

GUIDE TEACHER HANDBOOK

2017-2018

DUAL LANGUAGE AND ENGLISH LEARNER DEPARTMENT



**SAN DIEGO STATE
UNIVERSITY**

Leadership Starts Here

WELCOME AND OVERVIEW

Thank you for your time and most valued assistance to our Teacher Candidates. The faculty of the Dual Language and English Learner Department (DLE) appreciates and recognizes the extremely important roles of the elementary and secondary school Guide teachers and administrative staff in any training program for those aspiring to be credentialed in the teaching profession. Practical school experience is a critical segment of the teacher-training program.

This Guide Teacher handbook describes the responsibilities and roles of Guide Teachers, as well as those of University Supervisors.

Contact Information

In case of questions, please contact your university supervisor, cohort coordinator, and/or the Dual Language and English Learner Office.

The DLE Department is located in EBA 248. Office hours are Monday through Thursday from 10 am to 4:30 pm.

You can call to leave a message at: 619-594-5155 or e-mail dle@mail.sdsu.edu

Should you have any questions, please do not hesitate to contact us.

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GUIDE TEACHER RESPONSIBILITIES

Guide Teachers have a responsibility to mentor teacher candidates so that they become successful teachers through planning lessons together and providing constructive feedback. Teachers retain responsibility to ensure that their students are progressing and that their teacher candidate is provided with satisfactory learning experiences throughout the semester. As mentors they also become strong personal supporters of the teacher candidates.. The goal of the placement is to enable the teacher candidate to have in-depth experiences in terms of instructional planning and delivery, student evaluation, classroom management, and teaching styles. Considerable growth is expected to occur in the teacher candidate due to new experiences and insights. Guide teachers also provide a written mid-term growth assessment and final evaluation.

Another responsibility is to participate in district guide teacher training provided in conjunction by the district and the Department of Dual Language and English Learner Education . As of June 2016, the Commission on Teacher Credentialing requires a minimum of ten hours of initial training to ensure that guide teachers remain current in the knowledge and skills for candidate supervision and program expectations. The ten hours is a one-time training opportunity and does not need to be repeated. The training will be provided online for your convenience.

PLACEMENT OF TEACHER CANDIDATES

Guide Teachers are selected through District Human Resources in consultation and collaboration with site administration. Guide Teachers must have a minimum of three years teaching experience and CLAD, CTEL, BCLAD, or Bilingual authorization. Placement of teacher candidates arranged via the site administrator, district human resources, and the appropriate bilingual credential cohort coordinator. Guide Teachers have final say over whether they accept the placement.

Please note that the semester calendar for school sites and the university calendar are different. Although grades and student teaching evaluations must be submitted at the end of the university semester, teacher candidates will continue their placement beyond the school site semester.

CLASSROOM INVOLVEMENT OF TEACHER CANDIDATES

The initial weeks of the student teaching practicum are designed to familiarize the student with the school and classroom communities, routines, compatibility with his/her assignment, and Guide Teacher/Teacher Candidate (GT/TC) personalities. It is recommended that during this time, the Teacher Candidate be allowed to primarily observe and assist, with a minimum of teaching if requested by the Guide Teacher.

If during this period, either party feels that the placement is not in the best interest of the particular classroom program, and/or the Teacher Candidate's professional development, the

GT and TC should immediately contact the supervisor and Bilingual Program Coordinator to discuss the issue. At that time, all parties will confer to determine the best solution in regard to the placement. Changes in placement are sometimes necessary but they are difficult to secure and never made simply for convenience. Any changes made after week four may result in an incomplete and require an extended student teaching placement.

ROLES OF THE GUIDE TEACHER (GT)

The Guide Teacher (GT) is to:

1. Provide a model of teaching for teacher candidates to observe and adapt to their use.
2. Schedule a regular weekly conference time with teacher candidates for planning, preparation, and documenting increasing responsibilities.
3. Give the teacher candidates an opportunity to observe for approximately the first 2 weeks. During this observation period, Teacher Candidates should be taking notes, asking questions and becoming familiar with the nature and operation of the class.
4. By the second week, assisting should be incorporated into the schedule. Assisting should be limited to individuals and small groups. Suggested activities may include, but not limited to the following:
 - make a seating chart to learn the students' names,
 - assist with attendance records,
 - prepare and score tests,
 - grade papers,
 - assist with any other classroom duties, and work/tutor/teach small groups.
5. Introduce the teacher candidate to the school faculty and to other faculty members. This will help the Teacher Candidates assume the role of responsible novice professionals who are accepted as co-workers by the faculty.
6. Acquaint the teacher candidates with school policies (including policies on videotaping and collecting student work samples), procedures for accessing student records (including CELDT scores and special education needs), and facilities.
7. Help the teacher candidates develop communication with the students and establish methods of classroom management/control appropriate to individual, small group, and whole class situations. This is the most challenging area for most teachers.
8. Help the teacher candidates write lesson plans related to the grade level content standards and develop a variety of class activities. Writing objectives is one element of this

