help, and their interest to develop Teacher-Candidates’ teaching and learning skills.

**Block Leaders’ Roles and Responsibilities**
Block Leaders are in charge of the direction and vision of their blocks. They play an essential role in supporting, advising, and coaching Teacher-Candidates throughout the credential program with coursework, student teaching, edTPA, etc. Block Leaders’ duties include but are not limited to:

- Working with the Clinical Practice Experiences Coordinator (CPEC) to secure student teaching placements, as needed.
- Matching Teacher-Candidates with Guide Teachers and University Supervisors. Submitting the Guide Teacher stipend forms to the Department Coordinator.
- Working on the scheduling of classes for their Blocks with the Department Coordinator.
- Monitoring and overseeing the progress and performance of Teacher-Candidates in their Blocks from start to finish.
- Overseeing the professional growth process of struggling Teacher-Candidates.
- Solving any problems that may arise from student teaching. Involving the CPEC and Director(s) as needed for high-level concerns.
- Checking all student teaching evaluation reports for completeness and making sure these reports are uploaded and maintained on TaskStream. This needs to be done in a timely manner so that Teacher-Candidates get their credentials on time.
- Providing University Supervisors, School Site Administrators, and Guide Teachers with all the information they need such as handbooks, guidelines, forms, etc.
- Teaching the seminar and classroom management classes to support student teaching and EdTPA.
- Monitoring and supporting Teacher-Candidates as they complete their EdTPA. Making sure Teacher-Candidates administer and collect student permission slips. Making Sure Teacher-Candidates follow their EdTPA checklist and timelines. Completing and submitting the proper forms to the EdTPA Coordinator. Working with the EdTPA Coordinator to support Teacher-Candidates who need to re-take.
- Involving the Director(s), Clinical Practices Experiences Coordinator, Admissions and Retention Committee, etc, as needed.
- Coordinating efforts to designate awards or honors within their Blocks.
- Performing other relevant duties as designated by the Director(s).
For the 2017-18 academic year, the Block Leaders are as follows:

<table>
<thead>
<tr>
<th>MULTIPLE SUBJECT BLOCKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chula Vista</td>
</tr>
<tr>
<td>Ms. Gloria Davies</td>
</tr>
<tr>
<td>La Mesa-Spring Valley</td>
</tr>
<tr>
<td>Dr. Estella Chizhik</td>
</tr>
<tr>
<td>San Diego Unified Partnership (SDUP)</td>
</tr>
<tr>
<td>Ms. Cathy Cloze</td>
</tr>
<tr>
<td>Three Semester Block (3SB)</td>
</tr>
<tr>
<td>Dr. Ixchel Samson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SINGLE SUBJECT BLOCKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Global</td>
</tr>
<tr>
<td>Ms. Kelly Leon and Ms. Gina Vattuone</td>
</tr>
<tr>
<td>Linked Learning</td>
</tr>
<tr>
<td>Dr. Kris Rodenberg</td>
</tr>
<tr>
<td>Math/Science</td>
</tr>
<tr>
<td>Ms. Kristin Gibson and Ms. Colby Nodurft</td>
</tr>
<tr>
<td>Three Semester Block (3SB)</td>
</tr>
<tr>
<td>Dr. Kris Robenberg and Mr. Eric Ginsberg</td>
</tr>
</tbody>
</table>

**University Supervisors’ Roles and Responsibilities**

University Supervisors provide in-classroom support to Teacher-Candidates. They assist Teacher-Candidates in their growth toward becoming professional teachers and help promote an understanding between partner school sites and the university in a mutual effort to develop new teachers. To provide this professional guidance, the duties of the University Supervisors include but are not limited to the following:

- Contacting Teacher-Candidates as soon as contact information is received from the Block Leader. This first communication helps develop a relationship for ongoing support.
- Assisting in establishing an appropriate channel and climate of communication. Communicate with the Block Leader immediately if there is a problem or issue regarding the Teacher-Candidate and/or student teaching placement.
- Conducting six formal observations of Teacher-Candidates’ performance. Three visits must be on-site and three visits must be online using SIBME. All observations must be transcribed and annotated. Each observation should consist of one lesson or one traditional 45-minute period.
- Providing Teacher-Candidates with written and oral feedback following an observation. Align feedback and reflective conversations with EdTPA criteria as much as possible.
- Conducting post-conferences following each observation. Sometimes phone conferences are appropriate due to student teaching commitments and University Supervisor scheduling variables. Prompt Teacher-Candidates to evaluate and reflect upon teaching performance.
- Apprising the Guide Teacher of the nature of this feedback.
- Reviewing and making constructive suggestions for daily lesson plans and long-range teaching plans.
- Communicating with Block Leaders whenever Teacher-Candidates experience unsatisfactory progress that might result in a failing grade for student teaching. Work with the Block Leader to provide growth plans for struggling
Teacher-Candidates. Identify strengths and target areas for improvement. Refer to specific TPEs and standards; establish timelines as needed.

- Maintaining records and critical incident logs when a Student Teacher is having difficulties.
- Meeting and communicating regularly with Guide Teachers and Block Leaders to discuss Teacher-Candidates’ progress and performance.
- Being available for unexpected needs requiring ongoing communication, support, and troubleshooting.
- Completing and submitting all the required forms.
- Reminding and assisting Guide Teachers in completing and submitting required forms.
- Reporting final grades on Webportal.
- Participating in professional training opportunities and meetings in order to keep current with supervision strategies and expectations. The CCTC requires professional training of University Supervisors to develop their understanding of the developmental progression of beginning teachers, the TPEs, state-adopted academic content standards, theory-practice connections, and effective professional communication skills.
- Performing other relevant duties as designated by Block Leaders.

University Supervisors play several important roles in the feedback loop. These are some of the roles:

- **Mentor** – As mentors, University Supervisors provide professional and pedagogical support.
- **Liaison** - As liaisons between Teacher-Candidates and Guide Teachers, University Supervisors monitor, encourage, advance, and/or repair relationships between Teacher-Candidates and Guide Teachers. University Supervisors help foster positive relationships. Sometimes a relationship between Teacher-Candidates and Guide Teachers is not productive. When that happens, it is important to notify Block Leaders. Block Leaders will work to resolve the problem.
- **Representative** – University Supervisors represent SDSU. As a representative of SDSU, University Supervisors need to demonstrate the dispositions and attitudes of a university representative and a professional. For example, University Supervisors need to arrive to observations on time, to respect the rules and norms of the school community, etc.
- **Communicator** – University Supervisors are communicators of ideas from the teacher credential program to classroom practice. University Supervisors need to be familiar with the EdTPA, the course assignments associated with the Blocks, and the Block’s lesson plan format. They are the connection between theory and practice.

As for the supervision structure, see the chart below – this chart serves as a suggested guideline for how to structure or organize the required supervision observations:

<table>
<thead>
<tr>
<th>ROTATION 1: CLASSROOM MANAGEMENT</th>
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</thead>
<tbody>
<tr>
<td>Observation 1 (In-Class)</td>
</tr>
<tr>
<td>Observation 2 (Video Only)</td>
</tr>
</tbody>
</table>
University Supervisors will conduct focused observations. There are three rotations in a semester. Each rotation will focus on a specific skill. The suggested topics for rotations are:

- Classroom Management
- Using Data to Plan
- Using Data to Differentiate

That stated, if the University Supervisors have data that supports the fact that Teacher-Candidates have mastered certain skill sets, they can converse with Block Leaders to come up with a more individualized plan for specific Teacher-Candidates.

Observation 1 and Observation 2 build upon each other. Observation 3 and Observation 4 should also build on each other. And, Observation 5 and Observation 6 build on each other. The two lessons within a rotation should take place within seven days of the first lesson plan. The rationale is that University Supervisors provide feedback for the first lesson and should expect to see application in the second lesson.

All lessons should be video recorded. Teacher-Candidates are responsible for filming their lessons and for uploading them onto SIBME in a timely manner. But, University Supervisors may need to remind them and help make this behavior a norm. University Supervisors must annotate the lessons either by hand or using SIBME. For the lessons annotated by hand, University Supervisors must upload their feedback on to SIBME no later than 24 hours of viewing the lesson in class. Similarly, video-recorded lessons that are to be annotated must be completed within 24 hours.

Guide Teachers’ Roles and Responsibilities

Guide Teachers are known by other names: “Master Teachers,” “Cooperating Teachers,” “Mentor Teachers,” or “Supervising Teacher.” The School of Teacher Education uses the term “Guide Teacher” - it is synonymous with the other four designations. Guide Teachers are professional mentors for Teacher-Candidates seeking to enter the teaching profession. Guide Teachers open their classrooms to Teacher-Candidates and apprentice them into the profession. They are key players in the Teacher-Candidates student teacher experience. They provide formal and informal feedback on a regular and daily basis. They observe and coach Teacher-Candidates throughout the student teaching experience. They have a dual role: They support Teacher-Candidates, but they also retain responsibility in their classroom to ensure that their students receive satisfactory learning experiences.

