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Welcome to the School of Teacher Education at San Diego State University! We are thrilled to welcome you to our Aztec family and to work with you on your journey in becoming educators. Being a teacher is one of the most influential roles one can have as a career. We are committed to provide you with opportunities and experiences that will prepare you to be highly effective educators for all of our diverse students, who deserve the absolute best.

The School of Teacher Education is a department in the College of Education. The 2020 U.S. News & World Report ranking of Best Graduate School in Education places our College of Education at No. 53 nationally. The magazine also ranks us No. 1 in San Diego County, No. 1 of the California State University system, and No. 7 in California. National rankings are just one way of recognizing the accomplishments and influence of our faculty, staff, and students. We are especially proud of the College of Education’s outstanding graduates, who take leadership roles in school communities across the globe, our high graduation rates, and influential field research, publications, and major grants coming into the institution. You have been admitted to a pool of talented, committed individuals who passionately seek to make a difference in the lives of those they will serve.

Our goal in the STE is to prepare you to be thoughtful, reflective, excellent educators who advocate for your students. As educators, we believe that education is the foundation for equitable, informed, and socially just citizenry. Our goal is to help you grow as educators who will prepare the next generation of citizens, who are advocates of all students, equitable in thought and practice, and actively work against all acts of racism, discrimination and oppression. We commit to actively working against the historical and systemic racist ideologies and practices.

The credential program is a challenging endeavor, and we will be supporting you through every step. This handbook is one of many of your support resources. It is a comprehensive, informative guide to multiple aspects of our credential program. It is meant to guide you as you progress through the program. We look forward to sharing this journey with you.

Now is the accepted time, not tomorrow, not some more convenient season. It is today that our best work can be done and not some future day or future year. It is today that we fit ourselves for the greater usefulness of tomorrow.

W.E.B. Du Bois

The School of Teacher Education Faculty and Staff
San Diego State University
August 2020
**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 School of Teacher Education Cohort Model**

The School of Teacher Education offers both multiple subject (elementary) and single subject (secondary) credential programs. Our programs emphasize equity for all students, connecting educational theory with field experiences, and reflective teaching and learning. Students admitted to our preliminary credential programs are called teacher candidates. Candidates are assigned to a cohort of approximately 25-35 students who matriculate through the program together. The following table lists the cohorts:

<table>
<thead>
<tr>
<th>Multiple Subject Cohorts</th>
<th>Single Subject Cohorts</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</td>
<td>● Math/Science</td>
</tr>
<tr>
<td>● Three Semester Cohort (3SB)</td>
<td>● Performance Cohort</td>
</tr>
<tr>
<td></td>
<td>● Three Semester Cohort (3SB)</td>
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</table>

The cohort model benefits teacher candidates in several ways:

- Support from other candidates and forming 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 in San Diego County.
- Leaders, who monitor and support teacher candidates in the program. All cohorts are guided by California state law (SB 2042)'s standards.

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 an induction program 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 California Commission on Teacher Credentialing (CTC)

Our credential programs are accredited by the California Commission on Teacher Credentialing (CTC). More information can be found at [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/). The CTC 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.

- **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, L.S., 1977. The development of higher psychological functions. *Soviet Psychology*, 15, 60-73.).

- **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.

- **Standard 3: Clinical Practice** - Clinical practice must develop teacher candidates through a series of developmental 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** - Faculty members, University Supervisors, Guide Teachers, and school district partners are informed about the depth and breadth of the program. These stakeholders coordinate efforts in order to monitor and assess teacher candidates’ progress in the program.

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

Overview of Teaching Performance Expectations (TPEs)

The Teacher Performance Expectations (TPEs) form the basis for the performance of teacher candidates. These standards help teacher candidates identify areas to focus ongoing professional growth (See Appendix A for a full description):

- **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

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) and in the Appendix of this handbook.
### Overview of Program of Courses

Teacher candidates must take specific courses at specific times, as designated by each cohort. The following chart lists the courses required for the respective programs:

<table>
<thead>
<tr>
<th></th>
<th>Multiple Subject Programs</th>
<th>Single Subject Programs</th>
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<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td>● Psychological Foundations of Education</td>
<td>● Social Foundations of Education</td>
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<td></td>
<td></td>
<td>● Psychological Foundations of Education</td>
</tr>
<tr>
<td><strong>Methods Courses</strong></td>
<td>● Reading/Literacy Methods</td>
<td>● Literacy Instruction Across Disciplines</td>
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<tr>
<td></td>
<td>● Math Methods</td>
<td>● Content-Specific Methods Seminar (Math, Science, Social Science, ELA, Music, Art, and Physical Education)</td>
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<td></td>
<td>● Science Methods</td>
<td>● ELD Methods</td>
</tr>
<tr>
<td></td>
<td>● Social Studies Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● ELD Methods</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Practice Courses</strong></td>
<td>● Student Teaching</td>
<td>● Student Teaching</td>
</tr>
<tr>
<td></td>
<td>● Student Teaching Seminar</td>
<td>● Student Teaching Seminar</td>
</tr>
<tr>
<td></td>
<td>● Classroom Management</td>
<td>● Classroom Management</td>
</tr>
<tr>
<td></td>
<td>● Community Fieldwork (3SB only)</td>
<td>● Community Fieldwork (3SB only)</td>
</tr>
<tr>
<td><strong>Other Completion Requirements</strong></td>
<td>● EdTPA</td>
<td>● EdTPA</td>
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<td></td>
<td>● RICA</td>
<td>● U.S. Constitution</td>
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<td>● U.S. Constitution</td>
<td>● Adult, child, and infant CPR Certification</td>
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<tr>
<td></td>
<td>● Adult, child, &amp; infant CPR Certification</td>
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Phil Halfaker Memorial Award: Outstanding Teacher Candidate

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 candidates in the School of Teacher Education. At the end of each academic year, one teacher candidate from each of the cohorts is recommended to receive this prestigious award. The award is given to outstanding teacher candidates who demonstrate professionalism in both coursework and their field placement classroom.

