Multiple Subject Credential Program
Supervising Teacher's Handbook
Master Teacher’s Handbook

This handbook is designed to give you all the information and forms needed to support your student teacher and to make it all as easy and clear as possible. The Department of Elementary Education has compiled these documents, along with helpful hints to guide and support you in your duties as a host teacher for our Multiple Subject Credential students.

Responsibilities as a master teacher
Structure of the three-semester program
Structure of the one-year program
Copy of the letter presented to you the Supervising Teacher
Letter presented to the principal
Outline of both student teacher and master teacher duties and responsibilities throughout the program
Evaluation forms for all semesters
Supervising Teacher Observation Form (optional)
Copy of “Notice of Need to Improve”
Copy of the Teaching Performance Expectations (TPEs)
University/Elementary Classroom Partnership
Structure of Increasing Responsibilities
Phase I **Student Teaching Expectations** – First of Three Semester Program

The goal of this first semester is for the student to adjust to the elementary classroom. We hope that this outline will serve as a guide in helping the beginning student teacher to focus on particular aspects of the teaching/learning process. Some student teachers come with prior teaching experience, others do not have any at all. We invite the master teacher and the student to build a respectful relationship, one in which communication skills are fostered and respect for one another’s integrity is tantamount.

**Weeks 1-5: Student will…**
- Meet with principal to acclimate to school culture
- Meet with master teacher, go over schedules, become familiar with instructional materials, the curriculum and the daily routines
- Observe master teacher and help out wherever needed
- Have opportunities to work with students on an individual basis
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed

**Weeks 6-10: Student will…**
- Continue with above duties
- Regularly teach small group lessons and *at least one* whole class lesson
- Write up lesson plan for small group instruction and a formal lesson plan for whole class instruction
- Address English learners and students with special needs, making appropriate adaptations to lessons
- Notice how academic language is handled/developed
- Be observed by the master teacher, listen to what s/he has to say and then use the information to improve practice

**Weeks 11-15: Student will…**
- Continue with above duties
- Teach at least **two** whole class lessons and continue with small group instruction in specific content areas giving attention to developmentally appropriate practices
- Teach to and adapt lessons for special need students
- Focus on student assessment – how do we know the students have learned what was taught?
- Make sure the master teacher completes the evaluation sheet
- Complete end-of-the-semester evaluation (due 14\(^{th}\) week)
- Contact Diane Garfield whenever concerns arise, see accompanying letter
University/Classroom Partnership
Structure of Increasing Responsibilities
Phase II Student Teaching Expectations – Three-Semester Program

Weeks 1-7: The goal is to provide more opportunities for student teachers to experience classroom organization, management, and curriculum development in preparation for full time student teaching. They are expected to spend at least 12 hours a week in the classroom during this time. Master teachers and student teachers need to find time to meet, plan and reflect. Semester dates are January 25 (Monday) to May 14 (Friday). Evaluations should be submitted to Diane Garfield.

Student Teachers are to:
- ♣ Meet with principal and school staff to acclimate to school culture (if this is a new placement)
- ♣ Observe and assist master teacher in all subject areas
- ♣ Work with individuals as well as small groups of students
- ♣ Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed
- ♣ Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and teacher’s/supervisor’s suggestions. Keep in mind developmentally appropriate practices (DAP)
- ♣ The goal is to prepare lesson plans for all curriculum areas. Give attention to English learners and special needs students, making appropriate adaptations
- ♣ Be observed by master teacher and use his/her suggestions

Weeks 8-15: The student teacher’s goal is to continue to develop as a thoughtful and reflective practitioner.

