

California State University Dominguez Hills

DIVISION OF TEACHER EDUCATION

PRELIMINARY CREDENTIAL

PROGRAM HANDBOOK



**University Intern Option:
Multiple/Single Subject Programs**

**Student Teaching Option:
Multiple/Single Subject Programs**

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I. INTRODUCTION

Welcome to the Division of Teacher Education (TED) in the College of Education (COE) at California State University, Dominguez Hills. The faculty congratulates you on your decision to pursue a teaching credential in a quality program that will prepare you to meet the needs of your future students who deserve intelligent, enthusiastic, and dedicated professionals. The faculty will support you in this effort and look forward to the opportunity of helping you reach your goal of becoming a credentialed teacher.

This newly designed credential program is based on the guidelines set forth in Senate Bill 2042, signed by the Governor in 1998. The California State Department of Education mandated new requirements for teaching credentials and teacher preparation programs as described below:

In September 2001 the California Commission on Teacher Credentialing (CCTC) adopted new Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. Senate Bill #2042 requires all preliminary credential candidates to pass a teaching performance assessment (TPA). The CCTC developed, through rigorous research and consultation with California educators, a set of knowledge, skills and abilities beginning teachers should be able to demonstrate. Teacher performance expectations (TPE) describe teaching tasks that fall into six broad domains:

- 1. Making subject matter comprehensible to students*
- 2. Assessing student learning*
- 3. Engaging and supporting students in learning*
- 4. Planning instruction and designing learning experiences for students*
- 5. Creating and maintaining effective environments for student learning*
- 6. Developing as a professional educator*

(Excerpted from CCTC documents, 11/01)

The Teacher Performance Expectations (TPEs) embedded in the six domains listed above form the basis for course content and assessment of candidate performance. This handbook describes the 13 TPEs and their relationship to credential requirements.

A. Overview of Handbook

The purpose of this handbook is to provide candidates with necessary information to complete the program. In addition to being a primary resource, this handbook is one of the required textbooks for the Seminar/Early Field Experience course (TED/LBS 400). Candidates are expected to read the handbook prior to beginning the program. In order to successfully complete the program, candidates must meet all requirements and follow all procedures that are described in this handbook

B. Conceptual Framework

The CSUDH College of Education's Conceptual Framework provides the basis for the design of the TED program. The Framework contains the following COE elements: Vision Statement, Mission Statement, Philosophy; and TED elements: Goals for the Candidate and Knowledge Base. (For a complete description of the Conceptual Framework see the COE brochure posted on the COE website).

- 1. College of Education Vision:** *The vision of the College of Education (COE) is to maintain a model of collaborative, urban educational excellence, recognized for preparing teachers, administrators, counselors, and other specialists who work effectively with a variety of learners from diverse backgrounds.*
- 2. College of Education Mission:** *Our mission is to prepare professionals to work successfully with culturally and linguistically diverse learners in urban environments.*
- 3. College of Education Values:** *We value knowledge that leads to effective teaching performance and professional practice in urban and diverse communities. We value the creation of educational*

programs that meet the needs of our students. We value the development of students with a commitment to high professional standards. We value university teaching that models best instructional practices. We value collaboration as an integral process for program planning, assessment and evaluation, and collegial interactions.

4. College of Education Goals

- To recruit, prepare, and provide support to a diverse group of students who will attain the highest educational and performance standards in their field of specialization
- To recruit, develop, and support a diverse faculty who model excellent teaching informed by current research and best practices and participate actively in their field of specialization
- To develop, implement, evaluate and sustain quality programs that are based on research and best practices and are responsive to the needs of our service area.
- To develop and sustain collaborative relationships

5. Teacher Education Division Goals

- To instill the value of educational equity for all learners
- To develop sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds
- To develop skills in the appropriate and creative use of independent and collaborative experiential learning
- To encourage multicultural and global perspectives in thinking and practice
- To facilitate personal growth through reflection and self-evaluation
- To develop the ability to critically analyze theory and research that inform effective practice and authentically assess student performance and progress
- To increase expertise in media and technology literacy

6. Teacher Education Division Knowledge Base

The knowledge base emphasizes the work and scholarship of educational philosophers, researchers, and practitioners that support the school and division goals and is composed of the following categories:

Knowledge Base Category	Theorists, Researchers, Practitioners
Democratic society	John Dewey, Linda Darling-Hammond, Paulo Freire, Robert Slavin
Diversity issues	James Banks, Cherry McGee
Constructivist approaches	Jean Piaget, Lev Vygotsky, John Dewey, Robert Slavin, Margaret Wang, Maynard Reynolds
Cognitive approaches	Jean Piaget, Lev Vygotsky, John Dewey, Abraham Maslow, Benjamin Bloom, Alfred Adler, Howard Gardner, David Ausubel, Robert Slavin, Margaret Wang, Maynard Reynolds
Language/Reading development	Noam Chomsky, James Cummins, Stephen Krashen, David Pearson
Curriculum design	John Dewey, Jerome Bruner, Elliot Eisner, Grant Wiggins
Multiple assessment methods	Alfred Binet, Howard Gardner, Benjamin Bloom, Grant Wiggins
Reflective practitioners	Linda Darling-Hammond
Technology	Seymour Papert

Programs within TED are designed to further the mission and goals in several critical ways. Because most graduates work within the greater Los Angeles basin, one of the most diverse areas in the country, all programs are dedicated to preparing students to work in low socioeconomic urban settings with culturally and linguistically diverse learners. An additional aspect of TED programs is the blending of theory and practice. Course assignments and projects are connected to field experiences. Additionally, through field experiences in schools, all TED candidates are provided with opportunities to apply theoretical principles within challenging settings. TED programs also are based on teaching performance standards established by the California Commission on Teacher Credentialing (CCTC).

C. Program Design

The program offers a developmental coursework and field experience sequence that effectively prepares candidates to teach all K-12 students and to understand the contemporary conditions of schools. Within the Multiple Subject (MS) and the Single Subject (SS) programs for Student Teachers and University Interns, TED offers a variety of options that lead to the preliminary credential: University Campus Cohorts, Satellite Cohorts at district sites, Professional Development Schools (accelerated program) at district centers, and the Blended Multiple Subject Program on the university campus for undergraduate Liberal Studies majors (specific information for each program is available at the Student Services Center, Small College Building 5, Room 5110). Although the time span and schedule of courses vary with each of these programs, the following elements are common to all programs:

1. Program Elements

- a. Candidates have opportunities to understand the historical, philosophical, social, political, and legal **foundations of education and the functions of schools in society** in the foundation and capstone courses.
- b. Because the majority of teacher candidates are (or will be) teaching in **urban schools with multicultural and multilingual students**, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students.
- c. Methods courses are designed to address issues of **second language learners and diverse styles of learning**. This preliminary credential provides each candidate with an **English Language Authorization (ELA)** that enables candidates to teach students whose primary language is not English. In order to earn the specialized Bilingual Emphasis in Spanish/Asian Languages, candidates need to follow procedures described in section II of this handbook.
- d. Specific strategies for **differentiating instruction** are infused throughout the courses to address issues of inclusion and diversity. Candidates learn to pre-assess students and modify content, process, and products to meet the diverse learning needs of children.
- e. Candidates are expected to learn **technology applications** within the methods courses, including: computer applications to manage records (*e.g.*, grade books - spreadsheets, databases); communications through print media (word processing, newsletter, graphics) and e-mail/threaded discussion. Candidates examine a variety of educational digital media (Internet resources, CAI, and presentation tools) and use established selection criteria to evaluate materials. They also select software for relevance, effectiveness, and alignment to content standards.
- f. The program provides extensive opportunities for candidates to learn to teach the **state adopted K-12 academic content standards** to all students in their methods courses.
- g. Candidates receive **guidance and coaching** during the field experience courses from university supervisors and site-based master teachers and coaches.
- h. A carefully developed **system of formative and summative assessment** is embedded throughout the program to provide candidates with timely, accurate, and complete feedback regarding the progress of their performance. Supervisors conduct observations and conferences that focus on each TPE and offer specific suggestions for improved practice.
- i. The formative and summative assessment system has multiple **benchmark criteria** at intervals and is designed to assess candidate TPE performance developmentally throughout the program. In order to successfully advance to each program phase and to be recommended for a credential, candidates must meet specific standards at each benchmark.

