

Single Subject Credential Program
Student Teaching Handbook
2015-2016



San José State University | CONNIE L. LURIE
COLLEGE of EDUCATION

Single Subject Credential Program San Jose State University

Student Teaching Handbook

Contents

How Student Teaching is Organized
Roles and Responsibilities
Student Teaching Service Area
Phase I Student Teaching
• Recommended Activities for Phase I Student Teaching
Phase II Student Teaching
• Recommended Activities for Phase II Student Teaching
Teaching Performance Expectations
Formative and Summative Evaluations
The PACT Teaching Event
Candidate Dispositions
Growth and Learning Goals for Phase I and II Student Teaching
Principles and procedures for addressing concerns about teacher candidates
Frequently Asked Questions

Secondary Education website: www.sjsu.edu/secondary

How Student Teaching Is Organized

Student teaching is divided into two semester-long experiences. During the first semester (Phase I Student Teaching), teacher candidates collaborate with their mentor teacher two periods each day, with an additional time set aside each week to confer, debrief and/or plan. At the beginning of the semester the university supervisor will set a meeting with the mentor and teacher candidate in order to discuss expectations and the general timeline. At the end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the first semester experience with the teacher candidate.

During the second semester (Phase II Student Teaching), which ideally begins at the start of the placement site's school year but no later than the start of SJSU's semester and continues to the end of the school's semester, teacher candidates are responsible for being at their assigned school for 4 periods each day. The teacher candidate is now responsible for teaching every day in two periods and observing and assisting to two other periods. During this time, the mentor teacher and teacher candidate continue to collaborate on lesson ideas, instruction and assessment and university supervisor provide ongoing feedback; the aim of which should be to help foster independence for the teacher candidate. In addition to the teaching assignment of two periods every day, the teacher candidate must take on two weeks of full-day participation at some point during the semester. It is suggested that these two weeks occur after the candidate has completed his or her Performance Assessment for California Teachers (PACT), however, the scheduling of these two weeks of full-day participation is arranged by the mentor teacher and supervisor, based on the curriculum, testing and the school calendar. The culminating experience for the semester is the completion of the PACT. At the end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the second semester experience with the teacher candidate.

Roles and Responsibilities

Teacher candidate

- Be present as scheduled for the duration of the semester - Professional dress and conduct.
- Download and print the Teacher candidate Handbook from the Secondary Education website: http://www.sjsu.edu/secondaryed/Programs/Student_Teaching/
- Confer regularly with your mentor teacher(s) and university supervisor to set growth goals and reflect on progress.
- Adhere to the academic schedule of the school to which you are assigned, even if it differs from that of San Jose State University.
- Arrive at the school site on time and prepared for the day
- Apply the theories and principles of pedagogy taught in university courses to classroom practice.
- Learn about the students, school, school personnel and the surrounding community.
- Identify specific learning needs of your students, especially English Language Learners.
- Follow the curriculum.
- Plan carefully and thoroughly for each day of teaching. Prepare a written lesson plan for every day that you teach. Provide your mentor teacher and your university supervisor with an advance copy of every lesson plan you deliver. This will be especially important if you become ill.
- Inform the school, your mentor teacher, and your university supervisor of absences. At the beginning of the experience, determine how to contact each person.
- Learn about and adhere to school rules and policies.
- Strive to meet all Expectations for Candidates.
- Complete the Teaching Performance Assessment with high quality work.

Mentor Teacher

The principal functions of the mentor teacher are to (1) provide the teacher candidate with regular feedback and guidance, (2) collaborate with the candidate and involve him or her in lesson development and elements of teaching practice so that the candidate gets an idea of the full scope of the work of teaching and, (3) evaluate the teacher candidate's performance over the course of the semester. Major responsibilities of the mentor include the following:

- Provide the teacher candidate with an orientation to the class. Introduce the teacher candidate to the class and explain that the teacher candidate will serve as a teacher.
- Explain class goals and basic routines. Provide the teacher candidate with a curriculum syllabus, textbook, and other such material.

- Help teacher candidates identify the special learning needs of students and plan how to respond to these needs.
- Collaborate with the teacher candidate to plan the scope and schedule of the teacher candidate's responsibilities.
- Use the Teaching Performance Expectations and the Teacher candidate evaluation as guidelines for planning appropriate experiences throughout the semester.
- Collaborate on lesson and unit plans with the teacher candidate.
- Observe the teacher candidate; confer regularly to provide guidance, help, and feedback.
- Communicate regularly with the university supervisor about the teacher candidate's progress.
- Provide the university supervisor with a final evaluation of the teacher candidate's performance (complete Teacher Candidate Evaluation).
- Provide support for the teacher candidate completing the signature assignment for their Phase I Student Teaching Seminar.

University Supervisor

The university supervisor provides help, guidance, and constructive criticism and is responsible for the final evaluation of the teacher candidate. University Supervisors should observe teacher candidates three times during the semester during Phase I student teaching, and 6-10 times during Phase II/III student teaching, or as needed depending on the teacher candidate's performance. Other responsibilities include the following:

- Acquaint the teacher candidate with the University Supervisor Handbook and the mentor teacher with the contents of the Mentor Teacher Packet, including the Teaching Performance Expectations and Teacher candidate Final Evaluation.
- Orient teacher candidates to the responsibilities for student teaching.
- Schedule a 3-way meeting with the mentor teacher and teacher candidate at the start of the semester to establish expectations and set learning goals. Go over the roles and responsibilities for teacher candidates, mentor teachers and supervisor, discuss student teaching requirements and review the mentor teacher handbook.
- With the Teaching Performance Expectations and the Teacher candidate Final Evaluation in mind, ensure that the candidate has opportunities for appropriate experiences in the classroom.
- Confer regularly with the teacher candidate and mentor teacher or site supervisor regarding the teacher candidate's progress continually providing feedback on areas of strength and growth
- Observe the teacher candidate in the classroom every 3-4 weeks; provide the teacher candidate with verbal and written reports of those observations. Review the Summative Evaluation rubric and candidates progress within the rubric at least three times in the semester.
- Provide the teacher candidate with periodic guidance, help, and constructive criticism.
- Review unit and lesson plans with the teacher candidate, providing feedback and support.
- Provide support for the teacher candidate completing the Signature Assignment (Phase I) or the PACT Teaching Event (Phase II/III).
- Confer with the mentor teacher about the teacher candidate's progress.
- Schedule a 3-way meeting at the end of the semester to reflect on the experience, review summative evaluations and help the teacher candidate set growth goals.
- Submit to Secondary Education a copy of the summative evaluation of the teacher candidate's performance using the Teacher candidate Evaluation form you can find on the secondary education website:
http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html