Student teachers are to:
- Continue with above duties
- Be consistently observed by the master teacher
- Begin to create lesson plans for a variety of curriculum areas
- Teach to and adapt lessons for special needs students
- Focus on student assessment – how do we know the students have learned what was taught?
- Highly recommended to plan and teach for two ½ days
- Submit final evaluation (due after 14th week)

Master Teachers are to:
- Meet regularly and support student teacher, facilitate his/her growth as a classroom teacher and provide appropriate feedback
- Fill out final evaluation (due after 14th week)
- Contact Diane Garfield (see letter of introduction) with concerns
University/Elementary Classroom Partnership
Structure of Increasing Responsibilities
Phase III Student Teaching Expectations – Final Semester

The goal of the final semester of student teaching is for candidates to experience the “real thing.” Student teachers need increasing opportunities to experience classroom organization, management, and curriculum development in preparation for solo teaching and their PACT assessment. They are expected to spend four days a week in the classroom, Monday to Thursday. It is extremely important that master teachers and student teachers find time to plan and reflect together. Student teaching dates: August 16 (Monday) to December 10 (Friday). Evaluations should be submitted to Diane Garfield.

Weeks 1-3: Student will…
♣ Meet with principal and school staff to acclimate to school culture
♣ Observe and assist master teacher in all subject areas
♣ Work with individuals as well as small groups of students
♣ Assume routine responsibilities, e.g. take attendance, lunch count, lines, yard duty, and generally assist teacher as needed
♣ Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and teacher’s suggestions.
♣ Keep in mind developmentally appropriate practices
♣ Work towards preparing lesson plans for all curriculum areas.
♣ Be mindful of English learners and students with special needs by making appropriate adaptations
♣ Be observed by master teacher and use his/her suggestions

Weeks 4-8: Student will…
♣ Continue with above duties
♣ Increase responsibilities in planning and delivering curriculum
♣ Allocate the time and opportunity to prepare and teach the PACT teaching event (three consecutive math lessons), due October 15th
♣ Submit mid-term evaluation the week of October 4th

Weeks 8-15: Student will…
♣ Continue with above duties
♣ Continue to develop as a thoughtful and reflective practitioner
♣ Incorporate suggestions from both master teacher and supervisor in order to enhance the quality of teaching
♣ Complete two weeks of solo teaching (five non-consecutive solo days and five consecutive days). Non-consecutive days may be completed earlier in semester
♣ Submit final evaluation the week of December 10th

Master Teacher will:
♣ Meet regularly and support student teacher
♣ Facilitate student teacher’s growth and provide ongoing feedback to both the student teacher and field supervisor
♣ Complete mid-term and final evaluation
♣ Contact Diane Garfield whenever concerns arise, diangarf@sfsu.edu or 415/338-3415
During the first semester the candidate or student teacher is required to participate **twelve** hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should **mutually** agree upon hours and days. The supervising teacher oversees the student teacher’s performance throughout the semester and completes a written evaluation, along with the student teacher, at the end of each semester.

The California Commission on Teacher Credentialing (CTC) recently adopted the **Common Core State Standards**. Their purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them succeed. We will be exploring these standards in depth and integrating them into our teaching and learning. The following link will help to provide you with additional insight and information: [http://www.corestandards.org/](http://www.corestandards.org/)

Special Note: According to CTC regulations, a student teacher must experience **TWO** different grade level spans (K-3 and 3-6, **3rd grade is pivotal**) during the credential program. Ideally, the student teacher does a grade level within one span, another grade level within the other span, and then chooses a grade level for the third semester. Meeting this requirement will be discussed in EED 756: Teaching Practicum Seminar – Phase I.

**Student teachers are expected to:**

- Keep a “Student Teaching Binder” to hold lesson plans, reflections, schedules, time sheet, etc.
- Fill out emergency card information to have on file at the school.
- Arrive at the school site at least 15 minutes before school begins.
- Participate in the elementary classroom as per the instructions of the supervising teacher.
- Act in a professional manner at all times.
- Participate in small group and whole class teaching.
- Be available to help students as needed.
- Schedule ample time to confer with the supervising teacher on a regular basis.
- Share course assignments that must be completed in the classroom with the supervising teacher. Develop an appropriate time line that is mutually agreeable for the supervising teacher and the student teacher.
- Plan and complete Content Area Tasks, as appropriate.
- Follow *instructional calendar for the district* in which you are placed.
- Make sure that the Field Experience Evaluation is submitted to **Diane Garfield, Placement Coordinator, Burk Hall 187 (diangarf@sfsu.edu)**.