There are many benefits to being a Guide Teacher. Guide Teachers have claimed that hosting Teacher-Candidates makes them more relevant as they learn new things from Teacher-Candidates. Teacher-Candidates often learn and test out new instructional strategies and best practices; they link theory/research into practice. As
such, hosting Teacher-Candidates provides professional development to Guide Teachers. In addition, hosting Teacher-Candidates can bring new energy and passion to classrooms and school sites. Teacher-Candidates also provide much-needed extra pairs of eyes and ears; Teacher-Candidates help Guide Teachers by freeing up some of their time to work on other relevant professional and instructional activities. Although not the main reason for hosting Teacher-Candidates, Guide Teachers also receive a small stipend from the School of Teacher Education for their professional service.

Not just anyone can be a Guide Teacher. Guide Teachers must have the following conditions in order to qualify as a professional mentor:

- Approval from School Site Administrator to host Teacher-Candidates.
- Valid Clear credential authorizing the student teaching assignment; this means Guide Teachers must have the credential their Teacher-Candidates are working to obtain.
- At least three years of successful full-time teaching experience as a credentialed teacher.
- Exemplary skills in working with diverse student populations, particularly English Language Learners.
- Exemplary skills in observation and coaching techniques to foster learning in adults.
- At least ten hours of initial professional training. The California Commission on Teacher Credentialing requires professional training to develop understanding of the developmental progression of beginning teachers, the TPEs, state-adopted academic content standards for students, theory-practice relationships in the program’s curriculum, and effective professional communication skills. This professional training requirement may be met through district/staff development and/or professional development opportunities sponsored by SDSU/CSU. The CPEC will work with Guide Teachers and school district partners to provide and monitor this training.

Duties and responsibilities appropriate for Teacher-Candidates include but are not limited to:

- **Planning** - During the first week, it is helpful to develop a tentative schedule by which the Teacher-Candidates will assume various responsibilities. Block Leaders may provide a suggested timeline to aide this process. Guide Teachers should assign and examine Teacher-Candidates’ daily lesson plans and long-range plans in advance of their use so suggestions for change may be implemented. Guide Teachers can also coach Student Teachers via modeling, observing, and conferencing.

- **Demonstrating/Modeling** - Guide Teachers provide important models for Teacher-Candidates. They model effective and current strategies for teaching and learning, including class management. They can help coordinate observations of other teachers so that Teacher-Candidates can see a variety of teaching and assessment strategies, effective management and
discipline systems, etc. Guide Teachers should share how they evaluate and provide feedback leading to further student learning. SDSU expectations for Guide Teachers include the ability to clearly articulate and model effective teaching practices to Teacher-Candidates. They model effective ways to stimulate student interest and engagement. They model how to analyze student work and use data to inform instruction.

- **Encouraging Reflection** – Guide Teachers prompt Teacher-Candidates to analyze and discuss the effectiveness of their own practices with that of their Teacher-Candidates. Guide Teachers encourage reflection by asking appropriate questions and by debriefing lessons with Teacher-Candidates. They should discuss teaching methods and provide rationales for classroom practices. They should help Teacher-Candidates acquire an overall picture of the student learning outcomes as set forth in the standards and curriculum guides. They participate in the developing of professional growth goals.

- **Giving Feedback** - As mentors, Guide Teachers need to frequently provide constructive feedback in written and verbal form. They need to recognize strengths and give suggestions for overcoming weaknesses. They should conduct several formal observations. They should discuss professional problems, characteristics of learners, teaching skills, individual students, classroom climate, management issues, record-keeping tasks, general matters of routine, etc. It’s recommended that Guide Teachers hone in on a specific focus for feedback (e.g., questioning skills, etc.).

- **Committing Time** – Guide Teachers need to make a commitment to spend time with Teacher-Candidates for the purposes of planning and giving feedback to help Teacher-Candidates mature in their roles as teachers. To do this, Guide Teachers should meet with Teacher-Candidates for at least five hours a week; this could mean meeting on average for one hour per school day. Guide Teachers can meet with Teacher-Candidates before school, during lunch break, during prep time, or after school. Guide Teachers do not have to meet with Teacher-Candidates in one sitting. Time can be spread out across the day. Also, Guide Teachers can conference with Teacher-Candidates via phone or other communication channels.

- **Communicating with University Supervisors and Block Leaders** - Guide Teachers should communicate regularly with University Supervisors about the progress of their Teacher-Candidates. They are encouraged to ask University Supervisors for help or suggestions when needed. Guide Teachers should contact University Supervisors and Block Leaders immediately if the work of Teacher-Candidates is unacceptable. University Supervisors and Block Leaders will work closely with Guide Teachers to resolve any problems in a timely manner.

- **Assessing the Teacher-Candidates’ Professional Growth** – As aforementioned, a major responsibility of the Guide Teacher is to provide regular feedback to Teacher-Candidates so that improvements can be
made where necessary and to reinforce teaching practices that should be continued. Guide Teachers are responsible for completing Midterm/Progress Reports and Final Reports. Evaluations should be based on objective data collected from a series of observations and conferences and need to relate specifically to teaching abilities. It is important to provide written comments with specific examples of teaching behaviors, successful lesson activities, and written suggestions of ways Teacher-Candidates can improve his/her teaching performance in order to move forward on the professional growth continuum. The final report needs to be submitted to Teacher-Candidates and University Supervisors by the assigned deadlines as determined by Block Leaders. University Supervisors or Block Leaders will submit the evaluations to TaskStream.

The School of Teacher Education recognizes that hosting Teacher-Candidates can be very challenging; as such, to reiterate, Guide Teachers may terminate their commitment at any time. Guide Teachers are responsible for their TK-12 students and in cases in which hosting struggling Teacher-Candidates takes away from serving their students, Guide Teachers have the option to re-focus their priorities back on their students. Furthermore, the school administrator may, at any time, also exercise the prerogative of requesting that certain Teacher-Candidates to be relieved of student teaching responsibilities. Such cases will result in a “No Credit” final grade.

In rare cases, there may be a need to pull Teacher-Candidates out of Guide Teachers’ classrooms. Sometimes, this is due to personality differences and sometimes this is due to poor practices demonstrated by Guide Teachers. The following are some examples of poor Guide Teacher practices:

- **Not allowing Teacher-Candidates to teach** – Effective Guide Teachers allow Teacher-Candidates opportunities to practice their teaching skills. Teachers who are too controlling may not be a fit to serve as Guide Teachers. Guide-Teachers need to be comfortable with allowing Teacher-Candidates to gradually assume more teaching responsibilities. At times, it is understandable for Guide Teachers to step in and enhance Teacher-Candidates’ lessons; but, they shouldn’t take over Teacher-Candidates lessons unless the Teacher-Candidates are failing to perform, in which case Guide Teachers need to contact University Supervisors and Block Leaders to create a professional growth plan for the struggling Teacher-Candidates.

- **Disrespecting and/or undermining Teacher-Candidates in front of students** – Effective Guide Teachers are constantly giving constructive feedback in an effort to support continuous improvement; however, they should set aside a private time to do this. Guide Teachers should remember that Teacher-Candidates are novices; they are growing into their roles. Teacher-Candidates deserve to be treated kindly and respectfully. Reprimanding, correcting, or criticizing Teacher-Candidates in front of the students undermines their authority and position in the classroom. In doing so, Guide Teachers are setting Teacher-Candidates up for failure.
- **Not giving Teacher-Candidates any feedback** – Sometimes Guide Teachers are hesitant to give feedback for fear of offending Teacher-Candidates or for fear of hurting their feelings, etc. Teacher-Candidates are primed to have growth mindsets and are expected to hear and apply feedback.

- **Not holding Teacher-Candidates professionally accountable** - Effective Guide Teachers are friendly mentors and coaches, not friends. By not holding Teacher-Candidates accountable, Guide Teachers are at risk for promoting Teacher-Candidates who are less than satisfactory. For example, Guide Teachers need to report instances of absences, tardies, unpreparedness, etc. Guide Teachers should not excuse Teacher-Candidates from student teaching without the knowledge of Block Leaders.

- **Being absent from the classroom** – Effective Guide Teachers are available to provide modeling, monitoring, and support at all times. Teachers who take a lot of personal, medical, or professional leave should not assume the role of Guide Teachers.

Please note that Teacher-Candidates will be pulled from classroom settings if they are physically or mentally unsafe for a variety of reasons which may or may not be a result of the school site. This includes but is not limited to issues related to harassment, abuse, hostile workplace, trauma, allergies, medical conditions, etc.

**School Site Administrators’ Roles and Responsibilities**

Clinical practice experiences rely on participation and commitment from school district partners. The School of Teacher Education is particularly appreciative of the teachers and administrative staff persons that make these clinical practice experiences possible and valuable.