Phase I Student Teaching

Getting Started: Collaboration toward co-teaching

At the start of the first semester the teacher candidate will arrange to be on site five days per week. That time will be spent observing in both periods and assisting with tasks like greeting students at the door, taking attendance, collecting homework and working one-on-one with students during activities. The mentor teacher and teacher candidate should begin collaborating on lesson plans, instruction, and assessment, with the aim of working toward a collaborative teaching model that involves co-teaching. Plans should be made to involve the teacher candidate will be integrated into the classroom over the course of several weeks.

Stepping up: Co - Teaching Phase.

Approaching the middle of the semester, the teacher candidate should be more and more integrated into the classroom as a co-teacher. This can include, but is not limited to, working with small groups, supervising stations, targeted observation, and teaching portions of the lesson or more, if the mentor teacher thinks he or she is ready. The goal of this stage of the semester is to prepare candidates to lead teach at the end of the semester. Typically, the mentor teacher gives the teacher candidate enough instructional independence in the classroom setting to gauge the teacher candidate's readiness to lead-teach. The goal is to have the teacher candidate ready to take on full responsibility for planning and instruction during the final stage of the semester. The university supervisor should come in for an observation during this time to provide feedback on the candidate's progress. The timing for transition to the "Lead Teaching Phase" of the semester is to be determined by the university supervisor in consultation with the teacher candidate and mentor teacher.

Gaining independence: Lead Teaching Phase.

During the final five weeks of the semester, the teacher candidate is responsible for lead teaching for 15 or more consecutive days in one of the two periods she/he has assisted in. This teaching assignment is the culminating experience of the semester. The goal is to have the teacher candidate in charge of the classroom during the entire time frame, with the mentor teacher providing feedback and assistance. This assistance can take on multiple forms; such as: previously utilized co-teaching strategies and/or co-constructed lesson plans. The goal is for the teacher candidate to have sufficient time as the "lead" teacher so that she or he gains skills and confidence, while still having a trusted collaborator for guidance. The university supervisor typically visits for 2-3 observations during these 15 days to provide feedback and guidance, and to check in with the mentor teacher.

Recommended Activities for Phase I Student Teaching

There are a wide variety of opportunities for teacher candidates to learn about school and classroom culture. The following list of activities will help the teacher candidate reach the goals of student teaching. This list is not comprehensive and the *choice of all activities is up to the discretion of the mentor teacher and school administration*. Teacher candidates should consult their mentor teachers and university supervisors to find the best combination of activities to insure that they get a comprehensive and rich learning experience.

The teacher candidate, mentor teacher and university supervisor should also work together, as the semester progresses, to decide when the candidate should take on more responsibility. Final decisions about these transitions are at the discretion of the mentor teacher, in consultation with the university supervisor.

Getting Started: Collaboration toward co-teaching

Timeframe: Early semester

Teacher candidates

- Observe, assist and collaborate as appropriate in two periods, five days per week, and arrange to observe other recommended classes, as recommended
- Meet with mentor teacher before class and at least once per week during prep period, lunch or some other convenient time in order to collaborate and discuss plans.
- Learn the routines, procedures and policies of the mentor teacher
- Become familiar with the curriculum (or curricula) for the semester
- Become knowledgeable about the school's organization, policies, schedules, rules, and special events. Ask to review a copy of the Faculty Handbook.
- Learn names of students in classes to which assigned; learn about their strengths and needs.
- Assist mentor teacher with various classroom tasks such as, but not limited to: taking roll, answering student questions, collecting and correcting homework, working with small groups, reading student work (e.g., exams), and other tasks as may be assigned by the mentor teacher
- Learn about/assess the special learning needs and English language proficiency of the students.
- Co-write a brief letter to families with your mentor teacher, introducing yourself and explaining your role in the classroom for the semester.
- Review the rubric for the Summative Evaluation.

Mentor teachers

- Meet with teacher candidate before class and at least once per week during prep period, lunch or some other convenient time in order to begin to collaborate on planning and instruction.
- Share the class roster and seating chart with the candidate.
- Share the course syllabus, curriculum map, district benchmarks or any other materials that might help familiarize the teacher candidate with the curriculum
- Share the course textbook or other curriculum materials and resources that will be used by students
- Discuss routines, procedures and policies with the teacher candidate
- Identify any special needs or accommodations for mainstreamed students
- Introduce the teacher candidate to support staff (e.g. school administration and staff, classroom aids, other teachers in the department)
- Share the proficiency levels of English learners in the class
- Include teacher candidate in classroom activities to increase the teacher candidate's presence in the classroom (e.g. taking roll, greeting students at the door, working with small groups, reading and/or grading student work)
- Provide formative feedback on the candidate's work.
- Debrief lessons with the teacher candidate, with special focus on building an effective learning community, classroom management, and relationships with students
- Co-write a brief letter to introduce your teacher candidate and explain his/her role in the classroom for the semester
- Fill out the "Cultural Context Form" which can be found at the secondary education website (http://www.sjsu.edu/secondary/faculty/faculty_resources/index.html) and give it to your teacher candidate to submit to the university

University Supervisor

- Schedule a 3 way meeting to discuss expectations
- Teach seminar and provide feedback for candidates on work
- Suggest ways for candidates to learn from targeted observations and work with students.
- Observe a mini-lesson or teaching segment the teacher candidate conducts if applicable.
-