**Supervising teachers are asked to:**

- Introduce student teacher to the elementary class in a manner that establishes positive expectations of him/her as a practicing professional/co-teacher.
- Allow the student teacher to work with children to complete course assignments.
- Invite student teacher to teach lessons that are in alignment with the class/school objectives.
Plan with and observe student teacher on an on-going basis and provide written/verbal feedback. Communicate expectations and concerns with the student teacher.
Contact Diane Garfield (Placement Coordinator) if any problems arise.
Provide student teacher with contact information in order to facilitate communication.
Meet with student teacher to fill out the end-of-the-semester evaluation form.

Three Semester Program – Phase II: Second Semester
During the second semester the candidate or student teacher is required to participate twelve hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should mutually agree upon hours and days. The supervising teacher oversees the student teacher’s performance throughout the semester and completes a written evaluation. The supervising teacher should review the evaluation with the student teacher.

Student teachers are expected to:
- Follow all requirements outlined under Phase I.
- Expand duties/responsibilities as directed by supervising teacher.
- Provide detailed written lesson plans for all lessons observed by university supervisor. Ask supervisor when s/he would like the plans.

Supervising teachers are asked to:
- Follow all requirements outlined under Phase I.
- Allow the student teacher to continue in his/her classroom for the second semester or change grade level spans (K-2 and 3-6).
- Work with the student teacher to expand his/her duties/responsibilities.

Three Semester Program – Phase III: Third Semester
During the third semester the student teacher will be in the classroom, four days per week (typically Monday to Thursday), all day for 15 weeks. Within that period of time the student teacher must fulfill five non-consecutive solo days and one solo week (5 consecutive days). The solo times are usually completed towards the end of the semester.

Student teachers are expected to:
- Follow all requirements outlined under Phases I & II.
- Show competencies in teaching duties/responsibilities, suitable for solo teaching.
- Plan and complete PACT Teaching Event and/or any Content Area Tasks.
- Meet and debrief with the university supervisor after observed lesson.
- Submit mid-term evaluation by week 7 of semester. “Ready for solo teaching?”
- Submit final end-of-the-year evaluation at end of solo week.
Supervising Teachers are asked to:

Follow all requirements outlined under Phases I & II.
Allow student teacher to continue in the same classroom for the third semester, **IF and only if**, s/he has covered two grade level spans, see previous page.
Allow student teacher to plan and complete PACT Teaching Event and/or any Content Area Tasks.
Meet with student teacher by week 7 to complete mid-term evaluation and to verify readiness for solo teaching.
Conference (plan/debrief/evaluate) frequently with student teacher during solo week.
Meet with student teacher to fill out the end-of-the-semester evaluation form.

### STUDENT TEACHER AND SUPERVISING TEACHER EXPECTATIONS

**One-Calendar Year Program – Phase I/II: First Semester**

During the first semester the candidate or student teacher is required to participate **fifteen to eighteen** hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should _mutually_ agree upon hours and days. The supervising teacher oversees the student teacher’s performance and completes written evaluations as outlined below. It is highly beneficial if the teacher takes the time to meet with the student and discuss evaluations.

The California Commission on Teacher Credentialing (CTC) recently adopted the **Common Core State Standards**. Their purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them succeed. We will be exploring these standards in depth and integrating them into our teaching and learning. The following link will help to provide you with additional insight and information: [http://www.corestandards.org/](http://www.corestandards.org/)

**Requirement:** According to CTC regulations, a student teacher must experience TWO different grade level spans (K-3 and 3-6, 3rd grade is pivotal) during the credential program. Ideally, the student teacher does a grade level in one span the first semester and another grade level in the other span the second semester.