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. SDSU’s School of Teacher Education recognizes 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 Cohort Leaders by the deadline.
2. Each Cohort Leader collects additional data from Supervisors and School Site Administrators.
3. Each Cohort Leader ranks and selects the finalist for his/her cohort.
4. Cohort Leaders will notify honorees and invite them to the Graduation Celebration Reception.

Graduation Celebration Reception

During the week of Commencement, the School of Teacher Education hosts a Graduation Celebration Reception to honor all the graduates in our programs. Various awards and program highlights are announced at this event. This is a time to honor teacher candidates and celebrate their accomplishments with their families, friends, and university mentors.
SECTION 2
CREDENTIAL PROGRAM POLICIES AND PROCEDURES
REGISTRATION AND ATTENDANCE

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, the STE Teaching Credential Program Handbook, and course syllabi. Candidates are individually responsible for the information contained in these documents. It is important to be familiar with the policies including 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. It is the candidate’s responsibility to stay informed of policies and to access their SDSU email for all updates. [For the graduate bulletin, please see: http://arweb.sdsu.edu/es/catalog/bulletin (click on Teacher Education)].

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 their SDSU email account 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 their respective courses. In case of an unavoidable absence or tardy during student teaching, candidates must notify their Guide Teacher(s) at least one hour before school begins. In addition, candidates must notify their Cohort Leader and University Supervisors that day. Candidates may be asked to submit verification documents, such as medical notes, for an extended absence.

All absences from student teaching other than immediate emergencies must be approved in advance by the Cohort Leader, Guide Teacher, and the University Supervisor. Please note: Vacations, weddings, etc. are not excused absences. Candidates must plan and schedule around their SDSU obligations whenever possible. If there is a conflict between SDSU classes and student teaching, SDSU classes take precedence. More than three absences and more than three tardies is excessive and may result in grade reduction, program modification, or dismissal.
Religious Observances

The School of Teacher Education’s policy is in accordance with University Policy on Absence for Religious Observances. By the end of the second week of classes, teacher candidates must notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate candidates who notify them in advance of planned absences for religious observances.

Grades

Teacher candidates must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. In addition, a minimum grade of C or CR (credit) is required in each individual class. Candidates must meet both these standards in order to advance in the program. Candidates who do not meet these standards will not be allowed to progress in the program until deficiencies have been improved and may need to petition the Admissions and Retention Committee to be readmitted to the credential program. For example, a candidate who has 3.1 GPA and a C- in a credential course can be dismissed from the program.

In some rare cases, teacher candidates may receive an “Incomplete” grade in a course. Incompletes must be completed prior to continuing in the program. Petitions for extensions of Incompletes must be submitted in writing to the Admissions and Retention Committee for consideration.

Satisfactory completion of a credential program requires completion of all coursework with an average grade of B or better and credit for all student teaching experiences. 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.
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.sdstate.edu/student_affairs/srr/conduct.aspx](http://go.sdstate.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 Code can be found here: [http://go.sdstate.edu/student_affairs/srr/conduct.aspx](http://go.sdstate.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.

**Statement on Plagiarism and 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.sdstate.edu/srr/cheating-plagiarism.html](http://studentaffairs.sdstate.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”).

Consequences for cheating and plagiarism range from a 0 or F on the 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. 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](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 and engaged in the classroom.

Candidates need to be particularly mindful of their online presence and being mindful of social media postings, making sure all posts are professional and appropriate for all audiences including young children and their parents. It is also expected that candidates use the SDSU email for all program-related communication.
SECTION 3
CLINICAL PRACTICE POLICIES AND PROCEDURES

Overview of Clinical Practice Experience
Clinical practice experiences include fieldwork (e.g. observations, tutoring, etc.) and student teaching. Working in the classroom and on school sites is a critical part of teacher candidates’ experience in the teacher credential program.

Student Teaching Placements
Teacher candidates are responsible for making sure they are eligible for student teaching. 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 Field Placement Coordinator (FPC) oversees student teaching placements. Field placements are determined by the Field Placement Coordinator, Cohort Leader, and school district partners. The FPC is a centralized role and is responsible for communicating with school district partners to work with the parameters of each cohort and the policies of our school district partners. Whenever possible, teacher candidates are placed in clusters at specific school sites to form a professional learning community.

Teacher candidates may not make their own student teaching placements. They may not contact school site community members including teachers or 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.

<table>
<thead>
<tr>
<th>MULTIPLE SUBJECT COHORTS &amp; DISTRICT PARTNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chula Vista</td>
</tr>
<tr>
<td>La Mesa-Spring Valley</td>
</tr>
<tr>
<td>San Diego Unified</td>
</tr>
<tr>
<td>Three Semester Cohort(3SB)</td>
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<table>
<thead>
<tr>
<th>SINGLE SUBJECT COHORTS AND DISTRICT PARTNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Global</td>
</tr>
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<td>Linked Learning</td>
</tr>
<tr>
<td>Math/Science</td>
</tr>
<tr>
<td>Three Semester Cohort(3SB)</td>
</tr>
</tbody>
</table>
Candidates must adhere to their cohort’s student teaching expectations. Candidates are always encouraged to display professionalism and a strong work ethic. We strongly recommend candidates participate in opportunities at the school site (when appropriate) including faculty meetings, parent-teacher conferences, field trips, Open House/Back to School Night, etc.

**Time Management**

Substantial commitments of time and energy are required to successfully complete the credential program. Cohorts may differ in how the curriculum and field experiences are organized and scheduled. Outside work and other commitments need to be carefully managed to ensure full participation in credential program courses and field experiences. Please contact your Cohort Leader if you have concerns about outside commitments.

It is important to manage time in order to accommodate various important dates and events including the following:

- STE Candidate Orientation
- Individual Cohort Orientation
- SDSU coursework assignments and deadlines.
- Cohort 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, Back-To-School nights, parent-teacher conferences, school board meetings, etc.)
- School-site field trips
- School-site holidays and recesses

Additional dates/events requiring attention will be announced throughout the year by each program’s Cohort Leader, Instructors, Supervisors, and/or Guide Teachers or SchoolAdministrators. 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. 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](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

Your Cohort Leader(s) and methods instructors will provide specific guidelines for lesson planning.