Stepping up: Co-Teaching Phase

Timeframe: Mid semester

Teacher candidates

- Work in two periods five days per week
- Meet with mentor teacher before class and regularly during prep period, lunch or some other convenient time in order to collaborate on lesson plans and assessment ideas.
- Help locate or prepare instructional materials such as handouts and slides.
- Help grade (or at least read through) student work to become familiar with students' strengths and needs
- Work with small groups during group work, or work one-on-one with students during seat work activities
- Use co-teaching strategies in conjunction with your mentor teacher so that you lead lesson activities, particularly those activities that might require some practice to master (e.g. lead the lesson warm-up, give instructions to begin an activity, debrief an activity with students, lead a short discussion)
- Take on full responsibility for 1-2 lessons during this portion of the semester, including preparing a complete lesson plan in advance of the lesson in collaboration with your mentor teacher or preparing a lesson.
- Settle on the dates and curriculum for your 15 days of lead teaching in (at least) one of your two assigned periods

Mentor teachers

- Meet with teacher candidate before class and regularly during prep period, lunch or some other convenient time in order to collaborate
- Select activities for the teacher candidate to take on, gradually increasing his/her responsibilities as the semester progresses. Focus on activities that may require some practice to master.
- Arrange for the teacher candidate to take full responsibility for at least 1-2 "bell to bell" lessons during this portion of the semester, and then provide feedback on these lessons.
- Help the teacher candidate plan, or co-plan, these "solo" lessons, giving them assistance as required
- Observe "solo" lessons and take notes to debrief after the lesson
- Debrief lesson activities, and later full lessons, with the teacher candidate providing feedback
- Settle on the dates and curriculum for your teacher candidate's 15 days of lead teaching

University Supervisor

- Observe at least one “bell to bell” lesson and provide written and verbal feedback to the candidate and mentor. Consider completing the summative evaluation form as a point of reference and discuss this with the candidate.
- Be in communication with mentor regarding candidate’s progress.
- Continue to teach seminar class and provide guidance and feedback on areas of strength and growth

Gaining independence: Lead Teaching Phase

Time Frame: Late semester

Teacher candidates

- Co-teach whenever not “lead” teaching five days per week, continuing with the activities suggested above
- “lead” teach for a minimum of 15 consecutive days in at least one of your two assigned periods (Engaging in all planning, teaching, grading, under the guidance of your mentor teacher)
- Prepare complete lesson plans for every day that you teach. These must be submitted to your university supervisor and mentor teacher at a deadline of their choosing prior to your teaching.
- Debrief lessons with mentor teacher daily, or as often as possible
- Write daily reflections on your lead teaching and email these reflections to your university supervisor
- Complete all course requirements for 184x, including your coaching cycle and final portfolio
- Meet with your university supervisor after each observation to debrief

Mentor teachers

- Oversee teacher candidate’s lessons, encouraging and supporting their ability to grow as an independent educator.
- Before the teacher candidate begins his or her 15 days of lead teaching, review the “Phase I Teacher candidate Evaluation Form,” the summative evaluation of student teaching that you will complete at the end of the semester. If possible review this form with the teacher candidate.
- Observe candidate’s lessons daily
- Meet with teacher candidate to debrief lessons daily, or as often as possible
- Communicate with the university supervisor to discuss your teacher candidates progress
- Fill out the “Phase I Teacher candidate Evaluation Form” at the end of the semester and return it to the university supervisor
-

University Supervisor

- Observe at least 2 times during the candidates lead teaching
- Debrief after each observation and provide verbal and written feedback that focuses on the candidate’s emerging strengths and areas of needed growth
- Schedule a 3-way meeting after the 15 days of lead teaching in order to discuss the growth during the semester and to set growth goals for Phase II.
- Complete the final teacher candidate evaluation form and submit it to the secondary education office.

Additional activities for teacher candidates to consider

- Learn about instructional media available from school, district, and county resource centers.
- Attend faculty and school board meetings.
- Attend and help supervise extra-curricular activities such as athletic events, dances, club meetings, and fine arts performances.
- Visit the library; meet the librarian.
- Become acquainted with support staff such as secretaries, nurses, and custodians.
- Confer with counselors and administrators about their roles.
- Visit the cafeteria; meet the nutritionist; try the food.
- Observe a parent-teacher conference; communicate with parents as appropriate.
- Visit the district and county offices; learn about services provided.
- Learn characteristics of the surrounding community.
- Observe students in out-of-class settings.
- Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Phase II Student Teaching

Orientation phase

In the initial 1-2 weeks of the semester, teacher candidates take time to get to know their mentor teacher(s), their students and the curriculum for which they will be responsible for the semester. That time will be spent observing in both periods and assisting with simple tasks like greeting students at the door, taking attendance, collecting homework and working one-on-one with students during activities.

Transition phase

During the next 1-2 weeks of the semester, the teacher candidate typically takes on additional duties in the classroom, including working with small groups and even teaching portions of the lesson (or more, if the mentor teacher(s) thinks he or she is ready). The goal of this stage of the semester is to prepare to lead teach. The goal is to have the teacher candidate ready to take on full responsibility for planning and instruction for the rest of the semester.

Lead (“solo”) teaching phase

For the rest of the semester (which ends at the end of the semester for the school at which the teacher candidate is placed) teacher candidates are responsible for teaching in two different classrooms with two different preps (e.g., Chemistry and Integrated Science). The goal is to have the teacher candidate in charge of the classroom during the entire time frame, with the mentor teacher(s) providing regular feedback and giving the teacher candidate as much autonomy as possible. The university supervisor typically visits every 2-3 weeks to provide feedback and guidance, and to check in with the mentor teacher(s). In addition to the teaching assignment of two periods every day, the teacher candidate must take on two weeks of full-day participation at some point during the semester. The scheduling of these two weeks of full-day participation is arranged by the mentor teacher(s) and supervisor, based on the curriculum, testing and the school calendar, and the specific activities in the additional periods will be determined by the teacher candidate and mentor teacher(s), in consultation with the university supervisor. The culminating experience for the semester is the completion of the Performance Assessment for California Teachers (PACT). At the end of the semester, the mentor teacher(s) and university supervisor complete a formative evaluation and debrief the second semester experience with the teacher candidate.