2. Multiple/Single Subject Programs

TED offers two credential programs, the Multiple Subject Program and Single Subject Program. Each program contains the University Intern and Student Teaching Options. Candidates enrolled in the University Intern Option are contracted public school teachers (without a preliminary credential) currently teaching K-12 students in their own classroom. Trained university supervisors are assigned to University Interns and Student Teacher candidates to provide support and guidance for supervised field experiences. Candidates enrolled in the Student Teaching Option are not contracted teachers and also are assigned to master teachers in public school settings for their supervised field experiences. Candidates who are currently teaching in non-public schools must enroll in the Student Teaching Option.

The Blended Liberal Studies/Teacher Education Option is an alternative route to teacher credentialing for undergraduate juniors pursuing careers in elementary school education who have met all blended program prerequisites. Prerequisites include passage of all three sections of the CBEST, minimum GPA of 2.67 in undergraduate coursework, and completion of general education requirements. As undergraduates, participants complete the Liberal Studies degree and the Prerequisite Phase of the Multiple Subject Credential program. Students then complete student teaching as post baccalaureate students. For additional information e-mail pals@csudh.edu, contact the Liberal Studies Program at (310) 243-3832, or visit the Peer Advising for Liberal Studies (PALS) Center in the Small College Complex Room #5140.

3. Program Phases

Both program options are organized into phases (university semesters) that include courses and field experiences. In the University Intern Option, there are four phases: one prerequisite semester followed by two FIELDWORK semesters (Phase 1 and 2), and a fourth semester (Phase 3) that contains the summative assessment tasks. In the Student Teaching Option, there are three phases: one prerequisite semester followed by two STUDENT TEACHING semesters (Phase 1 and 2). The summative assessment tasks occur in Phase 2. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year. The differences between the Student Teaching and University Intern options include: number and sequence of phases, course sequence, number of field experiences, and sequence of formative and summative assessments. This information is graphically represented in the following Curriculum Design charts.

4. Curriculum Design Charts

The following four charts describe the coursework sequence in each of the four preliminary credential programs: Multiple Subject - University Intern Option, Single Subject - University Intern Option, Multiple Subject - Student Teaching Option, Single Subject - Student Teaching Option.

Curriculum Design
Multiple Subject Program--University Intern Option
(52 units)

Prerequisite Phase	Phase One	Phase Two	Phase Three
(12 units)	(16 units)	(14 units)	(10 units)
TED 400 Seminar: Introduction to Education (2)* TED 411 Classroom Management: Elementary (2) TED 402 Educational Psychology (3) TED 415 Multicultural Education (3) TED 420 Computer Literacy for Teachers (1)** TED 444 Assessment Seminar (1)	TED 445.01 Fieldwork I (6) TED 403 Elementary Reading/Language Arts I (3) TED 407 Language Learning (3) KIN 425 Physical Education in Elementary Schools (3)*** TED 444 Assessment Seminar (1)	TED 445.02 Fieldwork II (6) TED 410 Elementary Mathematics Methods (2) TED 416 Elementary Science Methods (2) TED 404 Elementary Reading/Language Arts II (3) TED 444 Assessment Seminar (1)	TED 412 Elementary Social Studies Methods (2) TED 408 Visual and Performing Arts (2)*** TED 470 Critical Perspectives in Urban Education (2) TED 444 Intern Performance Assessment Seminar(4)

* Not required for CSUDH Liberal Studies Majors who have passed LBS 400, as of the Fall 2003 semester

** Not required for CSUDH Liberal Studies Majors and for all candidates, may be met by examination after enrolled in TED 420

*** Not required for CSUDH Liberal Studies Major

Single Subject Program--University Intern Option
(45 units)

Prerequisite Phase	Phase One	Phase Two	Phase Three
(12 units)	(14 units)	(13 units)	(6 units)
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management: Secondary (2) TED 402 Educational Psychology (3) TED 415 Multicultural Education (3) TED 420 Computer Literacy for Teachers (1)* TED 444 Assessment Seminar (1)	TED 465.01 Fieldwork I (6) TED 467 Secondary Methods I (3) TED 407 Language Learning (3) TED 460 Creating Healthy Environment: Secondary (1) TED 444 Assessment Seminar (1)	TED 465.02 Fieldwork II (6) TED 468 Secondary Methods II (3) TED 406 Reading and Writing in the Content Areas (3) TED 444 Assessment Seminar (1)	TED 470 Critical Perspectives in Urban Education (2) TED 444 Intern Performance Assessment Seminar (4)

* May be met by examination after enrolled in TED 420

Curriculum Design
Multiple Subject Program--Student Teaching Option
(46 units)

Prerequisite Phase	Phase One	Phase Two
(17 units)	(15 units)	(14 units)
TED 400 Seminar: Introduction to Education (2)* TED 411 Classroom Management: Elementary (2) TED 408 Visual and Performing Arts (2)** KIN 425 Physical Education in Elementary Schools (3)** TED 402 Educational Psychology (3) TED 415 Multicultural Education (3) TED 420 Computer Literacy for Teachers (1)*** TED 444 Assessment Seminar (1)	TED 434 Student Teaching: Elementary I (3) TED 436 Student Teaching Seminar (1) TED 403 Elementary Reading/Language Arts I (3) TED 407 Language Learning (3) TED 410 Elementary Mathematics Methods (2) TED 416 Elementary Science Methods (2) TED 444 Assessment Seminar (1)	TED 437 Student Teaching: Elementary II (6) TED 404 Elementary Reading/Language Arts II (3) TED 412 Elementary Social Studies Methods (2) TED 470 Critical Perspectives in Urban Education (2) TED 444 Assessment Seminar-Summative (1)

* Not required for CSUDH Liberal Studies Majors who have passed LBS 400, as of the Fall 2003 semester

** Not required for CSUDH Liberal Studies Majors and for all candidates, may be met by examination after enrolled in TED 420

*** Not required for CSUDH Liberal Studies Majors

Single Subject Program--Student Teaching Option
(39 units)

Prerequisite Phase	Phase One	Phase Two
(13 units)	(14 units)	(12 units)
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management: Secondary (2) TED 460 Creating Healthy Environment: Secondary (1) TED 402 Educational Psychology (3) TED 415 Multicultural Education (3) TED 420 Computer Literacy for Teachers (1)* TED 444 Assessment Seminar (1)	TED 454 Student Teaching I (3) TED 456 Student Teaching Seminar (1) TED 467 Secondary Methods I (3) TED 407 Language Learning (3) TED 406 Reading/Writing in the Content Areas (3) TED 444 Assessment Seminar (1)	TED 457 Student Teaching II (6) TED 468 Secondary Methods II (3) TED 470 Critical Perspectives in Urban Education (2) TED 444 Assessment Seminar-Summative (1)

* May be met by examination after enrolled in TED 420

D. Participant Roles and Responsibilities

The TED credential program is a collaborative effort among the university, school districts, and the credential candidate. The responsibilities of all participants are described below:

1. Candidate

a. Program Requirements

- Attend TED Orientation meeting
- Purchase and read the most current TED Program Handbook
- Follow all requirements for admission/registration prior to each program phase
- Obtain personal e-mail account (free university accounts available to all students) by first week of program in order to send/receive documents and to check e-mail account weekly for messages from advisor, assessor, or instructor
- Make appointment with assigned advisor prior to course registration in Phase I, and Phase II (and Phase III for University Intern Option only).
- Follow required sequence for all courses throughout program
- Complete and submit all course assignments and program documents at the required time
- Maintain a “B” average with no grade lower than “C” in TED courses
- Access TED website <http://www.csudh.edu/coe> (click on Teacher Education) frequently for advising announcements and information updates

b. Supervised Field Experience

- Student Teaching Option: two semesters
- University Intern Option: three semesters
- Adhere to school policies and regulations and attend required school functions
- Honor all appointments for observations/conferences (inform supervisor/master teacher of any absence in advance of appointments)
- Maintain **reflective journal** as source of evidence for TPE performance
- Notify program coordinator when a conflict occurs between the candidate and university supervisor and/or master teacher

c. Assessment

- Obtain current assessment requirements and procedures from program handbook and TED website
- Maintain personal copies of all documents and forms provided by supervisor, master teacher, and assessor
- Submit all required documents for instructors via e-mail attachments (candidate must verify with instructor)

d. Electronic Portfolio

- Submit all required documents via e-mail attachments to course instructors
- All files sent to instructors must follow specific formatting instructions (see Electronic Submission Procedures, Appendix H p. 116)

e. Professional Conduct

- Candidates are expected to follow university rules and procedures as indicated in the University Student Handbook
- Candidates are expected to demonstrate commitment, responsibility, and professional ethics
- Candidates in field experience are expected to follow district and school rules and procedures (appropriate comportment, attendance/punctuality, proper attire, etc.)
Note: Candidates may be dismissed for failure to: meet university/school district requirements, maintain required GPA, and honor Professional Conduct rules