capability. Identifying academic language demands is another. Teacher candidates need significant support in lesson planning.

9. Help the teacher candidates develop techniques for assessing, evaluating, grading, and providing feedback on student learning, as well as using this information to target student needs in future lessons.
10. Maintain frequent communication with the teacher candidates and provide continuous positive feedback on performance through conferences and the reflection journal.

NOTE: Guide Teachers have the right to resume total control of the class at any point.

However, that drastic action such as resuming control are generally reserved for critical situations and always trigger the intervention process.

EVALUATION OF TEACHER CANDIDATES

- A major function of a Guide Teacher is to provide regular feedback to the teacher candidate so that improvement can be made where necessary and good practices reinforced.
- While the feedback process is accomplished most frequently through conferences and notes on lesson plans, tests, and other materials, the Guide Teachers need to complete a formal written evaluation at mid-semester using the DLE Student Teaching Professional Growth Assessment and a final Student Teaching Professional Growth Assessment at the end of the university semester.
- During the Fall semester, support is needed to help Teacher Candidates plan a practice video lesson following edTPA requirements provided by the supervisor.
- Additional videos for lesson observations will be conducted using the SIBME model and will be under the guidance of the University supervisor. Please note that in the Spring semester the formal edTPA implementation week will be conducted in March. Details will be provided by the university supervisor.

TEACHER CANDIDATE RESPONSIBILITIES

Teacher Candidates are advised that they are *guest teachers* at their schools under the immediate supervision of the Guide Teachers. As with other teachers, teacher candidates are responsible to the school administration. Most schools want to become active members of the faculty while they are there -- helping with activities, attending parent-teacher meetings, etc. Teacher candidates should freely express willingness to participate. The Guide Teachers will advise teacher candidates in choosing what activities to attend.

Absences. In the event of an absence or tardiness, teacher candidates must notify the Guide Teacher at least two hours before class starts or as soon as possible. The supervisor should also be notified. In addition, if school policy, notify the principal's secretary. Note: an absence must be reported to the program coordinator via email. Except in the case of a documented emergency, absences without proper notification are considered unauthorized and may be grounds for suspension of student teaching and/or initiation of deselection procedures. Even with notification, *unjustified absences for more than two days* can lead to deselection from student teaching process. Repeated absences, even when excused, may require additional days of practicum at the end of the semester.

Dress Code. Candidates are expected to dress in a professional manner—respecting the school community expectations. This generally means professional style casual attire – slacks and/or dresses. No short shorts; no flip flops. *Note: schools that require student uniforms often expect faculty to meet a higher standard of professional dress. While on site, candidates should familiarize themselves with and adhere to the district and school dress codes for teachers.*

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

REMEDIATION PROTOCOL FOR ISSUES IN STUDENT TEACHING

Teacher candidates and supervisors are the representatives of the university, thus they must follow established protocol. Teacher candidates *are advised to always first try to talk the issue through directly with the concerned parties.* Once formal conferences are initiated, accounts of each meeting should be documented and signed by all the involved parties.

The *flow of protocol* is as follows at any time deemed necessary:

- 1.) The teacher candidate and Guide Teacher meet to discuss the issue and set up corrective steps. The university supervisor is notified and/or invited to the meeting.
- 2.) If issue cannot be resolved, university supervisor is notified by the guide teacher.
- 3.) The teacher candidate, Guide Teacher and supervisor meet to discuss, review and determine the next steps to resolve the issue.
- 4.) After this triad meeting, DLE program coordinator is notified about the issue.
- 5.) DLE program coordinator meets with school administrator to discuss and problem solve the issue.

6.) DLE program coordinator, school administrator, and DLE department chair meet to problem solve.