School Site Administrators play an essential role. Without their support and approval, the School of Teacher Education would not be able to place Teacher-Candidates. School Site Administrators have many responsibilities. Some of these duties include but are not limited to:

- Approving and coordinating placements with Guide Teachers at their school sites.
- Selecting Guide Teachers who can work effectively with Teacher-Candidates and who meet the high standards required of Guide Teachers as outlined in the section entitled "Guide Teachers’ Roles and Responsibilities.”
- Setting up a school culture in which Guide Teachers have time to work with Teacher-Candidates.
- Welcoming Teacher-Candidates as professionals and helping them be seen as members of the school faculty.
- Introducing Teacher-Candidates to the philosophy/mission of the school and its policies, emergency procedures, mandated child abuse and harassment reporting protocol, etc.
- Inviting Teacher-Candidates to attend relevant school sits professional growth opportunities that might be of interest or benefit them.
• Working with University Supervisors and/or Block Leaders to assist them in the facilitation of the remediation of Teacher-Candidates if the need arises.

School Site Administrators can contact University Supervisors and/or Block Leaders if they have any questions or concerns.

**Online Systems for Supervision Support**

The School of Teacher Education uses a variety of methods to support Teacher-Candidates, Guide Teachers, and University Supervisors. These methods include but are not limited to SIBME, TaskStream, Pearson, and Blackboard. Block Leaders will inform Teacher-Candidates of any required fees for these programs.

Common elements of these systems include providing increased collaborative opportunities and mentoring, being accessible at any time while reflecting on teaching and student interactions, and providing access to expert advice and useful resources, in order to provide Teacher-Candidates with an increased level of skill and knowledge and the ability to think critically about student performance and instructional moves. Block Leaders will work with Teacher-Candidates, Guide Teachers, and University Supervisors in each block regarding the use of these methods.

This chart provides an overview of the three main online support systems used in the credential programs:

<table>
<thead>
<tr>
<th>ONLINE SYSTEM</th>
<th>FUNCTION</th>
</tr>
</thead>
</table>
| Blackboard    | • Course/Learning Management System  
                 • Resources  
                 • Announcements Platform |
| TaskStream    | • Repository for student teaching evaluation reports  
                 • Repository for ESAs and scoring guides  
                 • Delivery vehicle for EdTPA to Pearson platform |
| SIBME         | • Repository for student teaching observations  
                 • Vehicle for feedback of teaching performance  
                 • Virtual collaboration tool (via “Huddles”) |

Starting Fall 2017, the School of Teacher Education credential programs will be using SIBME to satisfy the CCTC requirement of transcribing and annotating observations. SIBME, which stands for Seeing is Believing Me, is a web-based tool to help Teacher-Candidates identify important teacher-student and student-student interactions that can affect student achievement. University Supervisors will use SIBME to observe video-recorded lessons. By doing so, University Supervisors are able to:

• Highlight Teacher-Candidates’ successful interactions or pedagogical behaviors  
• Highlight Teacher-Candidates’ areas of growth by focusing on tangible pedagogical behaviors.
• Encourage self-reflection by asking questions about Teacher-Candidates’ pedagogical choices.

Block Leaders will have access to all of their Teacher-Candidates’ participation and performance in SIBME. As such, SIBME will be a great tool to assist Teacher-Candidates in their professional growth and development.

The following chat is an overview of the main SIBME features:

Teacher-Candidates will record their teaching and post their video recordings in their designated coaching Huddle. A Huddle a private collaboration space. A Huddle consists of a Teacher-Candidate, his/her University Supervisor, his/her Guide Teacher, and his/her Block Leader. All parties will be able to see the same content.

In the Huddle, there is a section for resources. This is where Teacher-Candidates will post their written lesson plans that are connected to the video recordings.

Also, there is a section for videos. This is where video-recorded lessons are located.
When annotating videos, University supervisors annotate using two features. The first feature is the comment feature. University Supervisors can comment on videos by highlighting the following:

- **Bright Spots** – University Supervisors can identify positive teaching behaviors.
- **Questions** – University Supervisors can ask questions designed to encourage reflection.
- **Idea** – University Supervisors can recommend new strategies for Teacher-Candidates to consider.

The second feature is the framework feature. Using this tool, University Supervisors can highlight essential pedagogical skills being used or identify opportunities for pedagogical skills to be used.
TEACHING PERFORMANCE ASSESSMENTS

Overview of Teaching Performance Assessments
The School of Teacher Education teaching credential program requires Teacher-Candidates to complete a series of Teaching Performance Assessments in order to successfully graduate from the program. Teacher-Candidates must complete:

- Embedded Signature Assessments (ESAs)
- EdTPA - Teaching Event

These assessments allow Teacher-Candidates an opportunity to demonstrate and apply what they have learned from their coursework and student teaching.

Overview of Embedded Signature Assessments (ESAs)
Embedded Signature Assessments (ESAs) are the major assignments of the majority of courses in the credential program. Embedded Signature Assessments are included in the following courses:

- Educational Psychology (TE 922 and 923)
- ELD/SDAIE Methods (DLE 915A and DLE915B)
- Teaching Reading in the Content Areas (TE 933 - Single Subject only)
- Reading/Literacy Methods (TE 930A and TE 930B – Multiple Subject only)
- Math Methods (TE 910A – Multiple Subject only)
- Social Science Methods (TE 910B – Multiple Subject only)
- Science Methods (TE 910C – Multiple Subject only)

Teacher-Candidates will complete these Embedded Signature Assessments and submit them to TaskStream. Course instructors will score these tasks on TaskStream using a rubric. Course instructors will determine the deadlines and points allocations for their course’s Embedded Signature Assessment. Course instructors will also determine the process for Teacher-Candidates who fail the assessment. Possible options include but are not limited to: (1) allowing Teacher-Candidate to re-do assessment for a passing grade or (2) failing Teacher-Candidate which could affect their class grade and/or cumulative GPA. These Embedded Signature Assessments, all together, create a portfolio of the Teacher-Candidates’ academic performance. These assessments are another way to measure the growth and understanding of Teacher-Candidates.

Most importantly, these assessments help prepare Teacher-Candidates for the EdTPA. For example, in the Multiple Subject programs, the methods classes have Embedded Signature Assessments that are based on tasks from the EdTPA, except they are more simplified and focus on particular rubrics rather than the entire task:

- The Math ESA centers on analysis of a pre-assessment. Scoring is based on the Analyses rubrics in Task 3 (Assessment) and Task 4 (Math) of the EdTPA.
- The Science ESA involves a science lesson sequence. Scoring is based on the Instructional Focus rubric in Task 1 (Planning) of the EdTPA.
- The Social Studies ESA consists of a social studies lesson sequence including a comprehensive plan for assessment. Scoring is based on the Making Content Accessible and Designing Assessments Rubrics from Task 1 (Planning) of the EdTPA.
Overview of EdTPA – Teaching Event
Successful completion of the EdTPA (education teaching performance assessment) during a Teacher-Candidate’s final semester is required to earn a California Preliminary Multiple Subject or Single Subject Teaching Credential. Developed by Stanford’s SCALE (Stanford Center for Assessment Learning and Equity) and aligned with the Common Core State Standards, the EdTPA centers on: (1) Planning, (2) Instruction, and (3) Assessment for a one-week learning segment during the Teacher-Candidate’s authentic student teaching experience (see Figure 1).

Figure 1: The teaching cycle.
This figure illustrates the components of the three EdTPA tasks.
© SCALE 2012, all rights reserved

Teacher-Candidates are required to complete three tasks (Planning, Instruction and Assessment). In addition to these three tasks, Multiple Subject students are required to complete a fourth task 4; Task 4 demonstrates their ability to teach math. Teacher-Candidates plan for, support, and analyze their students’ academic language use as well as reflect on their own instructional choices in light of what they know of educational theory and research. Teacher-Candidates will submit lesson plans, instructional materials, student assessment samples, video clips of teaching, and commentaries. For each commentary, Teacher-Candidates respond to approximately five commentary questions in each section to explain the thinking behind their work.

To document this work, Teacher-Candidates must complete a portfolio of tasks. This portfolio consists of the following components:

- **Context for Learning** – Teacher-Candidates must describe their school and classroom settings. They must also identify their struggling students.
- **Permission Forms** – Because Teacher-Candidates need to video-record their teaching, they need to obtain permission from their students’ parents to be filmed. For students who do not have permission, Teacher-Candidates must blur their faces in their video clips.
• **Task 1: Planning** – Teacher-Candidates will create a learning segment for 3-5 lessons. They will submit lesson plans, instructional materials, and a commentary.

• **Task 2: Instruction** – Teacher-Candidates will videotape themselves teaching. They will select 2 clips not to exceed 15-20 minutes total. They will analyze themselves teaching and complete a commentary.

• **Task 3: Assessment** – Teacher-Candidates will create a chart summarizing student performance on a key assessment task. They will also select three focus students, analyze their student sample assessments, and give students feedback. They will submit these sample assessments and a commentary.