Professional Dispositions
Highly qualified teachers 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 candidates must display and demonstrate include but are not limited to the following:

- Respecting the opinions of others and being open to new ideas
- Maintaining 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 in a thoughtful and collaborative manner
- 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 professional judgment
- Maintains a strong work ethic and is well-prepared for all endeavors
**Professional Dispositions Performance Review Process**

If a concern about a teacher candidate’s professional performance arises, the concerned person—a faculty member, Guide Teacher, University Supervisor, and/or Cohort Leader—will work in collaboration with the Cohort 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. Specific concerns will be discussed and an improvement plan will be created.

If remediation is unsuccessful, a request for a triad meeting with the Director may be scheduled. Failure to meet the program’s professional disposition standards may lead to dismissal from 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 Cohort Leader and the school site administrator (See Appendix for Substitute Teaching Approval Form). The administrator is responsible for ensuring that all CTC, district, and collective bargaining policy requirements regarding such employment are followed.
- Teacher candidates may only substitute for their own Guide 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 Cohort Leader.
SECTION 4

EVALUATION OF CLINICAL EXPERIENCES

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 Appendices 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 Cohort 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 forms provide a developmental foundation for continuing professional growth leading to recommendation for a Preliminary Credential.

- **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 Progress/Final Reports (aka Professional Growth Assessment Form, Appendix B) – 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.
- **Improvement Plan** – The improvement plan highlights specific areas that need improvement and examples for how the candidate can show improvement.
- **Inventory of Indicators and Evidence** – This is a reference/resource sheet for the student teaching evaluation forms. It describes the elements featured on the evaluation forms.

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)** The person conducting the observation did not observe the teacher candidate displaying the indicated category(-ies).
- **NEEDS SPECIAL ATTENTION (SA)** 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)** 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)** The teacher candidate evidences many of the quality indicators.
- **ACHIEVING COMPETENCE (AC)** 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 professional experiences, they should be scoring more Achieving Competence (AC) levels. 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 certain points in the program. Categories needing special attention (SA) require a development of an Improvement 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:

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<thead>
<tr>
<th>First Semester - Basic Student Teaching</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>
|                                        | • All DCs/NOs.  
|                                        | • Any SAs require a growth/action plan and additional progress checks.  
|                                        | • Additional progress checks result in significant growth or may result in extension/repeat of student teaching, and/or discontinuation and No Credit (NC) for student teaching.  |

<table>
<thead>
<tr>
<th>Second Semester – Advanced Student Teaching</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>
|                                            | • Mostly APs  
|                                            | • Some DC/AC/NOs.  
|                                            | • Any SAs require a growth/action plan and additional progress checks.  
|                                            | • Additional progress checks may result in significant growth or extension/repeat of student teaching, and/or discontinuation and No Credit (NC) for student teaching.  |

|                                            | • Mostly ACs, some APs which lead to a recommendation for a Preliminary Credential and advancement to induction  
|                                            | • Any SAs require a growth/action plan and additional progress checks. Decisions on whether candidates will be recommended for a credential.  |
SECTION 5
RETENTION AND DISMISSAL PROCESSES

If challenges arise that impede the candidate’s progress, the candidate will meet with the Cohort Leader, Supervisor, Instructor and/or Guide Teacher to identify the areas of struggle. They will develop an Improvement Plan (Appendix C) to identify the areas of concern and specific ways for the candidate to improve. If the goals of the Improvement Plan are not met after a designated period of time (typically two weeks), the Plan might be extended. If the goals are still not met, the candidate may be dismissed from the program.

Admission and Retention (A&R) Committees
The Admission and Retention Committees for Multiple Subject and Single Subject are composed of faculty members in the School of Teacher Education. Committee members review all admissions files for applicants to the teaching credential programs.

Dismissal and Appeals
A professional education program provides opportunities for a candidate to learn theoretical understandings and develop appropriate teaching practice to demonstrate the competencies required to be recommended for a credential. The University instructor(s), cohort leader(s), supervisor and Guide Teacher will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, then it may be necessary to dismiss the candidate from the professional education program. Improvement Plan Process:

- Improvement Plan developed by the course instructor and/or University Supervisor in consultation with the Guide Teacher, Cohort Leader and Director (and other involved parties as appropriate) and shared with the candidate
- If the improvement plan is not met, recommendation is made to A&R Committee. The candidate may submit a petition letter to the A&R Committee and submit the petition letter to the STE Office (skearney@sdsu.edu). In the petition letter, provide context for the situation:
  - Describe your plan for growth and how you will show your growth
  - Articulate your plan for successfully completing the program
  - Be professional in writing, tone and format
- A&R Committee reviews documents and makes a recommendation to the STE Director
- Director informs the candidate of the STE decision of whether to dismiss. The Director may ask to meet with the candidate.
- The candidate will be notified of the decision via letter. Any appeal of the Admissions and Retention Committee decisions must follow the published University policy.
If a teacher candidate is dismissed from the credential program, and wishes to appeal this decision, the teacher candidate may submit a written appeal to the Assistant Dean in the College of Education.

**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. 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. The semester prior to returning (by early October for Spring and early March for Fall), candidates on a Leave of Absence are required to contact their Cohort Leaders and write a letter of intent to return and submit it to the Admissions and Retention Committee via the Administrative Support Coordinator ([skearney@sdsu.edu](mailto:skearney@sdsu.edu)).

If teacher candidates take a leave from the program without applying for an official Leave of Absence (LOA), they must contact the School of Teacher Education to petition for readmission ([skearney@sdsu.edu](mailto:skearney@sdsu.edu)).

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.

**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 Cohort Leader as soon as possible. The Cohort Leader, Field Placement Coordinator, and/or STE Director 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 candidate to comply with the procedures and policies necessary to maintain eligibility in the program. The Admissions and Retention Committee and Director must approve a teacher candidate’s return to the program.
SECTION 6

SUPPORT FOR CLINICAL PRACTICE EXPERIENCE

Gradual Acquisition of Responsibility
Teacher candidates are supported in their classroom settings by gradually acquiring more responsibility in their clinical practice experience as the semester progresses. The progression of the semester will be determined by the Cohort Leader with input from the Guide Teacher. The following is an example for how responsibility may shift:

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

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

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

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

Overview of Support System
Student teaching immerses teacher candidates in the necessary experiences to become effective public school teachers. 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. Teacher candidates are supported in a variety of ways. The following people provide support to teacher candidates as they complete the credential program:

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

Cohort 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’ 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 candidates include but are not limited to:

- **Professionalism** - Teaching as a career demands professionalism demonstrated in appearance, attitude, attendance, and communication skills. Maintaining professionalism requires a commitment to excellence in personal presentation, collegiality, and researching best teaching practices.