Recommended Activities for Phase II Student Teaching

There are a wide variety of opportunities for teacher candidates to learn about school and classroom culture. The following list of activities will help the teacher candidate reach the goals of student teaching. This list is not comprehensive and the *choice of all activities is up to the discretion of the mentor teacher(s) and school administration*. Teacher candidates should consult their mentor teacher(s) and university supervisors to find the best combination of activities to insure that they get a comprehensive and rich learning experience.

The teacher candidate, mentor teacher(s) and university supervisor should also work together, as the semester progresses, to decide when the transition from one set of activities to the next should occur. Final decisions about these transitions are at the discretion of the mentor teacher(s), in consultation with the university supervisor.

Phase II: Orientation Phase

Timeframe: First 1-2 weeks

Teacher candidates

- Learn the routines, procedures and policies of the mentor teacher(s)
- Become familiar with the curricula for the semester and begin long-range planning
- Become knowledgeable about the school's organization, policies, schedules, rules, and special events. Ask to peruse a copy of the Faculty Handbook.
- Learn names of students in classes to which assigned; learn about their strengths and needs.
- Assist mentor teacher(s) with taking roll, answering student questions, collecting and correcting homework, reading student work (e.g., exams), and other tasks as may be assigned by the mentor teacher(s)
- Learn about/assess the special learning needs and English language proficiency of the students.
- Work with teacher/school to find a way to introduce yourself to families (letter, back to school night, email, etc.)
- Start Task 1 of the PACT teaching event

Mentor teachers

- Meet with teacher candidate regularly during prep period, lunch or some other convenient time
- Go over the class roster and seating chart
- Share the course syllabus, curriculum map, district benchmarks or any other materials that might help familiarize the teacher candidate with the curriculum
- Share the course textbook or other curriculum materials and resources that will be used by students
- Discuss routines, procedures and policies with the teacher candidate
- Identify any special needs or accommodations for mainstreamed students
- Introduce the teacher candidate to support staff (e.g. school administration and staff, classroom aids, other teachers in the department)
- Share the proficiency levels of English learners in the class
- Include teacher candidate in some classroom activities to increase the teacher candidate's "presence" in the classroom (e.g. taking roll, greeting students at the door, reading and/or grading student work)
- Debrief lessons with the teacher candidate, with special focus on building an effective learning community, classroom management, and relationships with students
- Find a way to introduce teacher candidate to families according to school policy (letter, back to school night, email, etc.)

Phase II: Transition Phase

Timeframe: Weeks 2-3

Teacher candidates

- Meet with mentor teacher(s) before class and regularly during prep period, lunch or some other convenient time
- Help set up classroom in preparation for the lesson (or the next period)
- Help locate or prepare instructional materials such as transparencies and handouts
- Help grade (or at least read through) student work to become familiar with students' strengths and needs
- Work with small groups during group work, or work one-on-one with students during seat work activities
- Co-teach lessons with mentor teacher(s), particularly those activities that might require some practice to master (e.g. lead the lesson warm-up, give instructions to begin an activity, debrief an activity with students, lead a short discussion)
- Draft plan for first week of solo teaching, submit plan to supervisor/seminar instructor
- Send out Performance Assessment for California Teachers (PACT) video permission slip to families
- Settle on dates for PACT teaching event
- Settle on dates for two weeks of full-day participation

Mentor teachers

- Meet with teacher candidate before class and regularly during prep period, lunch or some other convenient time
- Select activities for the teacher candidate to take on, gradually increasing his/her responsibilities over the following 1-2 weeks. Focus on activities that may require some practice to master.
- Debrief lesson activities, and later full lessons, with the teacher candidate providing feedback
- Work with teacher candidate to settle on dates for PACT teaching event
- Work with teacher candidate to settle on dates for two weeks of full day participation

Phase II: Lead Teaching Phase

Time Frame: Rest of semester

Teacher candidates

- Prepare complete lesson plans for every day that you teach
- Debrief lessons with mentor teacher(s) daily, or as often as possible
- Share weekly reflections on your "solo" teacher with your mentor teacher(s) and university supervisor
- Plan, teach and write up PACT teaching event
- Spend two weeks of full-day participation in school (specifically activities for the additional periods to be determined by the teacher candidate and mentor teaching in consultation with the supervisor).

Mentor teachers

- Oversee teacher candidate's "solo" lessons, encouraging their autonomy
- Observe "solo" lessons periodically
- Meet with teacher candidate regularly to debrief "solo" lessons
- Fill out the "Phase II-III Teacher candidate Evaluation Form" at the middle of the semester and share it with the teacher candidate and university supervisor
- Communicate with the university supervisor to discuss your teacher candidate's progress, as the need arises
- Fill out the "Phase II-III Teacher candidate Evaluation Form" again, at the of the end of the semester, and share it with the teacher candidate and university supervisor

Additional activities for teacher candidates to consider

- Learn about instructional media available from school, district, and county resource centers.
- Attend faculty and school board meetings.
- Attend and help supervise extra-curricular activities such as athletic events, dances, club meetings, and fine arts performances.
- Visit the library.
- Become acquainted with support staff such as secretaries, nurses, and custodians.
- Confer with counselors and administrators about their roles.
- Observe a parent-teacher conference; communicate with parents as appropriate.
- Visit the district and county offices; learn about services provided.
- Learn characteristics of the surrounding community.
- Observe students in out-of-class settings.
- Read professional journals; attend professional conferences and meetings; become intellectually involved in the profession.

Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of Phase I and Phase II student teaching, as well as the Performance Assessment for California Teachers (PACT) teaching event.

During the supervised field experience, you will be evaluated based on the Teaching Performance Expectations and given verbal and written feedback regarding your strengths and areas for growth.