• **Task 4: Math (Multiple Subject Teacher-Candidates only)** – Multiple Subject Teacher-Candidates will plan and assess a math lesson. They will include their lesson plans and complete a commentary.

Completion of the EdTPA is typically spread over a 2-month period, with three to four weeks of planning leading up to it (including completion of Task 1: Planning), a week to teach it, and anywhere from two to four weeks to finish the remaining tasks and review the work. The exact schedule depends on the logistics at Teacher-Candidates’ school sites and the credential program’s due dates for credential recommendation. The EdTPA is submitted electronically (on-line) and is scored by professionals who are trained by SCALE and hired by Pearson. These professionals follow strict protocol for scoring reliability, including triple scoring of any failing or borderline teaching events, and participate in regular benchmarking for scorer accuracy.

**EdTPA Resources**

There are many resources to help Teacher-Candidates prepare for the EdTPA. These resources include but are not limited to:

- Content-Specific Handbook and Rubrics
- “Making Good Choices”
- “Understanding Rubric Level Progressions”
- Academic Language Handout

Teacher-Candidates are responsible for reading and knowing all the content in these documents and following the instructions therein. These resources will be provided by Block Leaders at the appropriate time. Attendance and full participation in the EdTPA seminars during the final semester is expected and highly advised.

Starting Fall 2017, the School of Teacher Education Office has created a Resources Library for Teacher-Candidates. Teacher-Candidates can sit in the STE Office and review EdTPA samples and other resources. Teacher-Candidates may not write on the materials, photograph the materials, or leave the Office with the materials. They must be monitored and proctored at all times. This means they can only review samples during office hours or by appointment, if available (contact the Clinical Practice Experiences Coordinator to make an appointment).

In addition, faculty members (mainly Seminar Instructors) may check out class sets of EdTPA samples to share during their class sessions; Faculty members must adhere
to strict rules. For example, they must count the copies before and after distribution and they must proctor Teacher-Candidates at all times.

**Scoring of EdTPA**
The EdTPA Tasks are scored across targeted competency areas using approximately 15-18 rubrics. For each Task, the first 2-3 competency areas correspond directly to the specific Tasks (Planning, Instruction, and Assessment). The last 1-2 competency areas require Teacher-Candidates to use evidence across all the tasks to analyze teaching and academic language. The Rubrics are as follows:

- Rubrics 1-5 relate to the Planning Task.
- Rubrics 6-10 relate to the Instruction Task.
- Rubrics 11-15 relate to the Assessment Task.
- Rubrics 16-18 relate to the Math Task – Multiple Subject Candidates only.

The Rubrics used to score the EdTPA include five proficiency levels, from low performance at level 1 to the outstanding performance at level 5. The following chart describes the general description of each score/level.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 1</td>
<td>Represents the dispositions, knowledge, and skills of a seriously struggling Teacher-Candidate who’s not ready to teach.</td>
</tr>
<tr>
<td>Score 2</td>
<td>Represents the dispositions, knowledge, and skills of a Teacher-Candidate who is possibly ready to independently and effectively teach diverse student populations in a K-6 school setting.</td>
</tr>
<tr>
<td>Score 3</td>
<td>Represents the dispositions, knowledge, and skills of a Teacher-Candidate who is qualified to independently and effectively teach diverse student populations in a K-6 school setting.</td>
</tr>
<tr>
<td>Score 4</td>
<td>Represents the dispositions, knowledge, and skills of a Teacher-Candidate who has a solid foundation to independently and effectively teach diverse student populations in a K-6 school setting. (Demonstrates potential to be a strong beginning teacher.)</td>
</tr>
<tr>
<td>Score 5</td>
<td>Represents the advanced dispositions, knowledge, and skills of a Teacher-Candidate who is very well qualified and ready to independently and effectively teach diverse student populations in a K-6 school setting. (Is a strong beginning teacher)</td>
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</tbody>
</table>

The passing score for most EdTPA Teaching Events is 41. For EdTPA Teaching Events with more or less than 15 rubrics (e.g., World Language, Elementary Education), the passing score is adjusted. For example, Multiple Subject Teacher-Candidates complete and submit the Elementary Education EdTPA, which consists of 18 rubrics. These Teacher-Candidates must pass with a total score of 49; they must score at least 41 in the Literacy part (Rubrics 1-15) and at least an 8 in the Math part (Rubrics 16-18).

**EdTPA Teaching Event Submission Procedures**
It’s important for Teacher-Candidates to follow the timelines, deadlines, and checklist given to them by the EdTPA Coordinator and Block Leader. Teacher-Candidates must
submit the EdTPA in TaskStream and transfer to Pearson. Teacher-Candidates should be prepared to pay the EdTPA submission/scoring fees, which range from $300-400. Block Leaders will help Teacher-Candidates specifically prepare to submit their EdTPA portfolios during the student teaching seminar in their final semester of the program.

EdTPA submission and reporting dates can be found at this webpage: [https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html](https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html). Teacher-Candidates need to make sure they have enough time to submit and get scores back before the end of the semester so that their credentials can be processed on time. The following is a suggested timeline for EdTPA submission – Block Leaders will fill in the dates in the left column:

<table>
<thead>
<tr>
<th>Complete By:</th>
<th>EdTPA Deadlines</th>
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<tbody>
<tr>
<td>-Read EdTPA Handbook (especially rubrics)</td>
<td></td>
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<tr>
<td>-Read “Making Good Choices”</td>
<td></td>
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<tr>
<td>-Read “Understanding Rubric Learning Progressions”</td>
<td></td>
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<tr>
<td>-Read “Getting Started” webpage</td>
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<tr>
<td>-Distribute and collect parent permission slips (maintain roster)</td>
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<tr>
<td>-Learn about your school, students, and curriculum</td>
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<tr>
<td>-Complete Context for Learning</td>
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<tr>
<td>-Determine learning segment focus and window</td>
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<tr>
<td>-Scan and upload class roster with permission slips (as one doc) to TaskStream in Authenticity &amp; Authorization forum and “sign” to verify authenticity and provide authorization for future use</td>
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<tr>
<td>-Start Task 1 (lesson plans)</td>
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<tr>
<td>-Complete Task 1 (lesson plans and commentary); Revise commentary as needed.</td>
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<tr>
<td>-Complete Task 2: Teach and videotape learning segment and review footage immediately afterwards to select clip(s). Retape if necessary.</td>
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</tr>
<tr>
<td>-Complete Task 2 commentary</td>
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<tr>
<td>-Complete Task 3: Administer assessment, analyze results, provide feedback to students, and provide structured opportunities for revision.</td>
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<tr>
<td>-Complete Task 3 commentary</td>
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<tr>
<td>-Revise commentaries for Tasks 2 &amp; 3. Ensure page limits are not exceeded. Revise if necessary.</td>
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<tr>
<td>Multiple Subject Teacher-Candidates only – Complete Task 4. Please follow the checklist/timeline provided by the EdTPA Coordinator and Math Methods instructor. Multiple Subject Teacher-Candidates must submit Task 4 along with Tasks 1-3 by the Hard Deadline.</td>
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<tr>
<td>-Review each rubric. Revise work and edit as needed.</td>
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<tr>
<td>-Revisit handbook and make sure your EdTPA adheres to formatting guidelines. Revise as needed.</td>
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<tr>
<td>-Get ready to upload videos and all supporting documents to TaskStream.</td>
<td></td>
</tr>
<tr>
<td>SOFT DEADLINE: (This is at least five days before the</td>
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</table>
due date; Leave plenty of time to transfer documents as this can take several days especially during the spring semester.)
-Upload EdTPA to TaskStream, review work, then transfer to Pearson.
-Upload to Pearson and review one last time. Submit when ready.
-Return to TaskStream and submit EdTPA.

**HARD DEADLINE:** ___________ by 11:59pm

**GET EDTPA SCORES on ____________**

The following is a checklist for submitting EdTPA to Taskstream and Pearson – Block Leaders may update and/or adjust:

**STEP ONE: Register for Pearson.**
- Enter the last 5 digits of SSN.
- Select the assessment, choose "national" version.
- Select San Diego State University when asked which program.
  - This ensures we get your scores to process your credential.
- When asked if EdTPA is a program requirement, state license requirement, or both, select BOTH.
  - This way your scores are sent to both SDSU and CCTC.
- If you are planning to teach in another state (e.g., NY, Washington, Georgia, Ohio, Minnesota, Iowa), you can select to have your scores sent to that state if it's listed as a state that currently requires EdTPA for credentialing.
- Go to the bottom portion to enter Visa or Mastercard or PayPal information to pay the balance.
- Registration needs to be done before submission.
- When you get to submitting the EdTPA, be sure to identify that you are transferring your portfolio from TaskStream to Pearson (and not loading directly into Pearson site).
- When you sign up for Pearson and you hit the "Next" button after you purchase the EdTPA, choose the Platform Provider option and you should receive a key code. If you already paid and you do not have the right eportfolio head to "My account", then hit "Current Registrations." Then on the left hand side there will be a section that says "Managing EdTPA" Portfolio, then it will ask you to accept or acknowledge the information. Make sure it is the EdTPA Platform Provider.