- **Planning Instruction** - Well-planned instruction 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 planning 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. 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. Implementing restorative justice practices and meeting the needs of diverse and special student populations is essential. Candidates are encouraged to seek the guidance of Guide Teachers in the techniques of evaluating student work, behavior, and progress.

- **Being Prepared** – Candidates need to be prepared for each and every student teaching day, including 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. Candidates need to be prepared to show lesson plans to Guide Teachers for approval before teaching and arrange regular conferences with Guide Teachers to assure adequate planning and effective assessment.
Following are tips to help 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 websites. 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, office/administrative staff, custodian, nurse, counselor, special educators, grade-level chair and colleagues.
- 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 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 and 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, 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.

Candidates are encouraged to be mindful of the professionalism throughout the program. The first days in a classroom are full of opportunities to observe and build confidence as a team teacher with the Guide Teacher. The following are some tips to help candidates be 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. 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 take 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 Cohort 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.

**Cohort Leaders’ Roles and Responsibilities**

Cohort Leaders oversee the direction and vision of their cohorts. They play an essential role in supporting, advising, and coaching teacher candidates throughout the credential program with coursework, student teaching, edTPA, etc. Cohort Leaders’ duties include but are not limited to:

- Working with the Field Placement Coordinator (FPC) 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 cohorts with the STE office manager.
- Monitoring and overseeing the progress and performance of candidates.
- Overseeing the professional growth process of candidates.
- Helping resolve any problems that may arise from student teaching. Involving the FPC and Director as needed for high-level concerns.
- Checking all student teaching evaluation reports for completeness and ensuring that reports are uploaded and maintained on the school database.
- Providing University Supervisors, School Site Administrators, and Guide Teachers with information they need such as handbooks, guidelines, and forms.
- 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 candidates who need to retake the assessment.
- Involving the STE Director, Field Placement Coordinator, Admissions and Retention Committee, as needed to support teacher candidates.
- Coordinating efforts to designate awards or honors within their cohorts.
- Performing other relevant duties as designated by the STE Director.

**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 Cohort Leader. This first communication helps develop a relationship for ongoing support.
• Assisting in establishing an appropriate channel and climate of communication. Communicate with the Cohort Leader immediately if there is a problem or issue regarding the candidate and/or student teaching placement.
• Conducting six interactions with teacher candidates. The six interactions include pre-observations meetings, recorded Sibme meetings, and post-observation meetings. All lesson observations must be recorded unless the school district does not permit it.
• Providing teacher candidates with written and verbal feedback following an observation. Align feedback and reflective conversations with EdTPA criteria as much as possible.
• Conducting pre and 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 his/her feedback.
• Reviewing and making constructive suggestions for daily lesson plans and long-range teaching plans.
• Communicating with Cohort Leaders whenever teacher candidates experience unsatisfactory progress that might result in a failing grade for student teaching. Work with the Cohort Leader to provide growth plans for struggling teacher candidates. 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 Cohort Leaders to discuss teacher candidates’ progress and performance.
• Being available for additional mentoring for unexpected needs and 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 for student teaching on Webportal.
• Participating in professional training opportunities and meetings in order to keep current with supervision strategies and expectations. The CTC 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 Cohort Leaders.

University Supervisors play several important roles in the feedback loop including:
• 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 candidates and Guide Teachers is not productive. When that happens, it is important to notify Cohort Leaders. Cohort 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 for 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.

This chart serves as a suggested guideline for how to structure or organize the required supervision observations:

<table>
<thead>
<tr>
<th>Rotation A: Learning Engagement and Positive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Pre-observation Meeting</strong></td>
</tr>
<tr>
<td>2. Sibme Observation 1</td>
</tr>
<tr>
<td>4. Sibme Observation 2</td>
</tr>
<tr>
<td>11. Midterm Report Due</td>
</tr>
<tr>
<td>Meeting with TC and GT required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rotation B: Learning Engagement &amp; Using Data to Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. <strong>Pre-Observation</strong></td>
</tr>
<tr>
<td>7. Sibme Observation 3</td>
</tr>
<tr>
<td>9. Sibme Observation 4</td>
</tr>
<tr>
<td>12. Final Report Due</td>
</tr>
<tr>
<td>Meeting with GT optional</td>
</tr>
<tr>
<td>Meeting with TC</td>
</tr>
</tbody>
</table>

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1 Pre-observation meetings entail Teacher candidates bringing lesson plans and data (e.g., Student Behavior Chart, Student Academic Chart) to the meeting.
All lessons need to be video recorded. Teacher candidates are responsible for filming their lessons and for uploading them onto SIBME in a timely manner. 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 classroom teachers and professional mentors for teacher candidates. Guide Teachers open their classrooms to teacher candidates and apprentice them into the profession. They provide formal and informal feedback on a regular basis. 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. Candidates also provide much needed instructional support for students.

Guide Teachers are carefully selected in collaboration with our school partners. They must meet 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 FPC will work with Guide Teachers and school district partners to provide and monitor this training.

Duties and responsibilities appropriate for Guide Teachers include:

- **Planning** - During the first week, it is helpful to develop a tentative schedule by which the teacher candidates will assume various responsibilities. Cohort Leaders may provide a suggested timeline to aid this process. Guide Teachers assist and guide teacher candidates’ daily lesson plans and long-range plans.
- **Demonstrating/Modeling** - Guide Teachers provide important models for teacher candidates. They model effective and current strategies for teaching and learning, including class management. They may help coordinate observations of other teachers so that teacher candidates can see a variety of teaching and assessment strategies, effective management and discipline systems. Guide Teachers share how they assess
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, including student engagement and analysis of student work 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. They guide the candidate in reflecting on teaching methods, effectiveness of teaching methods in relation to student learning outcomes.