2. University

a. Division Chair

- Course scheduling
- Student services
- Budget
- Faculty assignments
- Program admission
- Candidate assessment

b. Assistant Division Chair

- Petition process for student exception appeals
- Student grievances
- Advising procedures
- Course substitution review

c. Program Coordinator

- Supervisor/master teacher assignments
- Student teacher assignment to school sites
- Collaboration with school-site administrator to assign master teachers
- Orientation meetings for candidates, supervisors, master teachers, and coaches
- Oversight of field experience assessment documentation
- Liaison between candidate and university/school site participants

d. Supervisor

- Field experience requirements
- Resource and support
- Assessment of candidates' field experience (TPE performance) and assignment of course grade
- Assessment Summary of Teaching Performance (ASTP) forms (see Appendix F p. 88) at the end of each supervised field experience phase and submission to program coordinator

e. Assessor

- Assessment of formative reflective essays at the end of each program phase in the Assessment Seminar.
- Assessment of summative teaching and reflective essay tasks
- Maintain an electronic record of instructor feedback on all reflective essays

f. Advisor

- Advisor for candidate throughout program (TED/LBS 400 instructor)

g. Course Instructor

- Provide instruction on designated TPE-related topics
- Assign and explain TPE-related signature assignments for selected courses
- Assessment of signature assignment
- Course-related advising
- Assign course grade
- Submission of signature assignment to candidate's e-portfolio

3. School District

- a. University Intern Option - School-Site Administrator/Designee
Supervise, support, and assess candidate's classroom performance
Review and sign the ASTP forms (see Appendix F p. 88) at the end of each supervised field experience phase

- b. Student Teaching Option - Master Teacher
 - Supervise and support candidate's classroom performance at all times
 - Explain expectations: daily routines, procedures, rules, and policies
 - Confer with student teacher for planning and feedback on a regular basis
 - Model best-practice standards-based lessons in all areas of the curriculum
 - Provide for the summative videotaped lesson
 - Conduct three formal assessments of candidate's classroom performance
 - Review and sign the ASTP form at the end of each supervised field experience phase
 - Involve candidate in faculty activities (i.e., Back-to School Night, Open House, and parent conferences)
 - Complete a letter of recommendation for candidate's placement file

II. ADMISSION/APPLICATION PROCESS

A. University Graduate School

1. Application

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = June 1; Spring entry = December 1; Summer entry = April 1.
- b. Hard copy of *Graduate Post-Baccalaureate Application for Admission* available at CSUDH Admissions and Records Office (return completed application to same office) or in order to complete application online, access the CSU system website: <http://www.csumentor.edu/admissionapp/>.
- c. Admission requirements for the university are based on the TED admissions requirements that are described on the TED preliminary program application.

B. Teacher Education Division

1. General Information

- a. Prior to submitting application, candidates should:
 - Attend orientation meeting (see TED website)
 - Purchase TED Program Handbook *and* Class Schedule at the university bookstore
 - Access COE website: <http://www.csudh.edu/coe/>. click on Teacher Education in order to download TED program application
- b. Submit all application materials to the Student Services Center (located in Small College Complex [SCC], Building 5, Room 5110). **Incomplete applications will not be accepted.**
- c. In order to transfer course units from other institutions, candidates must submit a ***Request for Course Substitution*** form (obtained in the Student Services Center). A maximum of 9 units (no methods courses) are allowed to transfer.
- d. Submit ***Petition for Exception*** form if baccalaureate GPA is below 2.75 in the last 60 units or below 2.67 overall (form may be obtained in the Student Services Center).
- e. Candidates with a full-time public school teaching contract apply to the University Intern Option. The school district must have an intern agreement with CSUDH--see *University Internship Credential* application for list of qualified districts.
- f. Candidates without a full-time public school teaching contract apply to the Student Teaching Option. (Student teachers who become full-time contracted teachers in a public school may apply to the University Intern Option for the next semester).
- g. Candidates teaching in a non-public school apply to the Student Teaching Option. These candidates will obtain a packet of material with program application for non-public school teaching from the Student Services Center.
- h. Three to 6 weeks after application is submitted, phone (310) 243-3530 regarding application status.

- i. **Registration for classes:** when letters of acceptance are received from both University Admissions and the TED program, register for classes during telephone registration period (touchtone telephone only) using the T.O.R.O.S system: (310) 243-2REG or (310) 516-4REG or register online at www.Toroweb.csudh.edu. For any problems with registration contact the TED office.

2. Multiple/Single Subject - University Intern Option

- a. Deadline dates for both University Graduate Admissions and TED Admissions applications are: Fall entry = June 1; Spring entry = December 1; Summer entry = April 1.
- b. Obtain hard copy of *Preliminary Application – University Intern Option* from the Student Services Center or access COE website: <http://www.csudh.edu/coe/>, click on Teacher Program Application, then click on Instruction Sheet and Preliminary Application for the University Intern Option to download the application form.
- c. Submit Preliminary Application to the Student Services Center with the following:
 - District Certification of Pre-Service Preparation and District Support Form and Applicant Certification of Pre-Service Preparation and District Support Form (part of application form)
 - Copy of transcripts from all colleges and universities with degree posted
 - Copy of *CBEST Passing Status* card and score report transcript
 - Subject matter competence verification:
 - Multiple Subject: Passing scores on all three sub-tests of the California Subject Examinations for Teachers (CSET) test scores (photocopy of scores)
 - Single Subject: Passing scores for the appropriate subject matter exam or course work subject matter verification letter with authorized signatures (an original verification letter signed by both the credential analyst and authorized subject matter equivalency advisor)
 - Copy of valid contract of employment or verification of employment with dates on school letterhead from school principal. School district must be located within CSUDH service area and have an intern agreement with the university (see *University Internship Credential* application for list of qualified districts)
 - Copy of Certificate of Clearance (form available at the Student Services Center), emergency permit, substitute permit, or pre-intern certificate
 - Verification of U.S. Constitution requirement met by course (highlight course on transcript--must have earned a grade of “C” or better) or met by examination (letter of certification from CSUDH Political Science Department or other university). For detailed information re: the *U. S. Constitution Examination*, see section #3 pp 15 under *Related Admission Information*)
 - Bilingual Emphasis only: verification of oral fluency is required. Verification of written fluency and culture knowledge also should be submitted if met and is required for student teaching/field experience (see section on *Bilingual Emphasis*)
 - Check or money order for \$25.00 payable to CSUDH (fee subject to change)
- d. Obtain hard copy of *University Internship Credential* application from the Student Services Center and return completed application to same office with fee (cashier’s check or money order for \$55.00-made payable to C.C.T.C).

3. Multiple/Single Subject - Student Teaching Option

- a. Deadline dates for both University Graduate and TED Admissions applications are: Fall entry = June 1; Spring entry = December 1; Summer entry = April 1.