**Student teachers are expected to:**

Fill out emergency card information to have on file at the school.
Arrive at the school site at least 15 minutes before school begins.
Participate in the elementary classroom as per the instructions of the supervising teacher.
Act in a professional manner at all times.
Participate in small group and whole class teaching.
Be available to help students as needed.
Schedule ample time to confer with the supervising teacher on a regular basis.
Share course assignments that must be completed in the classroom with the supervising teacher. Develop an appropriate time line that is mutually agreeable for the supervising teacher and the student teacher.
Plan and complete Content Area Tasks, as appropriate.
Follow _instructional calendar for the district_ in which you are placed.
Plan how to access the two grade level spans, see CTC requirement above. Make sure that the end-of-the-semester evaluation form is submitted to Diane Garfield, Placement Coordinator, Burk Hall 187.

**Supervising teachers are asked to:**

Introduce student teacher to the elementary class in a manner that establishes positive expectations of him/her as a practicing professional/co-teacher. Exchange contact information with the student teacher in order to facilitate speedy communication. Allow the student teacher to work with children to complete course assignments. Invite student teacher to teach lessons that are in alignment with their own class/school objectives. Plan with and observe student teacher on an on-going basis and provide written/verbal feedback. Communicate expectations and concerns with the student teacher. Check in with university supervisor. Communicate any problems right away; Diane Garfield, Placement Coordinator, can be reached at diangarf@sfsu.edu or 415/338-3415. Meet with student teacher to fill out the end-of-the-semester evaluation.

**One Calendar Year Program – Phase III: Second Semester**

During the second semester the student teacher will be in the classroom four days per week (Monday to Thursday), all day for 15 weeks. Within that period of time the student teacher must fulfill five non-consecutive solo days and one solo week (5 consecutive days). The “solo times” are usually completed towards the end of the semester.

**Student teachers are expected to:**

Follow all requirements outlined under Phase I. Show competencies in teaching duties/responsibilities suitable for solo teaching. Plan and complete PACT Teaching Event, as well as Content Area Tasks. Submit mid-term evaluation by week 7 of semester and consider this question: “Are you ready for solo teaching?” Submit final evaluation during week 14/end of solo week.

**Supervising Teachers are asked to:**

Follow all requirements outlined under Phase I. Work with the student teacher to expand his/her duties/responsibilities, building competencies in teaching duties/responsibilities suitable for solo teaching. Allow student teacher to plan and complete PACT Teaching Event. Meet with student teacher by week 7 to complete mid-term evaluation and to consider readiness for solo teaching. Direct any concerns to Diane Garfield, Placement Coordinator, diangarf@sfsu.edu or 415/338-3415. Conference (plan/debrief/evaluate) frequently with student teacher during solo week. Meet with student teacher to fill out the end-of-the-semester evaluation.
Dear Master Teachers,

Thank you for your partnership with the Elementary Education Department at SFSU by welcoming a student credential candidate into your class community. Your role as a supervising master teacher in the education of our candidates is crucial in developing best practices for our future teachers.

We sincerely hope the partnership you develop will benefit not only the candidate, but you and your students as well. This Master Teacher Handbook will provide you with information about our program, a general outline suggesting how to structure the semester in order to help the student teacher “flow” into a learning and helping position in your classroom, as well as other pertinent information regarding our program. We understand that you are the expert in your own classroom and are free to structure the time to best suit your individual classroom needs.

There are three phases to the student teaching experience. In Phase I, the students are in the classroom for 12 hours a week. During this first phase we are unable to provide university supervision, however, we are always available to answer questions or offer support. Please feel free to call or write to Diane Garfield with any concerns.

For students in Phase II (second semester) they are to also work in the classroom for 12 hours a week, but with University supervision.

In Phase III, students are full time student teachers, working in the classroom four full days a week, Monday through Thursday. They will continue to receive University supervision. The student teacher will be required to attend a seminar one afternoon a week at SFSU and will need to leave school promptly on the seminar day.