**STEP TWO: Submit to Taskstream.**
- Do not use any identifying information in file names or within documents. Remove student names, school names, city names or your own name.
- Upload to TaskStream all scanned permission slips with class roster while completing the Authorization & Authenticity drf.
- Upload all artifacts and commentaries to TaskStream and save in EdTPA drf (see evidence chart in handbook for formatting requirements.) Do NOT submit yet.
- Transfer all of EdTPA drf from TaskStream to Pearson EdTPA* website via the scores/results tab. Start this process at least 5 days before final submission deadline. Transfer may take anywhere from 2 hours to 5 days.
☐ Complete a final check on Pearson site -- once files are uploaded, open videos and docs to ensure the transfer was complete and successful. Follow prompts and attestation requirements to proceed. (You will need your Pearson password.)

☐ When everything looks the way you want the scorers to see it -- Submit for scoring via Pearson.

☐ Once Pearson submission is complete, return to TaskStream & submit work there as well. You cannot receive a "pass" score from SDSU once Pearson returns scores to us, and we cannot process your credential unless you complete this step.

**Late Submission Policy**

Teacher-Candidates who do not submit the EdTPA by the deadline will receive an Incomplete in ED 970 and risk a delay in the processing of their credentials. Priority will be given to Teacher-Candidates who submit their EdTPA on time. Also, it has been the case that the longer Teacher-Candidates delay their EdTPA, the less likely they will finish it at all.

That stated, there are several valid reasons why Teacher-Candidates my need to delay their EdTPA submission. These reasons include but are not limited to:

- Family emergency
- Medical emergency (substantiated by a doctor’s notice)
- Need for learner accommodations - an Authorized Academic Accommodations form needs to be provided to the Block Leader and/or seminar instructor outlining the required accommodations prior to the deadline). See the following website for more information: [http://www.sa.sdsu.edu/sds/sds-main/prospective-apply.html](http://www.sa.sdsu.edu/sds/sds-main/prospective-apply.html)
- School site issues beyond the control of the Teacher-Candidates

In these cases, Teacher-Candidates must make a written request to the Block Leader for an extension prior to the deadline. Approval for the extension will be provided in writing.

**Acceptable vs. Unacceptable Support**

EdTPA is a high stakes assessment. Teacher-Candidates have been supported through the program with feedback, practice opportunities, etc. They can apply everything they learned to the completion of the EdTPA. Teacher-Candidates must complete the EdTPA by themselves. That stated there are ways in which mentors (e.g. instructors, Block Leaders, University Supervisors, and Guide Teachers) can support their Teacher-Candidates while working on the EdTPA. These acceptable conditions are described below:

- Teacher-Candidates with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations. For applying directly to Pearson for accommodations, click [here](http://www.sa.sdsu.edu/sds/sds-main/prospective-apply.html).
- Teacher-Candidates who routinely receive support from a writing center or writing tutor may also receive support while drafting EdTPA submission materials, but support must not include direct edits or advice related to the content of the submission.
• Mentors may paraphrase or answer questions about the content of a handbook prompt, rubric, direction, or support document such as “Making Good Choices” to clarify what the prompt or direction is requesting.
• Mentors may ask probing questions about Teacher-Candidates’ draft EdTPA responses or video-recordings, without providing direct edits of the Teacher-Candidate’s writing or providing Teacher-Candidates with specific answers to EdTPA prompts.
• Mentors may provide references to relevant articles or sections of a text to address questions about effective teaching strategies.
• On school sites where Teacher-Candidates are unable to access the IEP, Guide Teachers may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by School Site Administrators.
• Mentors can flag instances where identifying information still needs to be removed from an EdTPA draft to ensure confidentiality.
• Mentors may assist Teacher-Candidates in understanding how to use the electronic platforms for models/programs.
• Mentors may arrange technical assistance for the video portion of the EdTPA.

Teacher-Candidates must adhere to the cheating/plagiarism policies while completing the EdTPA. The following are unacceptable forms of support:
• Telling a Teacher-Candidate what to write (anything beyond general directions).
• Offering recommendations for specific instructional and assessment strategies in response to knowledge or a description of the Teacher-Candidate’s students.
• Editing a Teacher-Candidate’s EdTPA drafts prior to submission.
• Offering critique of Teacher-Candidates’ EdTPA drafts prior to submission for official scoring that provides specific, alternative responses.
• Telling Teacher-Candidates which video clips or work samples to select for submission.
• Uploading Teacher-Candidates’ EdTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for Teacher-Candidates.

Any infraction will result in the Teacher-Candidates’ EdTPA being invalid. Teacher-Candidates must be knowledgeable about the unacceptable support guidelines and inform their mentors. In addition, infractions will subject Teacher-Candidates to the same consequences as those Teacher-Candidates who violate the cheating/plagiarism policy.

**Process for Re-Taking the EdTPA**
The School of Teacher Education has a high pass rate for the EdTPA; at least 95% of our credential students pass the EdTPA. This is far above the national pass rate of about 75%. However, some Teacher-Candidates do not pass. These Teacher-Candidates will receive a No Credit in ED 970. Teacher-Candidates who do not pass part of the EdTPA will also receive an Incomplete in ED970.
Teacher-Candidates who do not meet the passing standards for the EdTPA, but are in “good standing” in the program as determined by Block Leaders and EdTPA Coordinator, may be given the opportunity to re-take and submit a new EdTPA. Good standing means the following:

- Teacher-Candidates have at least a 3.0 GPA.
- Teacher-Candidates have earned a C-grade or above or Credit in all courses.
- Teacher-Candidates have excellent student teaching evaluation reports.
- Teacher-Candidates have positive attitudes and dispositions.

Basically, the School of Teacher Education recognizes that there are varying valid reasons why some Teacher-Candidates may not pass; in cases where Teacher-Candidates are in good standing, the School of Teacher Education via the EdTPA Coordinator may offer these Teacher-Candidates another opportunity to pass the EdTPA.

Teacher-Candidates who have not met all the criteria necessary to successfully complete the credential program and therefore are not in good standing or Teacher-Candidates who have been removed from the credential program will not be eligible to go through the re-take process. In these cases, the EdTPA is one of several reasons why they are not getting a credential. These Teacher-Candidates must petition the EdTPA Coordinator and the Admissions and Retention Committee and explain their situation and strategies to resolve the missing criteria. They need to provide evidence to demonstrate the completion of program criteria and verification of their good standing in the program. The EdTPA Coordinator and the Admission and Retention Committee will make decisions on such cases on a case-by-case basis. There is no guarantee that any Teacher-Candidate will be given an opportunity to re-take. Such decisions will depend on the circumstances, details, and contexts of each case. If Teacher-Candidates are given permission to re-take the EdTPA, the EdTPA Coordinator will notify the Teacher-Candidates, Director(s), and Block Leader in writing.

At the end of each semester, the EdTPA Coordinator sets due dates by which re-take tasks must be completed. For Teacher-Candidates who have the privilege of re-taking the EdTPA, the process is as follows:

- The EdTPA Coordinator will contact Teacher-Candidates and will determine the process for each Teacher-Candidate. The EdTPA Coordinator, with input from Block Leaders, will determine which Tasks should be re-done. In most cases, Teacher-Candidates should re-take all the EdTPA Tasks.
- The EdTPA Coordinator will explain the re-take procedures.
- The EdTPA Coordinator will coordinate coaching for the Teacher-Candidate and introduce the coaches to the Teacher-Candidates.
- Teacher-Candidates must enroll in the EdTPA Coaching Course through SDSU’s Continuing Education Department. Teacher-Candidates need to pay for these coaching services.
- Teacher-Candidates must arrange a meeting and then meet with their coaches.
- Coaches will review Teacher-Candidates’ previous submission and provide feedback, describing strengths and areas of improvement. Coaches will also answer any questions or concerns as long as the acceptable support guidelines
are followed.
• Teacher-Candidates need to secure a classroom to complete their re-takes. In most cases, Teacher-Candidates use their previous student teaching placements; in these cases, they do not need to collect permissions forms unless there are new students in the class and they can use and update the same Context for Learning form.
• Teacher-Candidates complete and submit their EdTPAs. They cannot just revise their previous submissions. They need to submit entirely new submissions and pay the required fees.

Candidates who pass their re-takes will receive Credit in ED 970 and their credential paperwork will be processed. If they do not pass the re-take, they will receive a No Credit in ED 970. It is rare for Teacher-Candidates re-take the EdTPA for a third time; but in these cases, Teacher-Candidates must follow the same steps outlined in this section, if they are given permission to re-take.
STUDENT ORGANIZATIONS

Student Organizations
Teacher-Candidates should consider joining student organizations. The School of Teacher Education offers several opportunities for Teacher-Candidates to gain and practice leadership skills, to network with local and professional community members, to meet new friends, and to have fun! Teacher-Candidates can join as many student organizations as they’d like. Having professional memberships and professional experiences are great ways to add professional service to their resumes.