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in a single subject assignment

TPE 2: Monitoring Student Learning During Instruction

- 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
- pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products
- anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments

- understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction
- understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- use multiple measures to assess student knowledge, skills, and behaviors

- know about and can appropriately use informal classroom assessments and analyze student work
- understand format and administration of standardized testing
- accurately interpret assessment data to identify level of proficiency of ELL
- 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

TPE 4: Making Content Accessible

- incorporate specific and varied strategies, teaching/instructional activities, procedures, materials, and experiences that address state-adopted academic content standards for students
- prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- explain content clearly and reinforce content in multiple ways
- provide opportunities and adequate time for students to practice and apply what they have learned
- distinguish between conversational and academic language, develop student skills in using and understanding academic language, and teach students strategies to read and comprehend a variety of information sources in the subject(s) taught
- encourage student creativity and imagination
- motivate students and encourage student effort
- foster access and comprehension for all learners
- adjust lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

- clearly communicate instructional objectives to students
- ensure the active and equitable participation of all students and monitor student progress toward academic goals.
- candidates examine off-task behavior and use strategies to re-engage students
- encourage students to share and examine points of view during lessons
- use community resources, student experiences, and applied learning activities to make instruction relevant
- ask stimulating questions, help students frame meaningful questions, and challenge student ideas.

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

- build on students' command of basic skills and understandings
- design learning activities to extend students' concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

- establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills
- communicate course goals, requirements, and grading criteria to students and families
- help students to understand connections between the curriculum and life beyond high school, and the consequences of academic choices in terms of future career, school and life options
- promote behaviors important for work such as taking responsibility, being on time, and completing assignments
- understand and show sensitivity toward characteristics of adolescence.

TPE 7: Teaching English Learners

- know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English
- familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- implement an instructional program that facilitates English language development
- draw upon information about students' backgrounds and prior learning to provide instruction differentiated to students' language abilities
- understand how and when to collaborate with specialists and para-educators to support English language development
- select instructional materials and strategies to develop students' abilities to comprehend and produce English and extend students' current level of development
- know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area
- use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners

- allow students to express meaning in a variety of ways
- apply understanding of cognitive, pedagogical, and individual factors that affect students' language acquisition when planning lessons for English language development and for academic content

TPE 8: Learning about Students

- use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students
- understand how multiple factors, including family/parental support, gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn
- 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

- 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
- 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
- use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations
- sequence instruction so the content to be taught connects to preceding and subsequent content.
- select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals/needs
- plan lessons that connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- plan differentiated instruction
- use available aides and volunteers, when appropriate, to help students reach instructional goals

TPE 10: Instructional Time

- allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- establish procedures to maximize instructional time

TPE 11: Social Environment

- develop and maintain clear expectations for academic and social behavior that create a positive climate for learning
- establish rapport with students and their families to support academic and personal success
- respond appropriately to sensitive issues and classroom discussions

TPE 12: Professional, Legal, and Ethical Obligations

- recognize ways in which personal values and biases affect the teaching and learning of students.
- intolerant of all forms of harassment, discrimination, and exploitation
- 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
- can identify suspected cases of child abuse, neglect, violent behavior, and harassment and implement school and district guidelines for reporting such cases
- understand legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- act in accordance with professional ethical considerations

TPE 13: Professional Growth

- reflect on and evaluate their own teaching practices and subject matter knowledge
- seek to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- use reflection/feedback to formulate/prioritize goals for increasing their subject matter knowledge/teaching effectiveness.

Formative and Summative Evaluations

Teacher candidates are evaluated both formatively (during student teaching) and summatively (at the conclusion of student teaching).

Ongoing formative evaluation is critical to the success of the teacher candidate. Teacher candidates, mentor teachers, site supervisors, and university supervisors are encouraged to use the elements that comprise the *Summative Evaluation* to inform discussions and set goals throughout the semester.

The *Evaluation Forms* found in this handbook are completed by both the on-site professional and the university supervisor at the end of the SJSU semester. The criteria to be used in evaluating teacher candidates have been derived from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. For additional explanation of the elements found in the *Summative Evaluation*, consult with the university supervisor or review the appropriate CCTC document.

The mentor teacher(s) or the site supervisor's summative evaluation provides the university supervisor with end-of-semester information about the teacher candidate's performance and verifies the level of competence achieved. The site professional's evaluation is used by the university supervisor to determine the teacher candidate's course grade (credit/no credit) and to determine whether or not the teacher candidate has satisfied certain requirements for a credential. It is extremely important, therefore, that the site professional complete the appropriate *Evaluation Form* and submit it to the university supervisor by the conclusion of the SJSU semester. Note: SJSU's semester usually ends several weeks before the school semester is over.

The PACT Teaching Event

During Phase II Student Teaching, candidates must complete The Performance Assessment for California Teachers (PACT) Teaching Event, the capstone assessment for our program. The PACT Teaching Event is a portfolio assessment built around a careful analysis of 3-5 days of your student teaching during Phase II student teaching. The teaching event portfolio comprises artifacts (lesson plans, student work, and video) created while teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. It consists of 5 integrated tasks - Context, Planning, Instruction, Assessment, and Reflection- and documents a 3-5 day segment of learning. Each of the five tasks is based on a set of two to three guiding questions and corresponding rubrics. These guiding questions prompt you to make connections between the different teaching tasks, and to provide evidence to illustrate your knowledge and skills in teaching. Academic Language has been added as a separate scoring category drawing from evidence across all of the tasks but scored on two separate rubrics.

There are a total of twelve rubrics used by scorers to define the depth and complexity of a candidate's instruction and commentary. Each rubric defines four performance levels describing practice that requires improvement (1), adequate beginning teacher practice (2), strong beginning teacher practice (3) and exemplary teaching practice (4). Candidates then receive a holistic score (based upon their performance across the tasks) which determines whether or not the candidate has passed the performance assessment. Scoring a 2 or better on most tasks is a passing score.