- **Giving Feedback** - As mentors, Guide Teachers need to frequently provide constructive feedback in written and verbal form for areas of strengths and areas for growth. In addition to formal observations, Guide Teachers discuss professional issues, characteristics of learners, teaching skills, individual students, classroom climate and learning environment, record-keeping tasks, general matters of routine, etc.

- **Committing Time** – Guide Teachers are committed to spending time with teacher candidates for the purposes of planning and giving feedback to help teacher candidates mature in their roles as teachers. This requires schedule times to plan and reflect daily, if possible.

- **Communicating with University Supervisors and Cohort Leaders** - Guide Teachers 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 contact University Supervisors and Cohort Leaders immediately if the work of teacher candidates is unacceptable. University Supervisors and Cohort Leaders will work closely with Guide Teachers to resolve any problems in a timely manner.

- **Assessing the Teacher Candidates’ Professional Growth** – A major responsibility of the Guide Teacher is to provide regular feedback to teacher candidates. Guide Teachers are responsible for completing Midterm/Progress Reports and Final Reports. Evaluations are 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 candidates can improve his/her teaching development growth. The final report needs to be submitted to teacher candidates and University Supervisors by the assigned deadlines as determined by Cohort Leaders. University Supervisors or Cohort Leaders will submit the evaluations to the STE database.

In rare cases, there may be a need to remove a teacher candidate from the placement. Please consult with the Cohort Leader if you have concerns regarding your placement. Please note that teacher candidates will be removed from the classroom 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. Guide Teachers can also request a candidate be removed from their classroom.
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. Some of these duties include:

- Approving and coordinating placements with Guide Teachers at their school.
- 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 Cohort 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 Cohort 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 candidates, Guide Teachers, and University Supervisors. These methods include, but are not limited to, SIBME, Pearson, and Blackboard or Canvas. Cohort Leaders will inform 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. Cohort Leaders will work with teacher candidates, Guide Teachers, and University Supervisors in each Cohort regarding the use of these methods.

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

<table>
<thead>
<tr>
<th>ONLINE SYSTEM</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Or Canvas</td>
<td>• Course/Learning Management System</td>
</tr>
<tr>
<td></td>
<td>• Resources</td>
</tr>
<tr>
<td></td>
<td>• Announcements Platform</td>
</tr>
<tr>
<td>SIBME</td>
<td>• Repository for student teaching observations</td>
</tr>
<tr>
<td></td>
<td>• Vehicle for feedback of teaching performance</td>
</tr>
<tr>
<td></td>
<td>• Virtual collaboration tool (via “Huddles”)</td>
</tr>
<tr>
<td></td>
<td>• Delivery vehicle for EdTPA to Pearson platform</td>
</tr>
</tbody>
</table>

The School of Teacher Education credential programs uses SIBME to satisfy the CTC requirement of transcribing and annotating observations. SIBME, which stands for Seeing is Believing Me, is a web-based tool to help candidates identify important teacher-student and student-student interactions that can affect student achievement. University Supervisors will use SIBME to observe recorded lessons. By doing so, University Supervisors can:

- 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.

Cohort Leaders will have access to all of their teacher candidates’ participation and performance in SIBME.
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 is a private collaboration space. A Huddle consists of a teacher candidate, his/her University Supervisor, his/her Guide Teacher, and his/her Cohort 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.
SECTION 7

TEACHING PERFORMANCE ASSESSMENTS

The School of Teacher Education teaching credential program requires 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 common, major assignments that students in each section of a course complete to show mastery of specific teaching standards. Embedded Signature Assessments are included in the following courses:

- DLE 915A/B: English Language Development Methods
- TE 922/923: Educational Psychology
- TE 910B: Social Studies Methods (Multiple Subject only)
- TE 910C: Science Methods (Multiple Subject only)
- TE 933: Teaching Reading in the Content Areas (Single Subject only)

Teacher candidates will complete these Embedded Signature Assessments and submit them to Blackboard. Course instructors will score these tasks on Blackboard 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 may include: (1) allowing the teacher candidate to re-do assessment for a passing grade or (2) failing the teacher candidate, which could affect the final class grade and/or cumulative GPA. These Embedded Signature Assessments 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 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).

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. 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, which include 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 (online) 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 Cohort Leaders at the appropriate time. Attendance and full participation in the EdTPA seminars during the final semester is expected and highly advised. In addition, faculty members (usually seminar Instructors) may check out class sets of EdTPA samples to share during their class sessions. Faculty members must adhere to strict guidelines such as counting 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>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>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>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>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>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>
</tr>
</tbody>
</table>

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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**

Following the timelines, deadlines, and checklist given to them by the EdTPA Coordinator and Cohort Leader is imperative for Teacher Candidates. Candidates must submit the EdTPA in SIBME and transfer to Pearson. Candidates need to be prepared to pay the EdTPA submission/scoring fees, which range from $300-400. Cohort Leaders will help teacher candidates 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). 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 – Cohort Leaders will fill in the dates in the left column:

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

HARD DEADLINE: by 11:59pm

GET EDTPA SCORES on

The following is a checklist for submitting EdTPA to SIBME and Pearson:

STEP ONE: Register for Pearson
- Enter the last five digits of your Social Security.
- Select the assessment, choose “national” version.
- Select San Diego University when asked which program, which ensures we get your scores to process for your credential.
- When asked if EdTPA is a program requirement, state license requirement or both, select BOTH. Your scores will be sent to SDSU and the CTC.
- If you are planning to teach in another state, you can select to have your scores sent to that state, if it’s listed as a state that currently requires EdTPA for licensure.
- Go to the bottom portion to enter payment 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 SIBME 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 SIBME
- 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 SIBME all scanned permission slips with class roster while completing the Authorization & Authenticity drf
- Upload all artifacts and commentaries to SIBME and save in EdTPA drf (see evidence chart in handbook for formatting requirements.) Do NOT submit yet.
- Transfer all of EdTPA drf from SIBME 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.
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 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 may 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 Cohort Leader and/or seminar instructor outlining the required accommodations prior to the deadline. For more information see: 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 Cohort Leader for an extension prior to the deadline. Approval for the extension will be provided in writing.