Aztecs for Education (AFE)
Aztecs for Education is a group created by Teacher-Candidates to serve Teacher-Candidates. Their Mission Statement is as follows: Aztecs for Education is a supportive network of teacher candidates whose aim is to make a difference in the community through outreach programs and gain valuable experiences that will help us be effective teachers and learners. We Teach, Learn and Care. Aztecs for Education is a Recognized Student Organization (RSO) as per SDSU Associated Students (AS). All College of Education students are invited to join and/or participate in AFE activities. AFE activities include but are not limited to: school site literacy celebrations, speaker events/professional development, #NerdyNights (e.g. museum field trips, etc.), book clubs, rummage sales, Winter Formal/Social, community events, etc.

Email: teachlearncaresdsu@gmail.com
Facebook: Aztecs For Education
Twitter: @SDSUAztecs4Ed
Faculty Advisor: Dr. Virginia Loh-Hagan (vloh-hagan@mail.sdsu.edu)

College of Education – Student Council (COESC)
The College of Education Student Council (COESC) is part of the Associated Students (AS). It funnels information from all corners of the University to its members. It also provides students associated with the College of Education a chance to voice concerns or questions relating to the university or college. COESC also brings all education-related student organizations together so students may better understand and participate in all the College of Education has to provide. The College of Education Student Council (COESC) is composed of students interested in being involved with the College of Education and the larger University community. Any San Diego State student is welcome to join!

Phone: (619) 594-6320
Facebook: Coesc Sdsu
Instagram: COE.SDSU
Faculty Advisor: Dr. Patricia Lozada-Santone (plozadas@mail.sdsu.edu)
Kappa Delta Pi International Honor Society
Kappa Delta Pi was established as a national society in 1911. The San Diego chapter, Alpha Sigma, was formed in 1927. It is the purpose of Kappa Delta Pi to promote excellence in and recognize outstanding contributions to education. It endeavors to maintain a high degree of professional fellowship among its members, support professional growth, and honor achievement in educational work. To these ends it invites to membership persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship.

Teacher-Candidates are invited to join the Kappa Delta Pi Honor Society or teachers. Requirements for membership include worthy educational ideals, intention to continue in the field of education, professionalism, and leadership attributes, an undergraduate GPA of 3.0 or a graduate level GPA of 3.25. Applicants for membership must be, working for certification in an educational field or be enrolled in graduate programs in the College of Education. Admission to membership is in the spring semester of each year. Applications are made in February with initiation in March or April. Among the society’s activities are chapter meetings, projects related to the teaching profession (e.g., support for new teachers), community service, and participation in SDSU activities supporting teacher training.

Faculty Advisor: Dr. Patricia Lozada-Santone (plozadas@mail.sdsu.edu)

Student California Teacher’s Association (SCTA)
The Student California Teacher's Association (SCTA) is the student chapter of California Teacher’s Association, which is a professional union for California teachers. SCTA strives to inspire and foster exemplary future leaders in education. SCTA members believe in developing qualified, skilled and passionate future educators prepared to address evolving challenges in the profession. They believe political action is a way to be proactive and informed to gain a personal understanding of the issues that concern the teaching profession in order to publicly influence positive change. They believe community service helps future educators develop, foster and improve the community and creates positive relationships. They believe in supporting a diverse membership and working together to promote a public education system that values the diversity of California.

Membership is open to teaching credential candidates. SCTA provides its members with a $1,000,000 liability insurance which helps protects Teacher-Candidates while completing their clinical practice experiences. SCTA also provides information and resources for employment opportunities and skills.

Email: scta.sdsu@gmail.com
Websites: http://www.cta.prg/membership/scta/
Phone: (619) 594-6320
Facebook: SCTA SDSU
Faculty Advisor: Dr. Patricia Lozada-Santone (plozadas@mail.sdsu.edu)
**Professional Organizations**

Teacher-Candidates should also research and join professional organizations in their content areas. These professional organizations usually host annual conferences and other professional development opportunities. They send journals to their members on a regular basis. They’re great ways for Teacher-Candidates to stay relevant and current in their field. Enrolled students can join these professional organizations at reduced fees. As such, Teacher-Candidates should join several and decide which ones they like the best. The following chart provides examples of some professional organizations:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>• Association of Literacy Educators and Researchers</td>
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<td></td>
<td>• California Reading Association</td>
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<tr>
<td></td>
<td>• Greater San Diego Reading Association</td>
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<tr>
<td></td>
<td>• International Literacy Association</td>
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<tr>
<td>English</td>
<td>• California Association of Teachers of English</td>
</tr>
<tr>
<td></td>
<td>• National Council for Teachers of English</td>
</tr>
<tr>
<td></td>
<td>• National Writing Project</td>
</tr>
<tr>
<td></td>
<td>• San Diego Area Writing Project</td>
</tr>
<tr>
<td>Math</td>
<td>• Association of Mathematics Teacher Educators</td>
</tr>
<tr>
<td></td>
<td>• Greater San Diego Math Council</td>
</tr>
<tr>
<td></td>
<td>• National Council of Teachers of Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>• Association of Science Teacher Education</td>
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<tr>
<td></td>
<td>• National Science Teachers Association</td>
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<tr>
<td>Social Studies</td>
<td>• Association of Teachers of Social Studies</td>
</tr>
<tr>
<td></td>
<td>• National Council for Geographic Education</td>
</tr>
<tr>
<td></td>
<td>• National Council for the Social Studies</td>
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<tr>
<td>Technology</td>
<td>• Computer-Using Teachers</td>
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<td></td>
<td>• EduCause</td>
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<td></td>
<td>• International Association for K-12 Online Learning</td>
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<td></td>
<td>• International Society for Technology in Education</td>
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<td></td>
<td>• San Diego Computer-Using Teachers</td>
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<tr>
<td>VAPA</td>
<td>• Arts Education Partnership</td>
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<td></td>
<td>• California Art Education Association</td>
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<td></td>
<td>• California Association for Music Education</td>
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<tr>
<td></td>
<td>• National Art Education Association</td>
</tr>
<tr>
<td>Education</td>
<td>• American Educational Research Association</td>
</tr>
<tr>
<td></td>
<td>• Association for Supervision and Curriculum Development</td>
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<tr>
<td></td>
<td>• National Middle School Association</td>
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</tbody>
</table>
AWARDS AND CELEBRATIONS

Phil Halfaker Memorial Award – Outstanding Student Teacher Award
Dr. Phil Halfaker was a beloved, respected, and admired professor of education at SDSU from 1962 until his death in 1984. To honor Dr. Halfaker, the Philip Halfaker Memorial Award was established to recognize outstanding Teacher-Candidate, or rather, Student Teachers, in the School of Teacher Education. At the end of each academic year, one Teacher-Candidate from each of the blocks is recommended to receive this prestigious award. The award is given to deserving students who are outstanding in student teaching performance, professionalism, and GPA. Teacher-Candidates are nominated by Block Leaders, faculty members, and cohort peers. They and may be asked to submit materials for consideration. Each award recipient has his or her name engraved on the Phil Halfaker plaque and is honored at Graduation Commencement Reception.

Exemplary Guide Teacher Awards
Each year, San Diego State University’s School of Teacher Education partners with over 250 Guide Teachers in San Diego County. These Guide Teachers demonstrate great skill in teaching K-12 students while sharing their expertise, time, and students with Teacher-Candidates. SDSU’s School of Teacher Education and College of Education recognize exemplary Guide Teachers for their exceptional service. Exemplary Guide Teachers are nominated by their Teacher-Candidates and corroborated by University Supervisors. Nominations should reflect Guide Teachers who exemplify the following criteria:
• Creates and maintains effective learning environments for Teacher-Candidates’ growth and development as a teacher and a professional
• Possesses and nurtures strong content and pedagogical skills
• Possesses positive professional dispositions
• Supports Teacher-Candidates in promoting student engagement
• Supports Teacher-Candidates in planning instruction and designing effective learning experiences for all learners in alignment with SDSU methods courses
• Supports Teacher-Candidates in assessing students’ learning

The selection process typically occurs in April. The process is as follows:
1. Teacher-Candidates complete nomination forms and submit them to their Block Leaders by the deadline.
2. Each Block Leader collects additional data from Supervisors and School Site Administrators.
3. Each Block Leader ranks and selects the finalist for his/her block.
4. Block Leaders will notify honorees and invite them to the Graduation Commencement Reception.

Each Exemplary Guide Teacher receives a trophy as a representation of their exemplary service to our program.
Graduation Commencement Reception
During the week of Commencement, the School of Teacher Education hosts a Graduation Commencement Reception to honor all the graduates in our programs including the credential programs and the Master's programs. Various awards and program highlights are announced at this event. In addition, light refreshments and cake are served. This is a great time for Teacher-Candidates to celebrate their accomplishments with their families, friends, and university mentors.
RESOURCES

Student Services
A complete list of all academic support services is available on the [Academic Success](https://www.sdsu.edu/student-affairs) website.