- b. Obtain hard copy of *Preliminary Application – Student Teaching Option* from the Student Services Center or access COE website: <http://www.csudh.edu/coe/>, click on Teacher Program Application, then click on Instruction Sheet and Preliminary Application for the Student Teaching Option to download the application form.
- c. Submit Preliminary Application to the Student Services Center with the following:
 - Copy of transcripts from all colleges and universities with degree posted
 - Copy of *CBEST Passing Status* card and score report transcript
 - Subject matter competence verification:
 - Multiple Subject: Passing scores on all three sub-tests of the California Subject Examinations for Teachers (CSET)
 - Single Subject: Passing scores for the appropriate subject matter exam or course work subject matter verification letter with authorized signatures (an original verification letter signed by both the credential analyst and authorized subject matter equivalency advisor)
 - Copy of Certificate of Clearance (form available at the Student Services Center), emergency permit, substitute permit, or pre-intern certificate
 - Verification of U.S. Constitution requirement met by course (highlight course on transcript--must have earned a grade of “C” or better) or examination (letter of certification from CSUDH Political Science Department). For detailed information re: the *U. S. Constitution Examination*, see section on *Related Admission Information*)
 - Bilingual Emphasis only: verification of oral fluency is required. Verification of written fluency and culture knowledge also should be submitted if met and is required prior to student teaching/field experience (see the *Bilingual Emphasis* at the end of this section).
 - Copy of negative TB test results (maximum 6 months prior to program application date)
 - Check or money order for \$25.00 payable to CSUDH (fee subject to change)

4. Early Admission

- a. Early admission allows qualified CSUDH Liberal Studies and Single Subject majors in their senior year to apply to the Student Teaching Option within the credential program in order to complete the prerequisite phase prior to graduation.
- b. Prior to early admission the application process includes the following:
 - The admission procedures stated above in #3 (exceptions: (1) degree posted on transcript and application for University Graduate Admission are not required until graduation, (2) students in the Blended Program need passing CSET scores prior to entering Student Teaching, Phase I)
 - *A transcript in progress* that verifies 80% completion of degree requirements for Liberal Studies majors-Blended Option only and 80% completion of subject matter waiver requirements for Single Subject majors

5. Non-Public School

- a. Deadline dates for both University Graduate and TED Admissions applications are: Fall entry = June 1; Spring entry = December 1; Summer entry = April 1.
- b. Obtain hard copy of *Preliminary Application – Non-Public School Student Teaching Option* from the Student Services Center. The applications and coursework description are located in the material package acquired from the Student Services Center at the time of application to the program. Or access COE website: <http://www.csudh.edu/coe/>, click on Teacher Program Application, then click on

Instruction Sheet and Preliminary Application for the Student Teaching Option to download the application form.

- c. Candidates who teach in a non-public school are required to apply to the Student Teaching Option because state regulations mandate that all candidates must complete supervised field experience in a public school. They will complete two semesters of supervised fieldwork in their own classroom and one summer session (6 weeks) of supervised Student Teaching in a master teacher's public school classroom (for a total of three semesters of supervised fieldwork).

C. Supervised Field Experience Application

1. Multiple/Single Subject - University Intern Option

- a. Obtain the fieldwork letter of recommendation at the Student Services Center
- b. Complete the form that includes the principal's information and signature
- c. Submit the completed form to the Student Services Center by October 1 for Spring admission and March 1 for Fall admission.
 - *Bilingual Emphasis* candidates need to submit verification of writing fluency and culture knowledge, if not already submitted.

2. Multiple/Single Subject - Student Teaching Option

- a. Deadlines for Student Teaching applications are: Fall entry = March 1; Spring entry = October 1.
- b. Obtain Student Teaching application from the Student Services Center.
- c. Submit Student Teaching application to Student Services Center with the following:
 - Three letters of recommendation on division form, from personnel familiar with academic ability and/or experience of the candidate
 - Bilingual Emphasis candidates only: verification of writing fluency and culture knowledge (if not already submitted)
 - Proof of negative TB test results (test results must be within 6 months of Student Teaching)

3. Multiple/Single Subject - Non-Public School

All non-public school candidates must apply for Fieldwork for Phases I and II and apply to summer Student Teaching.

- a. Fieldwork Application:
 - Deadline date for application to Fieldwork is October 1 for Spring admission and March 1 for Fall admission
 - Submit the completed form to the Student Services Center
 - ✓ Fieldwork letter of recommendation
 - ✓ *Bilingual Emphasis* candidates need to submit verification of writing fluency and culture knowledge, if not already submitted
- b. Student Teaching Application
 - Deadline date for application to the Summer Student Teaching is March 1.
 - Student teaching application is in the Non-Public School Teachers packet of material (previously acquired at the time of application to the program).
 - Submit Student Teaching Application to Student Services Center with the following:
 - ✓ Three letters of recommendation (division form) from personnel familiar with candidate's academic ability and/or experience
 - ✓ Bilingual Emphasis candidates only: verification of writing fluency and culture knowledge (if not already submitted)

- ✓ Copy of negative TB test results (must be within 6 months of Summer Student Teaching)

D. Related Admission/Program Information

1. California Subject Examinations for Teachers (CSET)

California Subject Examinations for Teachers (CSET) is a state requirement to ensure that Multiple Subject and Education Specialist Credential candidates possess the knowledge and skills necessary to teach effectively. Candidates entering the Multiple Subject credential program after July 1, 2004 must meet the subject matter requirement by passing all three subtest of the CSET:

Subtest I - Reading, Language, and Literature/History and Social Science

Subtest II - Science/Mathematics

Subtest III - Physical Education/Human Development/Visual and Performing Arts

Each subtest is composed of both multiple-choice and constructed-response questions. Each subtest is separately scored. More detailed information and a sample test are available at the following the Web site (www.cset.necinc.com).

2. Bilingual Emphasis

All Bilingual candidates need to make an appointment with the BCLAD coordinator by phoning 310-243-3525. The CSUDH Multiple or Single Subject Credential with Bilingual Emphasis (Spanish and/or Asian Languages only) licenses the holder to teach in an approved language other than English. The candidate must fulfill requirements in the following areas: Language and Culture Competencies (Oral Language--Listening and Speaking-- Written Language, and Culture of Emphasis); Bilingual Methods Coursework, and Supervised Bilingual Fieldwork.

Spanish Language

Alternative methods of meeting the Language and Culture Competencies for the Spanish Bilingual Emphasis are:

- a. Spanish Oral Competency (Listening and Speaking)
 - Spanish Bilingual Emphasis Test (NES) Test #6
 - LAUSD Level A Fluency
 - Score of 3 on the ACTFL Oral Interview
 - Spanish Oral Examination administered by the CSUDH Foreign Language Department
- b. Spanish Written Competency
 - Spanish Bilingual Emphasis Test (NES) Test #6
 - Spanish Essay Examination administered by the CSUDH Foreign Language Department
- c. Culture Competency
 - Bilingual Emphasis Culture Test (NES) Test #5
 - Spanish 351 or 352 (Latin American Culture)
 - MUL 420 (Educating the Hispanic Student)
 - Culture Test administered by the Teacher Education Department

The Spanish Oral Test and the Spanish Written Test are administered by the Foreign Language Department. In order to take the Spanish Oral and Written Tests, candidates must sign up and pay in advance at the Foreign Language Department in La Corte Hall E-309. A new calendar is established each semester by the Foreign Language Department. Payments for the Spanish oral or written tests are to be made at the Foreign

Language Office, La Corte Hall E-309. Each test is \$15.00. For questions, please call (310) 243- 3315.

The Culture Test is administered by the Teacher Education Department. The Spanish Bilingual Emphasis Coordinator establishes a new calendar each semester. Candidates will be required to sign up in advance at the COE Student Services Center. The cost of the exam is \$15.00.

Items verifying competence in Oral Spanish, Written Spanish, and Spanish Culture need to be submitted to the Spanish Bilingual Emphasis Coordinator. Results for tests given on campus will automatically be forwarded to the TED Bilingual Emphasis Coordinator. The Bilingual Emphasis Coordinator will write a verification letter for all qualified candidates, and submit one copy of the letter to the candidate's file. The candidate may obtain a copy of the letter from the mail center at the Student Service Center.

The Spanish Oral Competency must be met prior to program admission. The Spanish Written and Culture Competency must be met before the candidate enters Phase I of the Credential Program. (Candidates who do not meet these requirements prior to Phase I may continue in the program, but will no longer be considered Bilingual Emphasis candidates).

The Multiple Subject Spanish Bilingual Emphasis candidate must take the Bilingual Emphasis section of TED 403, TED 404, and TED 412. The Single Subject Spanish Bilingual Emphasis candidate must take the Bilingual Emphasis section of TED 406 and TED 469. Candidates who have not taken these designated sections must demonstrate their knowledge of bilingual methodology by passing Test #4 of the State Bilingual Emphasis examination. Test booklets can be picked up at the Student Service Center. Candidates must submit test results to their permanent file at the COE Student Services Center.