Guidelines for Acceptable 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, Cohort Leaders, University Supervisors, and Guide Teachers) can support their 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, go to http://www.edtpa.com/PageView.aspx?f=GEN_AltnerativeArrangements.html
- Teacher candidates who routinely receive support from a writing center or writing tutor may also receive support while drafting EdTPA submission materials; 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. 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 on their first try. This is far above the national pass rate of about 75%. In the event a candidate does not pass, the candidate will receive a No Credit in ED 970 and cannot be recommended for a credential until the Ed TPA is passed. Provided the candidate is in good standing (has a minimum 3.0 GPA, earned C or above in all program courses and successful student teaching), the candidate has the opportunity to retake and submit a new 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 candidates who have been removed from the credential program will not be eligible to go through the retake 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. If teacher candidates are given permission to retake the EdTPA, the EdTPA Coordinator will notify the Teacher candidates, STE Director, and Cohort 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 are eligible to retake the EdTPA, the process is as follows:

- The EdTPA Coordinator will contact the teacher candidate and determine the process for resubmission (partial or whole). The EdTPA Coordinator helps to determine which Tasks should be re-done.
- 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.
- Candidates must enroll in the EdTPA Coaching Course through SDSU’s Continuing Education Department. Teacher candidates need to pay for these coaching services.
- Candidates must coordinate a meeting with their coaches.
- Coaches review the teacher candidates’ previous submission and provide feedback, describing strengths and areas of improvement. Coaches also answer questions or discuss concerns within acceptable support guidelines.
- Candidates need to secure a classroom to complete their retakes. In most cases, teacher candidates use their previous student teaching placements; in these cases, they do not need to collect permission 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 retakes 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 to retake 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.
SECTION 8

RESOURCES

The School of Teacher Education directs and supports all components of the Multiple and Single Subject credential programs. Through COVID-19 restrictions, virtual STE office will be open: Monday – 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 STE and SDSU has a strong network of support, and we encourage you to contact us for questions and support

STE RESOURCES**

<table>
<thead>
<tr>
<th>TITLE/POSITION</th>
<th>NAME</th>
<th>CONTACT</th>
<th>EMAIL / URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>STE Director</td>
<td>Dr. Lynne Bercaw</td>
<td>619-594-6131</td>
<td><a href="mailto:lbercaw@sdsu.edu">lbercaw@sdsu.edu</a></td>
</tr>
<tr>
<td>Field Placement Coord</td>
<td>Dr. Laura Craig</td>
<td>Via team leader</td>
<td></td>
</tr>
<tr>
<td>STE EdTPA Coordinator</td>
<td>Ms Cathy Close</td>
<td>619.594.7175</td>
<td><a href="mailto:cclose@sdsu.edu">cclose@sdsu.edu</a></td>
</tr>
<tr>
<td>STE Office Staff</td>
<td>Ms Teresa Ramirez-Velasquez</td>
<td>EBA 255</td>
<td><a href="mailto:admste@sdsu.edu">admste@sdsu.edu</a></td>
</tr>
<tr>
<td>STE Office Staff</td>
<td>Ms Stephanie Kearney</td>
<td>619-594-6131</td>
<td></td>
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<tr>
<td>STE Admissions Coordinator</td>
<td>Ms Melanie Falkenberg</td>
<td>EBA 259</td>
<td><a href="mailto:mfalkenb@sdsu.edu">mfalkenb@sdsu.edu</a></td>
</tr>
<tr>
<td>Office of Student Success</td>
<td>Dr. Lisa McCully, Manager</td>
<td>EBA 259</td>
<td><a href="mailto:coeadvis@mail.sdsu.edu">coeadvis@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Credential Analyst, A-K</td>
<td>Ms Nhung (Ann) Nguyen</td>
<td>EBA 255</td>
<td><a href="mailto:nnguyen@mail.sdsu.edu">nnguyen@mail.sdsu.edu</a></td>
</tr>
<tr>
<td>Credential Analyst, L-Z</td>
<td>Ms Sylvia Hernandez</td>
<td>EBA 259</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</td>
<td><a href="mailto:plozadas@mail.sdsu.edu">plozadas@mail.sdsu.edu</a></td>
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SDSU RESOURCES

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<tr>
<td>SDSU Student Ombudsman</td>
<td>Dr. Darrell Hess</td>
<td>SSE 1105</td>
<td><a href="mailto:dhess@sdsu.edu">dhess@sdsu.edu</a></td>
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<td>619-594-6578</td>
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<td>SDSU Career Services</td>
<td>Mr. Alejandro Rodriguez</td>
<td>SS 1200</td>
<td><a href="mailto:arodrig2@mail.sdsu.edu">arodrig2@mail.sdsu.edu</a></td>
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<td>Center for Rights and Responsibilities</td>
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<td>Writing Center</td>
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<td>LLA 1103</td>
<td><a href="http://writingcenter.sdsu.edu">http://writingcenter.sdsu.edu</a></td>
</tr>
<tr>
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<td>619-594-3543</td>
<td></td>
</tr>
<tr>
<td>Campus Police</td>
<td></td>
<td>619-594-1991</td>
<td><a href="http://police.sdsu.edu">http://police.sdsu.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*911 for emergencies</td>
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</tbody>
</table>

**Covid19 Update: All offices will be closed until further notice. Offices will be opened virtually during regular business hours**
STUDENT SUCCESS RESOURCES

**Student Services**
Support for academic services, such as the Writing Center, Scholarships, etc., is available at [http://newscenter.sdsu.edu/student_affairs/academic_success.aspx](http://newscenter.sdsu.edu/student_affairs/academic_success.aspx)

The Counseling and Psychological Services 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.