- For help with improving your writing ability, the staff at the SDSU [Writing Center](https://www.sdsu.edu/writing-center) is available in person and online.
- [Counseling and Psychological Services](https://www.sdsu.edu/student-affairs/counseling) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting (619) 594-5220. You can also Live Chat with a counselor [http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx](http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx) between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Students with Disabilities
In accordance with the Americans with Disabilities Act (ADA), SDSU is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations.

Teacher-Candidates must notify their instructors as soon as possible so that reasonable accommodation efforts can be made. If Teacher-Candidates expect accommodation through the Act, it is their responsibility to contact the Student Disability Services Office ([http://www.sa.sdsu.edu/dss/dss_home.html](http://www.sa.sdsu.edu/dss/dss_home.html)) at (619) 594-6473. To avoid any delay in the receipt of accommodations, Teacher-Candidates must contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until Teacher-Candidates have presented their instructors with an accommodation letter from Student Disability Services.

DACA Students
SDSU is committed to providing a safe and welcoming campus environment for all students, faculty and staff. This is especially pertinent to undocumented and DACA students. Assistant Deans for Student Affairs and Educational Opportunity Program (EOP) counselors are trained to provide guidance to undocumented and DACA students. Teacher-Candidates who are DACA students can call [619-594-6298](tel:619-594-6298) or email [eopappt@mail.sdsu.edu](mailto:eopappt@mail.sdsu.edu) to schedule an appointment with EOP.

This is the message from the CSU Chancellor’s Office: “The CSU has affirmed its commitment to ‘protecting access, affordability, intellectual freedom, inclusivity, and diversity for all students . . . including supporting DACA students.’ Discrimination, harassment, or retaliation against students, faculty, and staff on the basis of race, religion, gender, sexuality, disability, nationality, immigration status and other categories of identity is prohibited. If you have concerns about your status at the university, please
visit [http://studentaffairs.sdsu.edu/EOP/](http://studentaffairs.sdsu.edu/EOP/) for information or contact the Dean of Students or the Assistant Dean for Student Affairs in your College.”

**Self-Managed Placement File and Career Services**

Teacher-Candidates establish and maintain their own self-managed career placement file. It is wise to begin preparing this file during the first student teaching assignment or at the beginning of the second semester of student teaching. This file may include letters of recommendation, student teaching evaluation reports, transcripts, and other relevant documents for employment purposes. Many districts are only accepting applications for teaching positions via the Internet. SDSU Career Services staff members, located in the Student Services Building, Room 1200, provide assistance in developing a self-managed placement file and an online resume to connect you with school districts. Career Services also sponsors an Education Career Fair each year where Teacher-Candidates can learn more about districts and the potential openings for employment. Check the Career Services website for these and other resources for launching a teaching career: [http://career.sdsu.edu](http://career.sdsu.edu).


# APPENDIX A: TEACHER PERFORMANCE EXPECTATIONS

## TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

## TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

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

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

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

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

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
### TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

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

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

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

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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

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

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

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

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

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

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

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   - appropriate use of instructional technology, including assistive technology;
   - applying principles of UDL and MTSS;
   - use of developmentally, linguistically, and culturally appropriate learning activities,
   - instructional materials, and resources for all students, including the full range of English learners;
   - appropriate modifications for students with disabilities in the general education classroom;
   - opportunities for students to support each other in learning; and
   - use of community resources and services as applicable.

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

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

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

<table>
<thead>
<tr>
<th>TPE 5: Assessing Student Learning</th>
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<tbody>
<tr>
<td>1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</td>
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<tr>
<td>2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</td>
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<td>3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</td>
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<td>4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</td>
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<tr>
<td>5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</td>
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<td>6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</td>
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<tr>
<td>7. Interpret ELs’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</td>
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<tr>
<td>8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</td>
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<thead>
<tr>
<th>TPE 6: Developing as a Professional Educator</th>
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<tbody>
<tr>
<td>1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
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<tr>
<td>2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</td>
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<tr>
<td>3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</td>
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<tr>
<td>4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</td>
</tr>
<tr>
<td>5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
<tr>
<td>6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</td>
</tr>
<tr>
<td>7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</td>
</tr>
</tbody>
</table>
# APPENDIX B: ABSENCE APPROVAL FORM

**TO:** SDSU Teacher-Candidates and School Site Partners  
**FROM:** Dr. Virginia Loh-Hagan ([vloh-hagan@mail.sdsu.edu](mailto:vloh-hagan@mail.sdsu.edu))  
Clinical Practice Experiences Coordinator, EBA 255F  
**RE:** Absence Approval Form from Student Teaching

Teacher-Candidates should read and review the section entitled “Attendance and Absences” in the Handbook. Absences should be avoided but in the case of unavoidable situations, Teacher-Candidates must complete this form if they miss or will miss any student teaching days. Submit to Dr. Loh-Hagan in EBA 255F.

<table>
<thead>
<tr>
<th>Date of Form Completion: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences to Date: _________________________________</td>
</tr>
<tr>
<td>Date(s) of Absence(s): ______________________________</td>
</tr>
<tr>
<td>Hours of Missed Student Teaching: ____________________</td>
</tr>
<tr>
<td>Reason for Absence(s): ______________________________</td>
</tr>
</tbody>
</table>

Plan for Making Up Missed Student Teaching Hours:

Teacher-Candidate Signature: ________________________________

Guide Teacher Signature: ________________________________

University Supervisor Signature: ________________________________

- [ ] The absence is excused.  
- [ ] The absence is unexcused.  
- [ ] Other: ________________________________

Block Leader Signature: ________________________________  
Date: __________________

For more information read the School of Teacher Education’s Credential Program handbook which can be accessed at: [http://go.sdsu.edu/education/site/current_credentials.aspx](http://go.sdsu.edu/education/site/current_credentials.aspx)
### APPENDIX C: STUDENT TEACHING FORMS

#### Student Teaching Professional Growth Assessment

**Year:** 20□ Fall □ Spring □ Summer

**Student Teaching:** □ I □ II □ Progress Report □ Final Report

**Student Teacher:** ____________________________________________

**Red ID#** __________________

**Report Completed by:** ____________________________________________

**Subject Authorization(s):** □ Multiple □ Single (specify): ____________

**Guide Teacher:** ___________________________ University Supervisor: ______________________

**District:** ______________________ **School:** ______________________

**Grade/Level(s):** _______ **Class Size(s):** __________

**Special Populations included in class:** □ English Language Learners □ Special Education □ Gifted and Talented

**Student teacher attended regularly:** □ Student teacher was punctual □

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**Directions:** Complete all information above. On the rubric below, place an X in the appropriate box, assessing each of the qualities listed. Please refer to the inventory of Indicators and Evidence, Standards and Expectations of Competence for Teacher Performance. **

**NOT OBSERVED (NO)** insert an asterisk (*) in the column next to the pertinent quality not observed. In the narrative box, insert an asterisk for each category not observed, followed by an explanation of why the quality(-ies) was (were) not observed.

**NEEDS SPECIAL ATTENTION (SA)** means the student teacher shows a decided weakness or lack in a given area, which in turn could have an adverse effect on the students with whom the student teacher has been teaching.

**DEVELOPING COMPETENCE (DC)** means the student teacher is aware of the standards, expectations and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and showing evidence of some of the quality indicators, is willing and able to make improvements.

**APPROACHING COMPETENCE (AP)** means the student teacher evidences many of the quality indicators.

**ACHIEVING COMPETENCE (AC)** means the student teacher evidences most of the quality indicators at a level expected of an advanced student teacher.