Asian Languages: A Bilingual Emphasis Credential can be earned in the following languages: Korean, Vietnamese, Cambodian, Cantonese, and Mandarin. The candidate must fulfill the following requirements:

- Literacy and content methods course in the language of emphasis
- Culture course in the language of emphasis, or Bilingual Emphasis Test (NES) #5
- Bilingual Emphasis Test (NES) #6 in the language of emphasis
- Student teaching or fieldwork in a language of emphasis bilingual setting

Language, culture, and methods competencies must be met prior to Phase II of the Credential program. Courses are offered at one of the six campuses which comprise the CSU Asian Bilingual Emphasis Consortium. Credential candidates must make an appointment with the Asian Bilingual Emphasis advisor upon admission to the credential program to plan an appropriate schedule.

3. U. S. Constitution Requirement

The Department of Political Science at CSUDH offers an examination on the U.S. Constitution for credential candidates. This examination is an alternative method of meeting the U.S. Constitution requirement for candidates who have not taken an appropriate course (either at the undergraduate or post-baccalaureate level).

Examination Content and Format: The examination consists of 50 multiple-choice questions based on principles of the U.S. Constitution, political institutions created by the U.S. Constitution, and the protections of individual civil rights and civil liberties provided by the Constitution and Amendments (including interpretation of these protections by the U.S. Supreme Court in prominent cases).

Examination Cost: The examination fee is \$25 paid by check written to *CSUDH Foundation* and brought to the test site at the time of the examination.

Examination Schedule: The examination will be offered at 4:00 p.m. on the first and third Thursdays of each month (but not during campus holiday or vacation periods). Candidates are required to make an examination appointment (at least one month in advance of the desired examination date) by contacting the Political Science Department at (310) 243-3434. The examination may be repeated once.

Examination Site: Candidates should contact the Department of Political Science within one week of the examination date to obtain location of the examination site. Computer answer sheets will be provided but candidates are expected to bring #2 pencils to the site.

Examination Preparation: Candidates should consult any introductory American Government and Politics textbook (high school or college level) published in the last 5 years. The following chapters should be reviewed: Constitution, Federalism, Congress, Presidency, Courts, and Civil Rights/Liberties. In addition, the original text of the Constitution should be reviewed. Multiple copies of appropriate texts are on reserve in the CSUDH Library and are reserved under the name of *Dr. Richard Palmer* and *The U.S. Constitution Examination for Credential Candidates*. Candidates may find copies of appropriate texts in most public libraries and bookstores.

Notification of results: Candidates who pass the examination will be sent a letter of certification within 3 days of the examination date.

III. PROGRAM REQUIREMENTS

A. Program Checklists

Candidates are expected to track their progress using the checklist designated for their specific option and program. There are four checklists: Multiple Subject - University Intern Option, Single Subject - University Intern Option, Multiple Subject – Student Teaching, Single Subject – Student Teaching (see Appendix A p. 42). Non-public school candidates use the University Intern Checklist to track their progress—with the exception of their summer Student Teaching requirement. Each of the following checklists contains the sequence of all courses and program requirements.

B. Computer Literacy Challenge Examination (TED 420)

In order to test out of TED 420, candidates must be registered for the class. The examination consists of six challenge assignments:

- Creating a word processing document using Microsoft Word
- Creating a database/spreadsheet document using Microsoft Access or Excel
- Using the Web as a research tool and evaluating Websites
- Communicating using e-mail
- Creating an instructional presentation using Microsoft PowerPoint

Challenge examination details will be posted on the course website on Blackboard. Course grades are "Credit/No Credit." Candidates will receive a "Credit" when all six assignments have been satisfactorily completed.

C. Reading Instruction Competence Assessment (RICA)

California State Reading Instruction Competence Assessment (RICA) is a state requirement to ensure that Multiple Subject and Education Specialist Credential candidates possess the knowledge and skills necessary to teach reading effectively. The examination is divided into four Domains:

Domain I - Planning and Organizing Reading Instruction Based on Ongoing Assessment

Domain II - Developing Phonological and Linguistic Processes Related to Reading

Domain III - Developing Reading Comprehension and Promoting Independent Reading

Domain IV - Supporting Reading through Oral and Written Language Development

Candidates may obtain a copy of the examination schedule and application in the Weiss Urban Literacy Center, COE-1120. The two-Saturday preparation course (\$10 non-refundable fee) is open to CSUDH candidates who are currently taking or have completed TED 404 Reading/Language Arts II and are in Phase 2 of the student teaching option or Phase 3 of the university intern option. Preparation course schedules may be obtained at the Literacy Center. To register for the preparation course, candidates phone (310) 243-3205 and leave their name, student I.D.#, and phone number. Walk-in hours are Monday-Thursday, 4:00-7:00 p.m. and Saturday, 10:00 a.m.-2:00 p.m. Candidates are strongly encouraged to check out a RICA Study Kit (7 days) with a \$40 refundable deposit. For questions regarding test registration, administration procedures, admission tickets, video performance assessment materials, or score reports, contact: RICA Program, P.O. Box 348150, Sacramento, CA 95834-8150, (916) 928-4004, 9:00 a.m.-3:00 p.m., Monday through Friday, except holidays and 9:00 a.m.-5:00 p.m. during emergency registration. Automated information system is available 24 hours daily (Telecommunications device for the deaf: (916) 928-4191). RICA Internet address: <http://www.rica.nesinc.com>

D. Preliminary Credential Application

Candidates may apply for the credential at the 12th week in the last phase of the program. Candidates need an official transcript from the Registrar (not form kiosk or website) showing work in progress. Credential application packets are obtained from the School of Education Student Services Center. A "C-19 Letter" verifying completion and recommendation for the credential will be issued to eligible candidates after final grades have been confirmed. Candidates submit the C-19 letter to their school district.

IV. ADVISING RESOURCES

A. General Advisement

Prospective candidates should attend the regularly scheduled TED program orientation meeting to obtain information regarding program requirements, enrollment, curriculum, sequence, and advising. For additional information regarding the orientation meetings, consults the TED Website at <http://www.csudh.edu/coe/> and click on Teacher Education.

B. Assigned Advisor

Each candidate is assigned a permanent advisor for the duration of the program. The candidate's advisor also is the candidate's instructor for the initial seminar course (TED 400) taken in the Pre-requisite Phase of the program. The advisor is responsible for providing support and monitoring candidates' progress (lifts advising holds each semester). The advisor for Liberal Studies students is their Senior Seminar (LBS 400) instructor. LBS

students who successfully complete LBS 400 do not take TED 400. Candidates are expected to make an appointment with their advisor at the beginning of each semester.

C. Student Services Center

The Student Services Center offers a variety of services and information. Hours of operation are Monday through Thursday 8:00am - 5:45pm and Friday 8:00am - 4:30pm. Student Services Center personnel may be reached at (310) 243- 3530.

1. General Information

Information Specialists are available to assist candidates with the following:

- Admission and registration deadlines
- Registration holds
- Orientation schedule
- Processing status: applications, course substitution, petitions, and grade change
- Advisement procedures
- Program course Lists
- Petitions: Exception, Change of Objective, and Course Substitution
- Testing information: CBEST, PRAXIS/SSAT, CSET, BCLAD (Oral, Written, & Culture exams), and U.S. Constitution Exam
- Faculty office hours and contact information
- Documents in candidate's TED File
- Change of address, name, and program forms
- Foreign transcript analysis procedures
- Student Teaching interviews
- Campus services/directory
- Reactivation forms (for reentry into program/university)
- Referral to Division of Graduate Education and Liberal Studies program
- Financial aid support letter
- Credential analyst appointments

2. Credential Information

Credential analysts are available by appointment from Monday-Thursday 8:00am - 5:45pm and Friday 8:00am - 4:30pm, (310) 243-3353. Hours for walk-in advising are Tuesday-Thursday 3:30pm - 4:30pm. Credential analysts assist with the following:

- Transfer from out of state/country
- Change in credential option/program
- Credential application status
- Appropriate subject matter examinations or equivalencies
- US Constitution course equivalencies or exams
- Credential renewal requirements
- Added authorizations to existing credential
- Certificate of Clearance (fingerprint processing and/or livescan locations)
- Course substitution policies and procedures
- BCLAD certificate

D. TED Credential Program Website

Program information, application forms, and the contents of this handbook are available on the COE website <http://www.csudh.edu/coe/> click on Teacher Education, and then click on the Program Update link for the latest program revisions. Candidates are responsible for all program information and therefore should frequently access this link for announcements and

information update. Additional links are provided for the following: *California Commission on Teacher Credentialing* and *Financial Aid*.