7.) If the issue is still unresolved at that point, the College of Education Associate Dean of Students may be asked to intervene.

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

CLASSROOM INVOLVEMENT MATRIX

NOTE: The Classroom Involvement Matrix specific to Multiple Subject and Single Subject teacher candidates is included in the Letter of Introduction to Guide Teachers.

The Classroom Involvement Matrix indicates the minimum expected Teacher Candidate activities by week and by first and second semester placement. The following terms are used to indicate the type of activity:

Observing: The Teacher Candidate is specifically observing the Guide teacher as she/he teaches a lesson, often with a specific purpose in mind, i.e., modeling of teaching behaviors and management techniques prior to assumption of teaching responsibilities in that curricular area or when concerns in a particular area have been noted and the Guide teacher is modeling effective techniques to use in addressing them.

Assisting: The Teacher Candidate is assisting the Guide teacher in the presentation of a lesson or in the supervision of student work, but the Guide teacher has overall responsibility for the planning and execution of the lesson or activity.

Teaching: The Teacher Candidate is in charge of the lesson for the whole class or group; has prepared a plan in advance and the plan has been reviewed with the Guide teacher.

PERFORMANCE ASSESSMENT OF CREDENTIAL CANDIDATES-EDTPA

All teacher candidates have been required to complete a performance assessment. This performance assessment is required of all teacher candidates in order for them to receive their preliminary teaching credential. This process has been incorporated into all elements of teacher preparation coursework and supervision at SDSU.

The College of Education and the bilingual credential program are using a Common Core aligned performance assessment known as the edTPA Teaching Event.

In the fall semester, all bilingual teacher candidates will complete a practice video and multiple subject candidates will also complete one Math Content Area Task(CAT).

In the spring, all bilingual teacher candidates will implement the edTPA teaching event (edTPA –TE). Completion and submission of the edTPA is due in mid-March.

The edTPA -TE requires teacher candidates to create a week-long lesson segment for one of their classes, analyze the results of one of the assignments, scan three samples of student work, and complete one or more short video clips of their teaching practice that will be evaluated by trained scorers.

Please do not hesitate to contact the DLE office, supervisors, or coordinators if you have any questions.

STUDENT TEACHING PROFESSIONAL GROWTH ASSESSMENT FORM

The “Student Teaching Professional Growth Assessment” form evaluates teaching quality indicators using a rubric describing the level of competence demonstrated by the Teacher Candidate. This comprehensive form is used to check progress at midpoints (formative assessment) and other times during the student teaching experience as needed, and is used for the final (summative) assessment report each semester of student teaching.

Please note that the form asks you to indicate the evidence of competency used to evaluate the Teacher Candidate. It is only necessary to check the appropriate boxes in the line below the form. All Teacher Candidates have a Red ID number that must be included. Other basic information that needs to be included is the indication of the diversity of students in the classroom that the Teacher Candidate is assigned. In addition, the semester of the evaluation must be marked as well as the type of evaluation (progress report-midterm or final end of semester report).

The form that is used for both multiple subjects and single subject Teacher Candidates is included here for your review. Supervisors will provide hard copies for you to complete and the online link to the form. The supervisors will advise you about the due dates to complete the form.

It is highly recommended that the review and debrief of the completed form is conducted through a scheduled meeting with you, the Guide Teacher, the Teacher Candidate, and university supervisor. This process is intended to be collaborative and provides an opportunity to establish any corrective action or development of new goals for the Teacher Candidate.

The form has a comment section to be used by the Guide Teacher to add both complimentary comments as well as suggestions for future growth in any designated area.

Please communicate with the supervisor if any questions in completing the form.

Interpretations of Competence Measures

Interpretations of competence measures for observations and assessments of teacher candidates are based on a developmental continuum showing progression during the student teaching field experiences. The following interpretations of the competence measures 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 Teacher Candidate.

INVENTORY OF INDICATORS AND EVIDENCE

This document is used to complete the two sections : “Instructional and Student Development” and “Personal Conduct and Development” on the Student Teaching Professional Growth Assessment Form. The specific criteria was developed to infuse the Standards and Teaching Performance Expectations of the California Commission on Teacher Credentialing (SB 2042).

OTHER INFORMATION

Each Guide teacher will be compensated by receiving a stipend from San Diego State University/DLE Department. The DLE Department will work with each district to determine the required process.

*The Art of Teaching is the Art
of Discovery
Mark Van Doren*