**Student Ability Success Center**
SDSU is committed to providing reasonable academic accommodation to students with disabilities, in accordance with the Americans with Disabilities Act (ADA). The Student Ability Success Center 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 Ability Success Center for information regarding accommodations. It is the teacher candidate’s responsibility to contact the Student Ability Success Center at [https://newscenter.sdsu.edu/student_affairs/sds/](https://newscenter.sdsu.edu/student_affairs/sds/), to avoid any delay in the receipt of accommodations. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until 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 or email eopappt@mail.sdsu.edu to schedule an appointment with EOP. For more information please see [https://sa.sdsu.edu/financial-aid/financial-aid/how-to-apply/daca](https://sa.sdsu.edu/financial-aid/financial-aid/how-to-apply/daca)

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).

**STUDENT ORGANIZATIONS**

We encourage candidates to join student organizations. The School of Teacher Education offers several opportunities for teacher candidates to gain and practice leadership skills and to network with local and professional community members. Having professional memberships and professional experiences is an effective way 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
Websites: [www.aztecsforeducation.com](http://www.aztecsforeducation.com), [http://go.sdsu.edu/education/oss/aztecs-for-education.aspx](http://go.sdsu.edu/education/oss/aztecs-for-education.aspx)
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.

Websites: [https://as.sdsu.edu/coe](https://as.sdsu.edu/coe), [http://go.sdsu.edu/education/oss/coesc.aspx](http://go.sdsu.edu/education/oss/coesc.aspx)
Phone: (619) 594-6320
Faculty Advisor: Dr. Patricia Lozada-Santone (plozadas@mail.sdsu.edu)

**Student California Teacher’s Association (SCTA)**

The Student California Teachers Association (SCTA) is the student chapter of California Teachers 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
Facebook: SCTA SDSU
Faculty Advisor: Dr. Patricia Lozada-Santone (plozadas@mail.sdsu.edu)
**Professional Organizations**

We encourage candidates to 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 so teachers stay current in their field. Enrolled students can join these professional organizations at reduced fees. The following chart provides examples of some professional organizations:

| Digital Learning                          | • International Society for Technology in Education [www.iste.org](http://www.iste.org)  
|                                         | • CUE Computing-Using Educators [www.cue.org](http://www.cue.org)  
|                                         | • Computer-Using Teachers  
|                                         | • EduCause  
|                                         | • International Association for K-12 Online Learning  
|                                         | • International Society for Technology in Education  
|                                         | • San Diego Computer-Using Teachers |

| Literacy                                 | • Association of Literacy Educators and Researchers  
|                                         | • California Reading Association  
|                                         | • Greater San Diego Reading Association  
|                                         | • International Literacy Association |

| English                                  | • California Association of Teachers of English  
|                                         | • National Council for Teachers of English  
|                                         | • National Writing Project  
|                                         | • San Diego Area Writing Project |

| Math                                     | • Association of Mathematics Teacher Educators  
|                                         | • Greater San Diego Mathematics Council  
|                                         | • National Council of Teachers of Mathematics |

| Science                                  | • Association of Science Teacher Education  
|                                         | • National Science Teachers Association |

| Social Studies                           | • Association of Teachers of Social Studies  
|                                         | • National Council for Geographic Education  
|                                         | • National Council for the Social Studies |

| VAPA                                     | • Arts Education Partnership  
|                                         | • California Art Education Association  
|                                         | • California Association for Music Education  
|                                         | • National Art Education Association |

| Education                                | • American Educational Research Association  
|                                         | • Association for Supervision and Curriculum Development  
|                                         | • National Middle School Association |
## APPENDIX A
### TEACHER PERFORMANCE EXPECTATIONS

<table>
<thead>
<tr>
<th>TPE 1: Engaging and Supporting All Students in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 2: Creating and Maintaining Effective Environments for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</td>
</tr>
<tr>
<td>5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
### TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the 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.

### TPE 5: Assessing Student Learning

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

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

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

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

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

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

7. Interpret 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.

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

### TPE 6: Developing as a Professional Educator

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

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

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

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

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

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

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.
APPENDIX B
Student Teaching Professional Growth Assessment

<table>
<thead>
<tr>
<th>Student Teacher: __________________________</th>
<th>Red ID# __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Completed by: ____________________</td>
<td>________________________________</td>
</tr>
<tr>
<td>Subject Authorization(s): ☐ Multiple ☐ Single (specify): ____________________________</td>
<td></td>
</tr>
<tr>
<td>Guide Teacher: __________________________</td>
<td>University Supervisor: ________________</td>
</tr>
<tr>
<td>District: ____________________</td>
<td>School: ____________________</td>
</tr>
<tr>
<td>Special Populations included in class: ☐ English Language Learners ☐ Special Education ☐ Gifted and Talented</td>
<td></td>
</tr>
<tr>
<td>Number of absences: ______</td>
<td>Number of tardies: ______</td>
</tr>
</tbody>
</table>

Directions: Complete all information above. On the rubric below, place an X in the appropriate box, assessing each of the qualities listed.

**NOT OBSERVED (NO)** In the narrative box, insert 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>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(RC) Culturally relevant connections</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(SS) Student to student interactions</td>
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<td></td>
</tr>
<tr>
<td>(PE) Peer-feedback</td>
<td></td>
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</tr>
<tr>
<td>(MP) High degree of student participation</td>
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</tr>
<tr>
<td>(SU) Universal Design for Learning</td>
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</tr>
<tr>
<td>(SU) Designated/Integrated EL Development</td>
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<tr>
<td>(PF) Positive feedback during instruction</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(TMo) Teachable moments</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 2: Creating and Maintaining Effective Environments for Student Learning</th>
<th>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(RA) Rapport</td>
<td></td>
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</tr>
<tr>
<td>(PL) Positive language</td>
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</tr>
<tr>
<td>(RP) Restorative practices</td>
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</tr>
<tr>
<td>(BE) Behavior expectations / transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SA) Gains /maintains student attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(RE) Redirects as needed</td>
<td></td>
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</tr>
<tr>
<td>(SR, MA, SV) Teacher “With-it-ness”</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 3: Understanding and Organizing Subject Matter for Student Learning</th>
<th>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BSR) Builds on students’ responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Mo) Models</td>
<td></td>
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</tr>
<tr>
<td>(Te) Uses technology</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(AL) Attends to academic language</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</th>
<th>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S) Thoughtful sequencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Pa) Pacing</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 5: Assessing Student Learning</th>
<th>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AQ) Checks for understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SSR) Students guided to self-reflect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(TF) Timely and constructive feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes Student Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses data to plan future lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses data to differentiate</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 6: Developing as a Professional Educator</th>
<th>NO</th>
<th>SA</th>
<th>DC</th>
<th>AP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluates</td>
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</tr>
<tr>
<td>Collaborates well with teachers and administrators</td>
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</tr>
<tr>
<td>Communicates effectively with parents/guardians</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Plans and teaches with guide teacher</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
EVIDENCE OF COMPETENCY: ☐ Observations  ☐ Conferences  ☐ Written Reflections  ☐ Audio/Video Recording  ☐ Other