V. TED TEACHER PERFORMANCE ASSESSMENT SYSTEM (TPAS®)

A. TPAS Overview

This comprehensive system is designed to assess candidates' performance throughout the program. **All candidates are expected to use the TPAS charts (see Appendix B p. 47) to understand the assessment requirements at each program phase.** The assessment of candidates' knowledge, skills, and abilities is based on the state adopted Teaching Performance Expectations (TPEs). These expectations are the foundation of the TPAS assessment components (coursework and course signature assignments, performance tasks in the field, and reflective essays) that increase in difficulty and complexity throughout the program. The TPAS has multiple formative and summative benchmark criteria at specified intervals that are designed to assess candidates' TPE performance throughout the program. The formative assessment benchmarks occur at the end of each phase, and the summative benchmark assessment occurs at the end of the program. In order to successfully advance to each program phase and to be recommended for a credential, candidates must meet the criteria for passing for each course and maintain an overall 3.0 GPA throughout the program.

All assessments measure candidates' ability to provide developmentally appropriate instruction to all students and to modify instruction for English language learners and special needs students. The TPAS is based on the rationale that candidates:

- Meet standards at critical intervals
- Learn in a developmental progression
- Have multiple opportunities to practice
- Reflect on their practice
- Are assessed using a variety of assessments

B. Teacher Performance Expectations (TPE)

The Teaching Performance Expectations (TPEs) reflect the knowledge, skills, and abilities that candidates must be able to demonstrate at a proficient level by program completion. These expectations are categorized into six domains as described in the *Teacher Performance Expectations (TPE) Summary* chart below. These domains are the six California Standards for the Teaching Profession (CSTP) used for assessment of credentialed beginning teachers:

- Making Subject Matter Comprehensible to Students
- Assessing Student Learning
- Engaging and Supporting Student Learning
- Planning Instruction and Designing Learning Experiences for Students
- Creating and Maintaining Effective Environments for Student Learning
- Developing as a Professional Educator

TEACHER PERFORMANCE EXPECTATIONS (TPE) SUMMARY

DOMAIN A (CSTP #3) Making Subject Matter Comprehensible to Students	
TPE #	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Reading-Language Arts in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Mathematics in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Science in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching History-Social Science in a Multiple Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching English-Language Arts in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching Mathematics in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching Science in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching History-Social Science in a Single Subject Assignment</i>
DOMAIN B (CSTP #5) Assessing Student Learning	
TPE #	2. Monitoring student learning during instruction
	3. Interpretation and use of assessments
DOMAIN C (CSTP #1) Engaging and Supporting Students in Learning	
TPE #	4. Making content accessible
	5. Student engagement
	6A. Developmentally appropriate teaching practices in grades K-3
	6B. Developmentally appropriate teaching practices in grades 4-8
	6C. Developmentally appropriate teaching practices in Grades 9-12
	7. Teaching English Learners
DOMAIN D (CSTP#4) Planning Instruction and Designing Learning Experiences for Students	
TPE #	8. Learning about students
	9. Instructional planning
DOMAIN E (CSTP#2) Creating and Maintaining Effective Environments for Student Learning	
TPE #	10. Instructional time
	11. Social environment
DOMAIN F (CSTP #6) Developing as a Professional Educator	
TPE	12. Professional, legal, and ethical obligations
	13. Professional growth

Each of 13 TPEs above contains detailed elements that guide instruction and assessment (see Appendix C p. 52 for description of TPE elements). Candidates have multiple opportunities to learn and practice these TPEs in a developmentally appropriate sequence. Signature course assignments include the essential pedagogical skills represented by each TPE. These signature assignments and field experience performance tasks are developmentally sequenced to allow candidates to develop their teaching proficiency as they progress through the program.

C. Assessment Components

1. Course Signature Assignments

TED courses provide the pedagogical knowledge for the field performance tasks. Designated courses require intensive signature assignments that focus on the application of specific TPEs. These assignments are related to performance tasks that are applied and practiced during the field experience; they are described in the syllabus for each designated course. In order to pass each of the designated courses, candidates must meet the rubric criteria for passing the signature assignment. Course instructors are responsible for: e-mailing receipt of electronic signature assignment, evaluating signature assignments, and transferring those that meet standard to the candidate's electronic portfolio.

2. Grade Point Average Requirement

Candidates must maintain a minimum grade point average of 3.0 during each program phase, with no grade lower than a "C" in order to advance to the next level of the program. Instructors assign a course grade according to criteria in course syllabi. Candidates who do not meet the GPA requirement will be notified of their ineligibility for advancement by the Teacher Education Division office.

3. Field Performance Tasks

Each performance task is related to specific TPEs. Both course instructors and field supervisors provide support and assistance with the implementation of each task. Specific detailed *Performance Tasks Guidelines* for each program option can be found in Appendix D p. 57. These performance tasks are observed by the university supervisor and school site personnel during the field experience course. The *TPE Performance Tasks Rubrics* that are used by the supervisor/assessor to rate candidates' performance of the tasks are found in Appendix E p. 71. University supervisors assign field experience course grades (Credit/No Credit) based on candidates' performance task ratings. Candidates reflect weekly on their teaching performance in their field experience journal. All journal entries require a brief analysis of the effectiveness of the candidates' teaching practice and a plan to incorporate supervisor feedback into their planning and instruction. Candidates refer to this journal when they write their reflective essay at the end of each program phase. The performance tasks and reflective journal guidelines are described in the Assessment Seminars.

4. Reflective Essays

Reflective essays are assigned in the Assessment Seminar course of each phase. The four essay prompts correspond to signature assignments and performance tasks for that phase. Because the Student Teaching Option has only two phases, there is no Phase #2 prompt; student teachers respond to the Summative Assessment Reflective Essay at the end of Phase #2. The purpose of the reflective essay is to ensure that all candidates engage in reflective practice by examining the theoretical rationale for their practice. Candidates refer to their course signature assignments and performance tasks to help them respond to the reflective essay prompts.

Candidates receive specific information regarding the criteria, prompts, and rubrics for the reflective essays in the Assessment Seminar course each semester (see Appendix G p. 94 for *Reflective Essay Rubrics*). Assessors (course instructors for Assessment Seminars) are responsible for: e-mailing receipt of electronic reflective essay, evaluating the reflective essay, and assigning a course grade. Essays are rated on a scale of 1 (*Below Novice Practice*) to 4 (*Emerging Expert Practice*). Candidates who do not obtain

a minimum of a “3” rating (*Proficient Practice*) on their initial attempt have an additional opportunity to revise their essay based on the assessor’s written comments and rating. This revision and re-assessment will occur prior to the end of the semester; the highest rating that can be assigned to a revised essay is 3.

Reflective Essay Assessment Prompts

The following prompts are subject to modification. Candidates will receive the latest version of the prompts and the rubrics in their Assessment Seminar courses.

Prerequisite Phase-Formative Reflective Essay Prompt: Multiple and Single Subject *Learning about Students and Planning for Instruction*

Based on the theories learned in your prerequisite courses and your observation/teaching experiences, describe the impact that the following factors have on the academic success and social/emotional well being of all learners including English language learners and students with special needs (i.e. range in academic ability, reading/writing/oral communication disorders, and behavior challenges):

- Language and culture of teacher and students
- Developmental level of students (cognitive, social, emotional, physical)
- Classroom environment and climate

Phase #1-Formative Reflective Essay Prompt: Multiple Subject *Diagnosing Students and Planning for Instruction*

Based on your program experiences to date describe the process necessary to plan a reading lesson in Language Arts. Include the theories that support your response. Discuss how you would make modifications to meet the needs of an English language learner and a special needs student that you have observed or taught. Address the following elements in your description:

- Developmentally appropriate California Content Standards
- Diagnosis of students’ ability in reading
- Instructional strategies.