For more information about the assessment, the scoring rubrics and helpful advice about completing the assessment, please follow this link: <http://www.sjsu.edu/education/pact/>

Candidate Dispositions

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflection

Indicators:

- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices

- Exhibits flexibility

Responsibility

Indicators:

- Engages actively in program experiences
- Constructively responds to obligations (including oral and written agreements with others; coursework and assignments)

Commitment to Professionalism

Indicators:

- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

Commitment to Fairmindedness and Equity

Indicators:

- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equitable treatment of all
- Is committed to the premise that every student can learn

Setting Growth and Learning Goals for Phase I and II Student Teaching

Every beginning teacher comes to the profession with his or her own unique set of strengths and struggles. Over the course of the semester, as you talk with your mentor teacher and university supervisor about your progress, think about where you feel most confident and where you need the most support and guidance. Then set some growth goals. Please use the lists below to help you frame these professional growth goals.

Trying to address each and every point on this list would be overwhelming even for an experienced teacher. Instead, you might start by looking at the 10 bold headings for each list, identify an area (or areas) where you would like to set goals, and use the bulleted points to help you pinpoint what you want to work on. You certainly won't master everything on this list in your time as a teacher candidate. So set your sights on a handful of goals and talk with your supervisor and your mentor teacher about observations, activities, and resources that might help you make progress.

These growth and learning goals were created by San Jose State University Teacher candidates, Mentor Teachers, and University Supervisors, with additional material adapted from the California Standards for the Teaching Profession and Kellough and Kellough (1999) Secondary School Teaching: A Guide to Methods and Resources, Upper Saddle River, NJ: Merrill

Planning—Preparing Lesson Plans

Am I...

- *Preparing thorough, well thought out lesson plans*
- *Giving students the opportunity to participate and not dominating the lesson with teacher talk*
- *Balancing individual, small group and whole group activities in my lessons*
- *Starting with what students know and/or reviewing material from previous lessons*
- *Taking into account how and what I will assess when I plan lessons*
- *Planning lessons based on my knowledge of my students*
- *Making learning objectives clear to my students*
- *Opening my lessons effectively to engage students*
- *Closing my lessons effectively to help students process what they've learned*
- *Pacing the lesson in terms of my timing and the variety of learning activities*
- *Addressing the content standards in my lessons, units and over the course of the year*
- *Addressing the ELD standards in my lesson, units and over the course of the year*
- *Keeping long-range planning in mind**
- *Changing up my methods or lesson format periodically avoid getting stuck in a rut**

- *Differentiating instruction and addressing the needs of students across achievement levels**

Planning—Subject Matter

Am I...

- *Effectively sequencing content and learning activities in my lessons and over the course of my unit to support student learning*
- *Adequately prepared to teach the content*
- *Using questions to support student inquiry into the content area*
- *Introducing students to skills and strategies that support learning in the content area*
- *Using a variety of strategies, materials and resources to make the content accessible to students*
- *Making the content relevant or interesting to students wherever I can*
- *Attending to academic language to support both native English speakers and English learners*
- *Re-teaching key concepts in new ways when necessary**

Learning environment—Establishing relationships with students and positive classroom culture

Am I...

- *Showing respect to my students and receiving it in return*
- *Addressing students by name*
- *Making sure that students are listening to each other when their peers are talking*
- *Addressing negative comments made from one student to another, or other forms of bullying*
- *Using specific and authentic praise*
- *De-emphasizing the negative and acknowledging the positive in student behavior or performance*
- *Avoiding over-reliance on threats and punishment to manage behavior*
- *Finding a balance between being authoritative and being approachable*
- *Attending to my relationships with students, addressing problems as they arise and forging a positive bond with them as their teacher*
- *Building community by taking an interest in the lives and experiences of my students*
- *Actively questioning my assumptions about students, their families and their communities*

Learning Environment—Managing Behavior

Am I...

- *Maintaining the flow of the lesson when addressing minor management issues*
- *Addressing minor management issues before they escalate*
- *Noticing when students are off-task and responding effectively*
- *Getting students' attention before I begin an activity*
- *Re-engaging their attention when they get off task*
- *Monitoring the whole class when working with one student or one group of students*
- *Displaying patience and caring*
- *Managing my own emotional responses to students, and not taking things personally*
- *Following up with students who have been disruptive in class (after class or on subsequent days)*
- *Addressing student behaviors rather than their character when they have been disruptive in class*
- *Addressing student behaviors in a way that communicates that we are partners in building the learning community*

Instruction—Student participation

Am I...

- *Seeing and responding to raised hands in a timely fashion*
- *Calling on a wide range of students in whole group instruction (to avoid relying on a handful of students to answer all the questions)*
- *Making it clear to students when I would like them to shout out answers, raise their hands, or prepare to be called on*
- *Moving around the room and addressing the needs of my students (rather than focusing too much attention on one student or one small group)*
- *Using wait-time, quick writes, and pair shares to give students adequate time to construct answers to my questions*
- *Keeping everyone involved, not avoiding or neglecting particular students or groups of students*
- *Debriefing learning experiences to help students process what they've learned*
- *Making students feel comfortable with participating, taking chances, or getting the "wrong" answer*

Instruction—Managing activities

Am I...

- *Keeping a pace to the lesson that is neither too fast or too slow*
- *Effectively implementing routines and procedures from my cooperating teacher's repertoire*
- *Making adjustments to my lesson to address time constraints, students' needs or other unanticipated outcomes*
- *Sequencing lessons to give students mental breaks or change the mode of learning*
- *Prepared with my materials, technology and handouts*
- *Giving clear instructions or directives to my students before sending them off to do seatwork or small group activities*
- *Making efficient and effective transitions from one portion of the lesson to the next*
- *Finishing activities and small group discussions in a timely fashion to avoid having students get off task or bored*
- *Avoiding "dead time" (or leaving students with nothing to do, while handing out papers, checking homework, etc.)*
- *Avoiding false starts to activities or interrupting students after they are already on-task*
- *Taking advantage of "teachable moments" while avoiding "bird walks"*

Instruction—Teacher Presence

Am I...

- *Speaking at an appropriate volume and using vocal dynamics*
- *Speaking clearly so that all students can hear me and understand me*
- *Standing too long in one place, sitting while teaching or not using the physical space to its best advantage*
- *Moving around the room to engage students, respond to minor off task behavior or check on student work*
- *Using voice, posture or verbal expressions that communicate comfort and confidence in my role as teacher*
- *Communicating that I enjoy teaching and working with my students*

Assessment—Checking for understanding

Am I...