During the course of this final semester, the credential candidate will be completing PACT (Performance Assessment for California Teachers) a rigorous state mandated assessment. This assessment requires that the student plan and teach a three-lesson teaching event in math, which includes videotaping the lessons. You will need to meet with the candidate to develop a mutually agreeable timetable in order to ensure completion of this requirement.

We request that you meet regularly with your credential candidate to discuss and reflect upon issues involved with classroom practice. The credential candidate will come with a series of required course assignments throughout the program. We hope that the assignments will follow the guidelines of your established curriculum and will serve to enhance your curriculum rather than detract from it. If this should present a problem, please let us know.

For those candidates receiving supervision a supervisor from SFSU will make three formal observations during the semester and will expect the student to submit a detailed lesson plan on the day of the observation or beforehand. The supervisor will be available to confer with you upon request.

We are here to offer help and support. If you have questions or concerns, please contact Diane Garfield at: (415) 338-3415 or diangarf@sfsu.edu.

Thank you again.

Sincerely,

Josephine Arce, Ed.D.                                      Diane Garfield, M.A.
Chair, Department of Elementary Education                  Placement Coordinator
Dear Principal,

We would like to thank you for welcoming our student teachers to your school site. The master teachers who have agreed to take our students play a vital role in helping to develop tomorrow’s new teachers.

We have created a Master Teacher Handbook that contains documents and explanations of our program. We hope that this will be helpful to your teachers, and to you as well.

There are three phases to the student teaching experience. In **Phase I**, the students are in the classroom for 12 hours a week. During this first phase we are unable to provide university supervision, however, we are always available to answer questions or offer support. Please feel free to call or write to Diane Garfield with any concerns.

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Please feel free to contact Diane Garfield with any questions, [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu) or 415/338-3415.

Once again, thank you for supporting our program.

Sincerely,

Josephine Arce, Ed.D.  
Chair, Department of Elementary Education

Diane Garfield, M.A., NBCT  
Placement Coordinator
FIELD EXPERIENCE EVALUATION (Phase I & II)
Multiple Subject Credential Program – San Francisco State University

Student Name: ____________________________ Cohort # ________ Date: ______________
Master Teacher: __________________________ School: __________________ Grade: ______

Directions: The purpose of this evaluation is to provide feedback to the student so that s/he may improve her/his suitability for the teaching profession. This feedback is to be acted upon so as to build up to a successful final semester. Please score each category according to the scale given below. Use comments section to expand on ratings, e.g. strengths, suggestions for improvement, etc. **Please submit by the 14th week of the semester.**

Please indicate the rating number (3 – 0).

<table>
<thead>
<tr>
<th>Competent (3)</th>
<th>Making Good Progress (2)</th>
<th>Needs Improvement (1)</th>
<th>Not able to determine (0)</th>
</tr>
</thead>
</table>

Interactions with Students (*TPE: 11), **Rating:** ______
Respectful, maintains appropriate behavior, communicates effectively
Comments:

Planning Skills (TPE: 8,9,10), **Rating:** ______
Arrives prepared, uses a variety of teaching strategies, takes into account student interests
Comments:

Instructional Skills (TPE: 1-11), **Rating:** ______
Manages small groups/individual students, motivates students, shows awareness of diversity and equity in teaching strategies, practices clear communication
Comments:

Please continue on backside…….

TPE = Teacher Performance Expectations, aligned with California Standards and PACT
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level
August 2009
Presentation Skills (TPE: 10,11), **Rating:** _____
Communicates clearly, uses academic language, uses voice appropriately/effectively
**Comments:**

Assessment, Evaluation and Reflection (TPE: 2,3), **Rating:** _____
Uses assessment, both informal/formal, to plan. Evaluates and determines student achievement, reflects on teaching performance critically
**Comments:**

Professionalism (TPE: 12,13), **Rating:** _____
Communicates in professional manner, arrives on time and well-prepared, uses self-reflection to critique and improve teaching
**Comments:**

**Overall evaluation**
Has the student shown reasonable progress this semester? **Yes** ____ **No** ____ **Minimal** ____
**For Phase II students**, is this person ready for full time student teaching? **Yes** ____ **No** ____
**Comments:**

**MT Signature:** ___________________________ **Date:** ___________________________
*Student Teacher Signature:* ___________________________ **Date:** ___________________________

**Master Teacher Email:** ___________________________ **Cohort #:** ___________________________

* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university supervisor.