Phase #1-Formative Reflective Essay Prompt: Single Subject *Diagnosing Students and Planning for Instruction*

Based on your program experiences to date describe the process necessary to plan a lesson in your authorized credential subject. Include the theories that support your response. Discuss how you would make modifications to meet the needs of an English language learner and a special needs student that you have observed or taught. Address all of the following elements in your description:

- Developmentally appropriate California Content Standards
- Diagnosis of students’ ability in the authorized credential subject
- Instructional strategies

Phase #2-Formative Reflective Essay Prompt: Multiple Subject–(University Interns Only) *Planning for Instruction and Assessing Student Learning*

Based on your program experiences to date describe the process necessary to diagnose, plan, teach, and assess a new unit in Mathematics. Include the theories that support your response. Discuss how you would modify this unit to meet the needs of English language learners and special needs students that you have observed or taught. Address all of the following elements in your description:

- Developmentally appropriate California Content Standards
- Diagnosis of students’ ability in mathematics
- Instructional strategies
- Assessment

Phase #2-Formative Reflective Essay Prompt: Single Subject – (University Interns Only)
Planning for Instruction and Assessing Student Learning

Based on your program experiences to date describe the process necessary to diagnose, plan, teach, and assess a new unit in your authorized credential subject. Include the theories that support your response. Discuss how you would modify this unit to meet the needs of English language learners and special needs students that you have observed or taught. Address all of the following elements in your description:

- Developmentally appropriate subject matter
- Curriculum standards
- Diagnosis of students' ability in the authorized credential subject
- Instructional strategies
- Assessment

Final Phase-Summative Assessment Reflective Essay Prompt: Multiple and Single Subject
Analysis of Professional Development

Since the beginning of your teaching experience, how have you changed your teaching practice with regard to the Teacher Performance Expectations in the following Domains:

- Making subject matter comprehensible to students (TPEs 1A/B)
- Assessing student learning (TPEs 2 & 3)
- Engaging and supporting students in learning (TPEs 4, 5, 6A/B/C)
- Planning instruction and designing learning experiences for all students (TPE 8 & 9)
- Creating and maintaining effective learning environments (TPE 10 & 11)
- Developing as a professional educator (TPEs 12 & 13)

As you describe your improved teaching practice within each Domain, include the theories that support your response and an explanation of how you modified your instruction to meet the needs of English language learners and special needs students.

As you describe your improved teaching practice related to a specific TPE, you must discuss at least one evidence source from the list below (each evidence source discussed in the essay must be submitted in a packet with the videotape):

- Videotaped lesson
- Instructional plans
- Previous TED Course Signature Assignments
- Management plans
- Assessments
- Student work samples
- Records of parent conferences
- Reflective journal
- Supervisor written feedback comments

5. Electronic Portfolio

Electronic copies of course signature assignments and benchmark reflective essays are maintained in each candidate's Electronic Portfolio. Candidates submit required documents as e-mail attachments (in Microsoft Word) to instructors. Course instructors send approved assignments/essays to the e-portfolio. Candidates need to refer to attachment procedures in Appendix H p. 116. Access to student work is limited to the student and TED faculty.

VI. FIELD EXPERIENCE - FORMATIVE ASSESSMENT

A. Overview of Procedures and Sequence

The supervised field experience consists of courses taken *after the Prerequisite Phase* of the program. **A diagram of all elements of the assessment system can be found on the Teacher Performance Assessment System (TPAS) charts for each program and option (see Appendix B p. 47).** Candidates are given opportunities to practice developmentally sequenced tasks prior to assessment of their performance of these tasks. Although each program option varies in the number of TPEs to be assessed at each phase, all TPEs are assessed by the end of the candidates' last supervised field experience course.

1. University Interns

- Complete a minimum of 3 semesters of supervised field experience in Phase I, Phase II, and Phase III in their K-12 classrooms.
- Complete the program in 2 years if they take the maximum course load allowed during supervised field experience.

2. Student Teachers

- Complete a minimum of 2 semesters of supervised field experience in a master teacher's classroom in Phase I and Phase II.
 - Multiple Subject: Phase I consists of 8 weeks of observation/participation and 8 weeks of full-time student teaching (4 days a week).
 - Single Subject: Phase I consists 15 weeks of half-time student teaching in a middle school, 5 days per week—3 weeks of observation/participation, followed by 12 weeks of student teaching.
 - Multiple Subject: Phase II consists of 11 weeks of full-time student teaching (4 days a week).
 - Single Subject: Phase II consists of full-time student teaching in a high school, 5 days per week for the entire semester
- Complete the program in 1½ years if they take the maximum course load allowed during field experience.

3. Non-Public School Candidates

- Complete two semesters of supervised fieldwork in their own classroom and one summer semester (6 weeks) of full-day supervised student teaching in a master teacher's classroom.

B. Responsibilities of Program Participants

University and school-site personnel provide candidates with support and multiple opportunities for feedback and guidance through scheduled assessment observations and conferences.

1. Supervisor

- Attend an orientation meeting with the coordinator to obtain candidate information
- Plan a schedule for observations and conferences, providing a copy to the candidate
- Review field experience requirements/assessments with candidate
- Contact school site main office at the beginning of each visit
- Meet with the site administrator to provide a copy of the Program Handbook to discuss the requirements of the program
- Review the lesson plan prior to the formative assessment observation
- Conduct three formal assessments using the university DOTI forms (each formal assessment consists of a pre-observation consultation, a formative observation/reflective conversation, and a post-observation conference)

- Provide support and feedback
- Review candidate's field experience journal at time of classroom visit
- Assess candidate's performance during field experience using the DOTI forms
- Maintain a file for each candidate containing all field assessment documents:
 - DOTI observation/assessment forms
 - ASTP form
 - BCLAD competencies assessment (if candidate is BCLAD)
- Provide copies of completed assessment forms to candidate
- Assign candidate's field experience course grade
- Write letter of recommendation on CSUDH letterhead and obtain a letter of recommendation from the master teacher on school site letterhead

NOTE: Student Teaching Option only

- Attend an orientation meeting with the coordinator and candidate to obtain candidate information
- Plan a schedule for observations and conferences, providing a copy to the master teacher and student teacher
- Work cooperatively with the master teacher and student teacher to resolve concerns
- Maintain and submit a file to the coordinator for each student teacher at the completion of the assignment to include the following:
 - Assessment/observation documents
 - Master Teacher Information Form
 - Student Teacher Information Form
 - Bulletin Board Form
 - Parent Conference Forms
 - BCLAD Competencies (if candidate is BCLAD)

2. School-Site Administrator/Designee (for university intern option only)

- Assess candidate performance during field experience
- Review and sign the Assessment Summary of Teaching Performance (ASTP) form at the end of each supervised field experience phase and the final phase

3. Master Teacher (for student teaching option only)

- Introduce student teacher as another teacher who will eventually take over the class
- Explain routines (attendance, lunch count, etc.)
- Explain classroom management expectations
- Model standards-based lessons
- Remain in the classroom to supervise student teacher
- Confer with the student teacher informally on a daily basis for performance feedback
- Conduct three formal assessment observations concurrently with the university supervisor using the university DOTI forms. Each formal assessment consists of a pre-observation consultation, a formative observation/reflective conversation, and a post-observation conference (see section E – Assessment Procedures below)
- Provide constructive written critiques of teaching in a reflective journal
- Schedule weekly meetings with the student teacher for planning and feedback
- Review lesson plans 24 hours prior to the student teacher lesson with constructive comments and suggestions
- Serve as a resource to the student teacher for ideas, suggestions, and materials
- Allow the student teacher to meet objectives through alternative teaching strategies learned in university methods courses

- Maintain on-going communication with the university supervisor and student teacher regarding any specific needs or problems
- Involve the student teacher in all faculty activities including Back to School Night, Open House, grading procedures, parent conferences, staff meetings, and professional development
- Meet with the university supervisor on a regular basis to coordinate effective support and assessment of the student teacher
- Complete the following at the end of the assignment:
 - A letter of recommendation on school site letterhead
 - Master Teacher Program Evaluation
 - Sign the ASTP form

4. Assessor

- Conduct formative assessment of reflective essays completed in Assessment Seminar at the end of each phase

5. Candidate

- Obtain current assessment requirements and procedures from TED Assessment Seminar instructor
- Integrate feedback from supervisor/master teacher regarding TPE performance into future classroom practice
- Maintain personal copies of all documents and forms
- Keep all appointments for observations and conferences with supervisor/master teacher assessor, and advisor
- Provide supervisor/master teacher, assessor, and advisor with all requested items
- Review previous assessment ratings and comments prior to each scheduled observation
- Maintain Reflective Journal for each supervised field experience course

NOTE: Student Teaching Option only

- Complete entire Student Teaching field experience (see section VI-A-2)
- Arrive at school a half hour prior to beginning of the school day and remain at school until a half hour after the closing of the school day

C. Observation Schedule

Planning the observation schedule for each candidate requires the university and school site personnel to use the TPAS charts (see Appendix B p. 47) to identify the content and sequence of the assessment observations for each program phase. The content is determined by the specific performance tasks (fourth column of TPAS chart) and corresponding TPEs (third column of TPAS chart).