---

<table>
<thead>
<tr>
<th>TPE 1: Engaging and Supporting All Students in Learning</th>
<th>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(RC) Culturally relevant connections</td>
<td>(S) Thoughtful sequencing</td>
</tr>
<tr>
<td>(SS) Student to student interactions</td>
<td>(Pa) Pacing</td>
</tr>
<tr>
<td>(PE) Peer-feedback</td>
<td></td>
</tr>
<tr>
<td>(MP) High degree of student participation</td>
<td></td>
</tr>
<tr>
<td>(SU) SDAIE/UDL</td>
<td></td>
</tr>
<tr>
<td>(PF) Positive feedback during instruction</td>
<td></td>
</tr>
<tr>
<td>(TMo) Teachable moments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TPE 2: Creating and Maintaining Effective Environments for Student Learning</strong></td>
<td><strong>TPE 5: Assessing Student Learning</strong></td>
</tr>
<tr>
<td>(RA) Rapport</td>
<td>(AQ) Checks for understanding</td>
</tr>
<tr>
<td>(PL) Positive language</td>
<td>(SSR) Students guided to self-reflect</td>
</tr>
<tr>
<td>(RP) Restorative practices</td>
<td></td>
</tr>
<tr>
<td>(BE) Behavior expectations / transitions</td>
<td>(TF) Timely and constructive feedback</td>
</tr>
<tr>
<td></td>
<td>Organize Student Data</td>
</tr>
<tr>
<td></td>
<td>Use data to plan future lessons</td>
</tr>
<tr>
<td></td>
<td>Use data to differentiate</td>
</tr>
<tr>
<td><strong>TPE 3: Understanding and Organizing Subject Matter for Student Learning</strong></td>
<td><strong>TPE 6: Developing as a Professional Educator</strong></td>
</tr>
<tr>
<td>(BSR) Builds on students’ responses</td>
<td>Responds to feedback</td>
</tr>
<tr>
<td>(Mo) Models</td>
<td>Self-evaluates</td>
</tr>
<tr>
<td>(Te) Uses technology</td>
<td>Collaborates well with teachers and administrators</td>
</tr>
<tr>
<td>(AL) Attends to academic language</td>
<td>Communicates effectively with parents/guardians</td>
</tr>
<tr>
<td></td>
<td>Plans and teaches with guide teacher</td>
</tr>
</tbody>
</table>

---

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Use space below for comments on strengths and/or suggestions for growth

Guide Teacher Signature ___________________________ Date ______________
University Supervisor Signature ___________________________ Date ______________
Student Teacher Signature ___________________________ Date ______________

Mark ☐ to indicate Student Teacher’s Professional Growth Plan (optional) or Summary (Required for ST II Final Report) is attached.

Copies distributed: ☐ Student Teacher ☐ Guide Teacher ☐ University Supervisor ☐ Team Leader ☐ STE
Professional Growth Plan: Form for Struggling Teacher-Candidates

Year: 20__  Semester: ☐ Fall ☐ Spring ☐ Summer  Student Teaching: ☐ I ☐ II  ☐ Progress Report  ☐ Final Report

Student Teacher: ___________________________________________________  Red ID# ______________________
Report Completed by: ___________________________________________________
Subject Authorization(s):  ☐ Multiple  ☐ Single (specify): ______________________________
Guide Teacher: ___________________________________________________  University Supervisor: ________________
District: ______________________  School: ______________________  Grade/Level(s): _______  Class Size(s): _______
Special Populations included in class:  ☐ English Language Learners

Refer to the TPEs in preparing this plan.* The following Professional Growth Plan is written individually or in collaboration with the Credential Candidate and support providers including the University Supervisor and Guide Teacher/s. The purpose of this summary is to continue to advance the professional growth occurring in the SB 2042 Teacher Credential Program at San Diego State University as the Credential Candidate moves toward completing the SDSU Teacher Credential Program and obtaining a Preliminary Teaching Credential.

1. **Strengths and Highlights of the Student Teaching Experience:** Describe 3 TPEs that demonstrate strengths.

   [Space for description]

2. **Opportunities for Professional Growth:** Describe 3 TPEs that demonstrate areas of growth.

   [Space for description]

3. **Plan for Accomplishment:** Describe a specific course of action and time to achieve the professional growth.

   [Space for description]

Student Teacher Signature________________________________________________________________________ Date ____________
Guide Teacher Signature________________________________________________________________________ Date ____________
University Supervisor Signature__________________________________________________________________ Date ____________
Copies distributed:  ☐ Student Teacher  ☐ Guide Teacher  ☐ University Supervisor  ☐ Team Leader  ☐ STE

*California Commission on Teacher Credentialing. SB2042. Refer to the California Standards for the Teaching Profession (CSTP), the Teaching Performance Expectations (TPEs), and the Inventory of Indicators and Evidence (SDSU) located on CCTC and SDSU websites.

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APPENDIX D:
SUBSTITUTE TEACHING APPROVAL FORM

TO: SDSU Teacher-Candidates and School Site Partners
FROM: Dr. Virginia Loh-Hagan (vloh-hagan@mail.sdsu.edu)
Clinical Practice Experiences Coordinator, EBA 255F
RE: Substitute Teaching During Student Teaching Approval Form

Teacher-Candidate Name: ______________________________________
Student Teaching School Site: ____________________________________

This Teacher-Candidate is requesting permission to substitute teach at his/her Student Teaching school site. The following conditions must be met:

- Teacher-Candidate has a valid Emergency 30-Day Substitute Permit.
- Teacher-Candidate is registered in the district’s substitute teacher pool.
- Teacher-Candidate has approval from his/her School Site Administrator. The School Site Administrator is responsible for ensuring that all CCTC, district, and collective bargaining policy requirements regarding such employment are followed.
  - School Site Administrator Signature: ____________________________
- Teacher-Candidate will only sub for assigned Guide Teacher.
  - Guide Teacher Signature: _________________________________
- Teacher-Candidate does not miss his/her student teaching assignment or SDSU classes.
- Teacher-Candidate may not exceed a total of five days of subbing during the semester.
- Teacher-Candidate has approval from his/her Block Leader. (Any exceptions to these conditions must be approved in advance by the Block Leader.)
  - Block Leader Signature: _________________________________

Teacher-Candidate Signature: _________________________________

Block Leader: Please record any approved exceptions in the space below:

Block Leader: _________________________________

For more information regarding Substitute Teaching Employment, please read the School of Teacher Education’s Credential Program handbook which can be accessed at: http://go.sdsu.edu/education/ste/current_credentials.aspx
Permission Form Allowing SDSU to Collect and Use Course and Program Assessments

Teacher-Candidate’s Name: ________________________________

Red ID: _______________________

Circle One: Multiple Subject or Single Subjects

Block Name: ________________________________

Year/s in Program: ________________________________

I give permission to the School of Teacher Education to collect and retain copies of work samples and documents that I have completed as a Teacher-Candidate in the credential program. These documents include but are not limited to:

- ESAs (Embedded Signature Assessments)
- Course Assignments
- EdTPA Teaching Event (Note: Teacher-Candidates must also sign off on the EdTPA Authorization Form when submitting their Teaching Event.)
- Online Discussion Board Postings

These documents may be copied, collected and used for scoring, research, program improvement or instructional purposes. I understand that if my assessment/course documents/materials are used for any of these purposes, my identity will be removed, protecting my anonymity.

Teacher-Candidate Signature: ________________________________

Date: ________________________________
Date: _________________________________

Dear Parent/Guardian:

This semester, your child’s class is working with Mr./Ms. _______________________________, a Teacher-Candidate from the School of Teacher Education at San Diego State University. All Teacher-Candidates are required to complete a Teacher Performance Assessment and various other tasks as part of their student teaching experience. These assessments may require Teacher-Candidates to film themselves teaching lessons. Although these video clips will show both the Teacher-Candidate and various students, the main focus is on the Teacher-Candidate’s instruction, not on the students in the class. Teacher-Candidates may also need to collect samples of student work as evidence of learning. San Diego State University faculty members will only use the video clips and work samples for Teacher-Candidate evaluation and program improvement purposes. Student names will be removed from all submitted materials and all materials will be kept confidential. Please complete and return this form to document your permission for these activities. If you have any questions, please contact the SDSU credential program leader.

Sincerely,

Block Leader: ________________________
Email: ______________________________

=================================================================

PERMISSION FORM

Student’s Name: ________________________________________________
School Site: ____________________________________________________
Teacher’s Name: ________________________________________________
Parent’s Signature: _____________________________________________

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APPENDIX G:
MEDIA RELEASE FORM

I understand that SDSU partakes in a variety of promotional endeavors. I hereby grant permission to the rights of my image, likeness and sound of my voice as recorded on audio or video tape without payment or any other consideration. I understand that my image may be edited, copied, exhibited, published or distributed and waive the right to inspect or approve the finished product wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of my image or recording. I also understand that this material may be used in diverse educational settings within an unrestricted geographic area.

Photographic, audio or video recordings may be used for the following purposes (but is not limited to): conference presentations, educational presentations or courses, informational presentations, educational videos, promotion via social media, website, promotional materials, etc.

By signing this release I understand this permission signifies that photographic, audio, or video recordings of me may be electronically displayed via the Internet or in the public educational setting.

There is no time limit on the validity of this release nor is there any geographic limitation on where these materials may be distributed.

By signing this form I acknowledge that I have completely read and fully understand the above release. I hereby release any and all claims against any person or organization utilizing this material for educational and professional purposes.

Full Name (Print Clearly): ____________________________________________

Block: ____________________________________________________________

Address: ___________________________________________________________________

________________________________________________________________________

Phone: __________________________

Email Address: _______________________________________________________

Signature: __________________________________________________________________

Date: ___________________________
APPENDIX H:
CONFIRMATION OF RECEIPT AND REVIEW OF HANDBOOK

My signature below certifies that I have received and carefully read this Handbook. I acknowledge that I am responsible for the content in this Handbook.

Name (print): _____________________________________________

Signature: ______________________________________________

Date: _________________________________________________

Block: ________________________________________________