TPE = Teacher Performance Expectations, aligned with California Standards and PACT
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level
August 2009
STUDENT TEACHER EVALUATION
Multiple Subject Credential Program – San Francisco State University

SECTION 1 – Please fill in the data. Midterm Evaluation due 7th week of semester – Final Evaluation due 14th week of semester

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>Date:</th>
<th>Check One</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher</td>
<td></td>
<td></td>
<td></td>
<td>School and Grade Level</td>
</tr>
</tbody>
</table>

**Directions:** The purpose of this evaluation is to provide feedback to the student teacher so s/he may improve her/his teaching. At midterm, this feedback is to be acted upon prior to the end of student teaching. At the final evaluation, the feedback is used in determining the student teacher’s suitability for a credential. Please score each item in each category according to the scale given below. In the comments sections, please note any outstanding examples of strengths and/or suggestions for improvement.

SECTION II – Please indicate the rating number (4 – 1). Use “comments section” to expand

<table>
<thead>
<tr>
<th></th>
<th>Strong (4)</th>
<th>Competent (3)</th>
<th>Needs improvement (2)</th>
<th>Weak (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Interactions with students</strong> (provide rating of 4 – 1) *TPE 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for students</td>
<td>Requires students to show respect for others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes rapport through verbal communication</td>
<td>Establishes rapport through nonverbal communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate student behavior</td>
<td>Communicates effectively with all students *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
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<tbody>
<tr>
<td><strong>2. Planning skills</strong> (provide rating of 4 – 1) TPEs 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Designs, writes articulates and teaches complete daily lessons</td>
<td>Incorporates a variety of teaching strategies in plans</td>
</tr>
<tr>
<td>That include appropriate concepts, instructional objectives</td>
<td></td>
</tr>
<tr>
<td>Utilizes a variety of sources in planning instruction</td>
<td>Takes students’ interests into account in preparing lessons</td>
</tr>
<tr>
<td>Designs lessons for critical thinking and problem solving</td>
<td>Plans lessons that are equitable for all students *</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>3. Instructional skills</strong> (provide rating of 4 – 1) TPE 1 through 11</td>
<td></td>
</tr>
<tr>
<td>Implements a diversity of teaching strategies</td>
<td>Manages whole group, small group, and individual instruction</td>
</tr>
<tr>
<td>Uses clear and appropriate oral and nonverbal communication</td>
<td>Adjusts instruction and communication for students needs</td>
</tr>
<tr>
<td>Motivates/encourages all students to participate</td>
<td>Uses written, verbal, and nonverbal reinforcements</td>
</tr>
<tr>
<td>Provides for all students to demonstrate what they have learned</td>
<td>Encourages all students* to use academic language</td>
</tr>
<tr>
<td>Appropriate use of transitional time</td>
<td>Appropriate pacing of lesson</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>

See back
*TPE = Teacher Performance Expectations, aligned with California Standards* and PACT F’2011
*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level*
### 4. Presentation skills (provide rating of 4 – 1) TPE 10, 11

- Demonstrates language ability in its correct grammatical form, oral, reading and written
- Demonstrates the ability to use academic language correctly while adjusting to the varied levels of the students
- Demonstrates oral communication in a clear, concise and coherent manner incorporating language skills and voice placement appropriate for classroom teaching
- Demonstrates the knowledge and ability to recognize errors as they occur in oral and written language as well as demonstrating the ability to analyze, evaluate and remedy those errors