FOR FINAL EVALUATION: Student Teacher is recommended for advancement to next level: ☐ Yes  ☐ No

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

Guide Teacher Signature __________________________________________ Date ______________

University Supervisor Signature _____________________________________ Date ______________

Student Teacher Signature _____________________________________________ Date ______________

Attach Student Teacher’s Professional Growth Plan (optional semester 1; required semester 2)

Copies distributed: ☐ Student Teacher  ☐ Guide Teacher  ☐ University Supervisor  ☐ Cohort Leader  ☐ STE Reporting Site
Appendix C
Teacher Candidate Improvement Plan

San Diego State University • School of Teacher Education

TEACHER CANDIDATE IMPROVEMENT PLAN

Teacher Candidate: Amy Bartlett Semester School
Grade/Content University Supervisor/Instructor Guide Teacher

Two-Week Period of this Contract

<table>
<thead>
<tr>
<th>Areas of Concern: Please list specific areas of concern, in detail, (with matching TPE indicated).</th>
<th>Specific Improvement Actions Required: Building on his strengths of xxx Candidate must focus on the following areas of improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area #1</td>
<td>Area #1</td>
</tr>
<tr>
<td>TPE #1</td>
<td></td>
</tr>
<tr>
<td>Area #2</td>
<td>Area #2</td>
</tr>
<tr>
<td>TPE #2</td>
<td></td>
</tr>
<tr>
<td>Area #3</td>
<td>Area #3</td>
</tr>
<tr>
<td>TPE #3</td>
<td></td>
</tr>
</tbody>
</table>

Supervisor/Instructor: Once signed, please provide a copy to the candidate, Guide Teacher, and the School of Teacher Education for candidate file.

Teacher Candidate Signature Date
Guide Teacher Signature Date
University Supervisor/Instructor Signature Date

Supervisor/Instructor: At the end of the term of this plan, check your recommendation, sign and date below, and provide a copy to the candidate and the School of Education for candidate file.

☐ Growth Plan successfully met ☐ Shows some growth; another 2-week plan initiated ☐ Terminated from placement/NC in course

Date Signed
<table>
<thead>
<tr>
<th>Supervisor/Instructor</th>
<th>Guide Teacher</th>
<th>Cohort Leader</th>
</tr>
</thead>
</table>

APPENDIX D

SUBSTITUTE TEACHING APPROVAL FORM

TO: SDSU Teacher Candidates and School Site Partners
FROM: Dr. Laura Craig, Field Placement Coordinator
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 CTC, district, and collective bargaining policy requirements regarding such employment are followed.
• teacher candidate will substitute only for his/her assigned Guide Teacher.
• 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 Cohort Leader.

School Site Administrator Signature: ____________________________
Guide Teacher Signature: _________________________________
Cohort Leader Signature: _________________________________
Teacher candidate Signature: ________________________________

Cohort Leader: Please record any approved exceptions in the space below:
APPENDIX E
PERMISSION FORM ALLOWING SDSU TO COLLECT AND USE COURSE AND PROGRAM ASSESSMENTS

Permission Form Allowing SDSU to Collect and Use Course and Program Assessments

Teacher Candidate: __________________________________________________________

Red ID: __________________________

Circle One: Multiple Subject or Single Subjects

Cohort 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: _______________________________
Dear Parent/Guardian:

This year, your child’s class is working with a student teacher from the School of Teacher Education at San Diego State University. San Diego State University’s Teacher Education program is one of the leading teacher education programs in the region and is ranked #1 among all Cal State Universities.

To develop and support effective future teachers, we place our student teachers with strong mentors such as your child’s teacher, ____. While in the classroom, our student teachers will gradually acquire greater teaching responsibilities with the support and approval of the classroom teacher and a university supervisor.

As a part of their responsibilities in the classroom, all student teachers will need to video record themselves teaching students in the classroom at least six times per semester. The university supervisor will observe these recordings to give feedback to the student teacher.

In addition to these video recordings, all student teachers are required to complete a Teacher Performance Assessment as part of their student teaching assignment. The assessment also requires student teachers to video record their lessons. Although all videos will show both the student teachers and students, the main focus will be on the student teacher’s instruction, not the students in the class. The assessment also requires student teachers to submit samples of students’ work as evidence of students’ learning.

The videos and students’ work will only be used to support and evaluate student teachers’ instruction as well as program improvement. Student names will be removed from all submitted work samples and kept confidential.

These videos and work samples will be stored on a password-protected cloud-based program, known as Sibme. Copies of student work samples will be stored in the School of Teacher Education for five years. Only faculty who support and evaluate the work of student teachers will have access to these archives.

Your child’s participation in the study is voluntary. Refusal to participate will involve no penalty or loss of class instruction. To give consent for your child to participate, please check the box below, date, and sign your name. If you wish for your child to NOT participate, please indicate below. You may decline your child’s participation in contributing to videos or work samples at any time without penalty or loss of class instruction. Just contact SDSU’s School of Teacher Education using this email: ______________.

We greatly appreciate your consideration of participation in our important work.
☐ I agree to allow my child to participate in the videos and for my child’s work samples to be used as a part of student teacher support and evaluation.

☐ I do not agree to allow my child to participate in the videos and for my child’s work samples to be used as a part of student teacher support and evaluation.

Date:_______________
Print Name: ____________________________
Parent Signature: _______________________________
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): ____________________________

Cohort: ___________________________________________

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): ________________________________

Cohort: ________________________________

Signature: ________________________________

Date: ________________________________