- *Avoiding global questions like, "Are there any questions?" or "Does everyone understand?" to check for understanding*
- *Periodically checking for student understanding throughout the lesson*
- *Checking for understanding across a wide range of students, not focusing on a select few*
- *Striking a balance between basic- and higher-order questions*
- *Asking follow up questions to guide students who may be struggling with an answer rather than always choosing to move on to another student*
- *Returning to students who have not been able to answer a question, to keep them engaged in the lesson and to verify that they have understood the material*
- *Assessing learning in a variety of ways*
- *Monitoring the progress of individuals and getting to know both their strengths and needs*

Assessment—Summative assessments

Am I...

- *Balancing basic- and higher-order questions in my assessments*
- *Giving effective instructions for assignments or tests*
- *Adequately preparing students for my assessments*
- *Creating a match between content learned and content assessed*
- *Providing diverse opportunities and options for students to express what they know*
- *Assessing depth of understanding, degrees of understanding, or process, and not overemphasizing completion, neatness or simple correct responses.*
- *Giving effective feedback on student work*
- *Creating assessments that evaluate the content/skills that matter most in the curriculum*

Reflection and professionalism

Am I...

- *Making progress by responding to feedback from my cooperating teacher and supervisor*
- *Actively seeking ideas and advice from peers, professors and mentors*
- *Taking initiative by reflecting on my own progress and setting goals*
- *Following through on next steps laid out in my discussions with my cooperating teacher and supervisor*

- *Monitoring my impact on student learning*
- *Finding ways to manage my time and workload efficiently*
- *Finding ways to stay healthy and happy outside of school*
- *Communicating effectively with parents and guardians, making them partners in my students' education**
- *Responding effectively and promptly to the needs and requests of parents and guardians**

Principles and procedures for addressing concerns about teacher candidates

What follows are the principles and procedures that university supervisors must follow for assessing the progress of teacher candidates and addressing concerns.

Principles for making decisions

All decisions about a teacher candidate's progress through Phase I student teaching should be based on clear evidence of their knowledge, skills and dispositions, following a process of clear communication and feedback from the university supervisor. There are five essential principles to follow in order to ensure a fair and supportive process for teacher candidates. University Supervisors are responsible for ensuring:

1. Sufficient opportunities to collect information about teacher candidate performance
2. Clear communication of expectations and concerns
3. Clear and specific formative feedback to teacher candidates
4. Opportunities for teacher candidate to show growth and improvement
5. Decisions linked to an observation and evidence-based process

While the decision to pull a teacher candidate can be made either by the university supervisor or the school (mentor teacher or school administrator), in all cases, the above principles should always be followed. Therefore, if a mentor teacher expresses concerns about a teacher candidate, please check that the above principles have been followed.

Process for communicating concerns and setting growth and learning goals

1. Make sure there are opportunities for mentor teachers to check in early and often with you about their teacher candidate's progress, particularly regarding setting specific and attainable growth goals.
2. If concerns about student progress arise, you should follow up with your teacher candidate in a timely manner with an observation and clear communication about areas of concern, and tangible steps towards improvement and timeline. (*Supervisors should contact program coordinator for Phase I or the subject area coordinator for Phase II/III*). Use the "Growth and Learning Goals" document to help keep feedback grounded in specific areas of growth. Be sure to clearly outline specific actions that the teacher candidate can implement to respond to feedback.
3. If concerns continue, the supervisor, teacher candidate and mentor teacher meet to discuss an improvement plan with clear communication of areas of concern, tangible steps towards improvement and timeline. (*supervisors should contact program coordinator for Phase I ; supervisors should contact subject area coordinator for Phase II/III and subject area coordinator should contact the program coordinator*) Again, use the "Growth and Learning Goals" document to help keep feedback grounded in specific areas of growth. Be sure to clearly outline specific actions that the teacher candidate can implement to respond to feedback.
4. Decision point(s) along the timeline to check-in and set next steps. Supervisor, teacher candidate and mentor teacher meet to discuss progress and determine next steps.
5. Decision to pull a teacher candidate from a placement. If it is decided that the teacher candidate has not made sufficient progress towards improvement, the supervisor may make the decision to end the placement in consultation with the mentor teacher, subject area coordinator and program coordinator. (*Supervisors should send all evaluations and communications to program coordinator, subject area coordinator, and field placement coordinator. Program coordinator and subject area coordinator meet with teacher candidate to communicate the decision. The field placement coordinator will follow up to inform the school and district of the decision to pull the teacher candidate.*)

6. Develop a remediation plan. Subject area coordinator or program coordinator meet with the university supervisor to set up a program improvement plan and decide when the next placement should occur. Growth goals, timeline for next placement and remediation plan should be set. Remediation plan will be shared with the teacher candidate, field placement coordinator and supervisor of next placement. *(Program coordinator and subject area coordinator meet with teacher candidate to communicate the decision.)*

Data for making decisions during Student Teaching

There are several sources of information available to supervisors and mentor teachers when assessing a teacher candidates readiness to move forward in student teaching. Please be sure to check to provide teacher candidates with feedback on their performance in each of these activities over the course of the semester.

Stage of Student Teaching	Activity	Assessment/Feedback
Observation & Assistance (Phase I only)	3-minute presentation	Peer and supervisor feedback and rubric in seminar
	Sample 10 minute mini-lesson	Peer and supervisor feedback and rubric in seminar
	Observation reports	Discussion in seminar; written reflection
	Classroom assistance	Discussion with mentor teacher
Team Teaching (Phase I and II)	Lead small group work	Discussion in seminar; feedback from mentor teacher
	Co-teaching/teach portion of lesson	Debrief with mentor teacher/supervisor observation and feedback (optional)
	Whole-lesson teaching	Debrief with mentor teacher/supervisor observation and feedback (optional)
	Pre-planning first week of teaching stage	Review by cooperating teacher and supervisor (optional)
Lead Teaching (Phase I and II)	Daily lesson plans	Debrief with cooperating teacher and/or supervisor
	Daily lesson enactment	Debrief with cooperating teacher and/or supervisor*
	Daily reflections	Debrief with cooperating teacher and/or supervisor
	Signature Assignment	Written assignment, video, reflection (Phase I only)

Frequently Asked Questions

When will I do my student teaching?