**Comments:**

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### 5. Assessment skills (provide rating of 4 – 1) TPE 2, 3

<table>
<thead>
<tr>
<th>Uses assessments to determine student readiness for instruction</th>
<th>Establishes clear and reasonable academic expectations for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates academic behavioral expectations to students</td>
<td>Diagnose students’ current understanding and skills</td>
</tr>
<tr>
<td>Uses a variety of formal and informal assessments</td>
<td>Provides regular and timely feedback to students</td>
</tr>
<tr>
<td>Uses unbiased evaluation plans to ensure success for all *</td>
<td>Addresses critical thinking and problem solving in student assessment</td>
</tr>
</tbody>
</table>

**Comments:**

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### 6. Professionalism (provide rating of 4 – 1) TPE 12, 13

<table>
<thead>
<tr>
<th>Communicates in a professional manner with teachers and staff</th>
<th>Prepared to teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates in a professional manner with parents</td>
<td>Is able to reflect upon and critique one’s own performance</td>
</tr>
<tr>
<td>Accepts and uses the advice and critiques of others</td>
<td>Punctual</td>
</tr>
</tbody>
</table>

**Comments:**

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**Additional Comments:**

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**Master Teacher Signature:** ____________________________  **Date:** ____________________________

**Master Teacher Email:** ____________________________

**Student Teacher Signature:** ____________________________  **Cohort #:** ____________________________

* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university practicum supervisor.

_TPE = Teacher Performance Expectations, aligned with California Standards_ and PACT F’2011

*All students without regard to gender, ethnicity, sexual orientation, disabilities, native language, or ability level*
NOTICE OF NEED TO IMPROVE
San Francisco State University - Multiple Subjects Elementary Education Program

Date: _______________ Practicum I, II, III (Circle one)
Student Teacher: _____________________ Supervising Teacher: _______________

University Supervisor: ___________________

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In a three-way conference (student teacher, master teacher, and SFSU practicum supervisor), we have come to an agreement that the following improvements must be made by the end of the semester in order for the student teacher to successfully complete this phase of student teaching. If improvements are not met by the student teacher, s/he will be required to repeat the present phase of the practicum and seminar. The student is allowed to repeat a practicum one time only.

The undersigned have met and agreed to the criteria for successful completion of student teaching.

Student Teacher: _________________ Supervising Teacher _________________

University Supervisor: ___________________ Date: ________________

Copies to student teacher, supervising teacher, and university supervisor
San Francisco State University  
Department of Elementary Education  
Observation and Conference Report for Supervising Teachers

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<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
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TPEs addressed in this lesson: 0 = Not observed, 1 = Inadequate, 2 = Emerging, 3 = competent
1. Pedagogical skills  
2. Monitoring student learning  
3. Use of Assessments  
4. Content accessible  
5. Student engagement  
6. Developmentally appropriate  
7. Teaching English learners  
8. Learning about students  
9. Instructional planning  
10. Instructional time  
11. Social Environment  
12. Professionalism (includes TPEs 12 & 13)
Senate Bill 2042 (Chap. 548 Stats. of 1998) required all candidates for a Preliminary Multiple and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. This assessment of teaching performance (known as the PACT in our department) is designed to measure a candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs). The TPEs are described below; they are embedded in coursework, field assignments, the Subject Specific Tasks, and PACT.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Below are the Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills. Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach
the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

**Teaching Science in a Multiple Subject Assignment**
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

**Teaching History-Social Science in a Multiple Subject Assignment**
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

**B. ASSESSING STUDENT LEARNING**

**TPE 2: Monitoring Student Learning During Instruction**
Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**
Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and
summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible
Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement
Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates
examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**TPE 6: Developmentally Appropriate Teaching Practices**

This TPE underscores the importance of generically effective strategies for teaching a broad range of students. It establishes additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3 and 4-8.

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.
TPE 7: Teaching English Learners
Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students
Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to
become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

**E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 11: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student
discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations
Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth
Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.