Student teaching occurs in two phases distributed over two semesters. Normally, Phase I student teaching occurs the second semester and Phase II in the final semester as the culminating experience.

How will I find out about my assignment?

Your student teaching assignments are made by the Field Placement Coordinator in conjunction with our local school district partners and subject area coordinators (for Phase II), and will be explained in class early in the semester. The Field Placement Coordinator will contact you in the semester before Phase I and Phase II student teaching to get information from you and take any requests you wish to make. Please understand that placing teacher candidates is a complex process and we cannot guarantee that you will be able to student teach where you wish.

May I select the school at which I do my student teaching?

The Field Placement Coordinator (for phase I) or subject area coordinator (for Phase II) will contact you and discuss options with you. You may request assignment to a specific district or school. However, there is no guarantee that you will be assigned to the district, school or mentor teacher you have requested. You should never try to make arrangement for student teaching on your own. Districts maintain tight control over the process and may cancel or refuse a placement when teacher candidates have tried to influence the process.

Should I contact schools on my own?

No, not until you have been given the green light to contact your mentor teacher! After your student teaching placement has been confirmed, you will be advised of the person you should contact, and when to make that contact. Please do not take it upon yourself to arrange a student teaching placement. Districts maintain tight control over the process and may cancel or refuse a placement when teacher candidates have tried to influence the process.

What subjects will I teach?

You will be assigned to teach classes within the teaching subject area in which you intend to be credentialed and in which you have demonstrated subject matter competency. At least two different preparations are required for each semester. You will also be required to teach in diverse classrooms and, in many cases, at more than one grade level.

How many classes will I be required to teach?

During Phase I you will observe and assist in two classrooms and you will lead teach in at least one of these for 15 days at the end of the semester. During Phase II student teaching you will teach a minimum of two different classes (level and/or subject) for the entire semester. You will observe and assist in an additional two classes. In addition, during Phase II, each candidate must spend a minimum of two weeks on-site at the school for the entire day.

What will be different if I am student teaching under contract (in a paid position)?

As a teacher candidate who is also an employee of a district, you must, of course, perform all duties required by your position. You must also meet all the requirements of student teaching. Your status as an employed teacher does not exempt you from the requirements of student teaching.

How frequently will my university supervisor visit me?

The number of times you are visited will depend upon several factors. Your supervisor will observe you teach, give you feedback, and provide the necessary support to help you succeed. Generally, Phase I teacher candidates are visited approximately 3-4 times during the team-teaching and lead-teaching stages of the semester. Phase II teacher candidates are visited often enough throughout the semester to determine teacher candidate competence and readiness for certification, generally 8 times or more during the semester.

How much autonomy will I have as a teacher candidate?

This will depend primarily upon your mentor teacher(s) and how fast you develop. Some mentor teachers, especially during Phase II, will turn over responsibility for the classes almost immediately. Others increase teacher candidate responsibility for the classes more slowly. Be prepared for both extremes. You must comply with mentor teacher's instructions on planning lessons, organizing the class, correcting papers, giving grades, and so forth. In no case should you engage in a practice of which your mentor teacher(s) or university supervisor does not approve.

How will I be evaluated?

Your mentor teacher(s) or site supervisor will provide you with both verbal and written feedback during the course of the semester. At the end of your teaching assignment, your mentor teacher(s) will complete a written evaluation of

your performance and submit it to the university supervisor. Your university supervisor also will provide you verbal feedback will complete the official summative evaluation for the semester.

How is student teaching graded? Student teaching is graded on a credit/no credit basis.

Will I be told in advance about visits from my supervisor?

Some supervisors plan visits in advance and others like to make unscheduled observations. Check with your supervisor to see which approach will be used.

What lesson plans must I use?

Secondary Education Program policy requires that you have a written lesson plan for every lesson you teach. Your subject area advisor may require a specific lesson plan format.

Will the mentor teacher(s) ever leave the room while I am student teaching?

You may teach without direct supervision at the discretion of your mentor teacher(s) and university supervisor. In any case, your mentor teacher(s) is always responsible for the class to which you have been assigned. Note: individual district or school policy may prohibit the mentor teacher(s) from leaving the room while you are teaching.

For how many hours per day am I required to be on the school campus?

We ask that you plan to be on campus for your assigned time each day (2 periods in Phase I and 4 periods in Phase II student teaching), *plus an additional time to confer with your mentor teacher(s)* (e.g., before school, after school, during break, lunch or your mentor teacher's preparation period)

What do I do if I need to request leave from teaching for a day?

In general, you are responsible for being at your school site every day of your placement (including days that are holidays on the SJSU academic calendar) and all absences must be approved in advance by both mentor teacher and supervisor. If you need to take a day off you must contact both your mentor teacher and supervisor to request permission in advance. If you are sick, you should prepare a substitute plan (if you are in the lead teaching phase of student teaching), and in the case of Phase I you may be asked to make up the missed day to complete your three weeks. You should always contact both your mentor teacher and your supervisor to apprise them of the situation and give them as much advance notice as possible.

Should I request a letter of recommendation from my Mentor Teacher?

Yes, if you believe the mentor teacher knows you well enough to write one. Sometimes Phase I assignments are brief, and your mentor teacher may not have adequate opportunity to observe you. You may request a letter of recommendation from your Phase II mentor teacher, especially if you have performed well. Remember: it is your responsibility to request letters of recommendation.

What should I do if problems arise?

If you have a problem pertaining to your responsibilities as a classroom teacher, discuss it first with your mentor teacher or site supervisor. If the difficulty pertains to your relationship with your mentor teacher or site supervisor, contact your university supervisor. Most problems are minor and can be resolved easily. Information about grievance and appeals procedures is available on the Secondary Education website (www.sjsu/secondary)