1. Multiple/Single Subject - University Intern Option

Formal assessment observations--total of 10 formative assessment observations by program completion (interns receive additional support from school district site-based coaches)

- Minimum of 1 observation by the school-site administrator or designee in each of the three phases for a total of 3 observations
- Minimum of 3 formal assessment observations by the university supervisor in Phase I and II, and 1 formal assessment observation in Phase III for a total of 7 observations

2. Multiple/Single Subject - Student Teaching Option

Formal assessment observations--total of 12 formative assessment observations by program completion:

- Minimum of 3 formative assessment observations by the master teacher in each of the two phases for a total of 6 observations
- Minimum of 3 formative assessment observations by the university supervisor in Phase I and II for a total of 6 observations

D. Assessment Documents

1. Description of Teaching Index (DOTI)

The DOTI is a three-part document used by the **observer (university supervisor/assessor or master teacher)**. All DOTI Forms I through III can be found in Appendix I p. 118. Each of the three parts is sequential and interrelated. Each page of the document has multiple copies as follows: *white* = university file, *pink* = university observer (supervisor), *yellow* = school personnel (master teacher or administrative designee), *goldenrod* = candidate. All DOTI forms require signatures and dates for documentation purposes. Specific directions for completing the following DOTI forms can be found below in section VI-E. **DOTI Parts I, II, and IIIA are required for each formative assessment observation.**

a. *DOTI Part I-Pre-Observation Conference Notes:*

This form is used to identify TPEs to be assessed, to record the performance task(s) to be assessed, to indicate the evidence to be presented (prior to or at the time of observation), and to review prior/current recommendations for the assessment observation. **(One new sheet is required for each assessment observation).**

b. *DOTI Part II-Observation Script and Reflective Conversation Notes:*

This form is used to script observations of the lesson, code the script with TPE numbers, and record evidence of candidate's knowledge of TPEs in the reflective conversation column. **(More than one new DOTI II sheet may be required for each assessment observation).**

c. *DOTI Part IIIA-TPE Formative Assessment Rating Form:*

This form is used by the observer to rate candidate performance on the TPEs and to record the recommendations for the next assessment observation based on the ratings. The TPAS charts show the correlation between specific TPEs, performance tasks, and phase. The TPEs to be rated are determined by the candidate's:
 Program--Multiple Subject (MS) or Single Subject (SS)
 Option--Student Teaching or University Intern
 Phase--I, II, III.

E. Assessment Procedures

Procedures #1-6 occur for each assessment observation throughout a program phase. Procedure #7 occurs at the end of each program phase.

NOTE: Student Teaching Option only:

University supervisor (observer) and master teacher (observer) conduct three formal assessment observations concurrently using the university DOTI forms provided by the university supervisor. **University supervisor and master teacher** follow the same assessment procedures described below in steps 1-7 except where noted.

1. Candidate Information and Required Forms

- a. **Program coordinator** provides **observer** with all required assessment forms and related charts (TPAS, DOTI, and ASTP) and relevant candidate information: program, option, and phase of supervised field experience (e.g. Student Teaching, Multiple

Subject, Phase II). This information determines the candidate's performance tasks and TPEs to be assessed at each phase.

- b. The TPEs and performance tasks for each program, option, and phase can be found on one of four TPAS charts (Multiple Subject Program-University Intern Option, Single Subject Program-University Intern Option, Multiple Subject Program- Student Teaching Option, Single Subject Program-Student Teaching Option).
- c. **Observer** selects correct TPAS chart that matches program information for each candidate to be supervised (see E. 1.b. above).
- d. **Observer** selects required number of forms for entire semester phase:
 - Three sheets of DOTI Part I - *Pre-Observation Conference Notes*
 - Multiple sheets (3 to 5 per visit) of DOTI Part II - *Observation Script and Reflective Conversation Notes*
 - One DOTI Part IIIA-(two-page form) *TPE Formative Assessment Rating Form*

2. Pre-Observation Conference Preparation

The preparation for the pre-observation conference occurs three times during each program phase; requires one sheet of DOTI Part I & DOTI Part IIIA; and includes the following steps: **NOTE:** In the Student Teaching Option, the **university supervisor** and **master teacher** conduct the pre-observation conference together, the university supervisor completes the form.

- a. **Observer** completes DOTI Part I:

- Complete candidate information at top of form.
- Circle selected TPEs (from TPAS chart) to be assessed.
- Enter Performance task(s) (from TPAS chart) to be assessed.
- Check (✓) evidence box that corresponds to the TPEs (previously circled). Evidence for some TPE indicators cannot be obtained from the observation.

Note: Comments for the *Focus for Assessment Observation* section of this form reflect the essence of the pre-conference content. Future comments for the *Focus for Assessment Observation* section are obtained from the *Recommendation* section of DOTI Part IIIA.

- b. **Observer** contacts **candidate** to schedule the pre-observation conference.

3. Pre-Observation Conference

The pre-observation conference occurs three times during each semester of supervision, requires one DOTI Part I and DOTI Part IIIA, and includes the following steps:

- a. **Observer** informs the **candidate** of the TPEs, performance tasks, and evidence to be observed and documented at the time of the observation. Because evidence for some TPE indicators cannot be obtained from the observation, observer informs candidate of additional evidence sources required (refer to the completed DOTI Part I sheet during conference).
- b. **Observer** and **candidate** agree on the focus for the upcoming assessment observation and record it on the bottom section of DOTI Part I. This focus is based on the required performance task and a summary of the recommendations for improvement previously recorded on the *Recommendation* section (DOTI Part IIIA). **Note:** There will be no prior recommendations to guide the focus of the candidate's very first pre-observation conference in the program. The focus for the first pre-conference is based on the required performance task and candidate's self-assessment of strengths and weaknesses.
- c. **Observer** and **candidate** record a mutually convenient time and date for the next assessment observation at the bottom of the DOTI Part I form.
- d. **Observer** and **candidate** record signatures and date at the bottom of the DOTI Part I form.

4. Assessment Observation and Reflective Conversation

The assessment observation and reflective conversation occur after each pre-observation conference, require one DOTI Part I and multiple sheets of DOTI Part II, and include the following steps:

- a. **Candidate** provides **observer** with lesson plan at the beginning of the observation and makes related evidence accessible (previously checked (✓) on DOTI Part I).
- b. While **candidate** demonstrates the TPEs within the context of the performance task, **observer** scripts the lesson on the Observation Script section of DOTI Part II. The script includes the evidence of teacher/student behaviors and dialog. In cases where candidates demonstrate a TPE that is not scheduled for assessment, **observer** notes the TPE# on the script for subsequent rating.
- c. Following the lesson scripting, the **observer** and **candidate** have a reflective conversation that includes the following: **NOTE:** In the Student Teaching Option, the **university supervisor** leads the reflective conversation with the candidate.
 - **Observer** asks questions to gain insight into the candidate's rationale for instructional decisions observed during lesson.
 - **Observer** asks specific questions to obtain evidence of candidate's knowledge of TPEs not observed during the lesson.
 - **Candidate** has the opportunity to reflect and comment on the impact of his/her performance on student learning and the quality of the evidence presented.
 - **Observer** records relevant comments on Reflective Conversation Notes section of DOTI Part II.
- d. **Observer** and **candidate** record signatures and date at the bottom of DOTI Part II.
- e. **Observer** informs **candidate** when TPE ratings (DOTI Part IIIA) will be available for review.

5. Coding Procedures

The coding occurs once after each assessment observation/reflective conversation; requires the set of completed DOTI Part II and DOTI Part IIIA, and the TPE Elements (section IV.B); and includes the following steps:

- a. **Observer** codes the observation script by writing all appropriate TPE numbers above the corresponding text. This process is accomplished by matching TPEs to the scripted entries, as noted in the following script excerpt: *After reading final section of chapter on Westward Movement aloud, teacher asks students to describe greatest challenges faced by the pioneers...*² A code of **2** is assigned because TPE #2 (*Monitoring Student Learning During Instruction*) and the teacher has monitored learning by asking questions to determine students' comprehension.
- b. **Observer** codes the reflective conversation notes in the same manner. This coding serves as an additional basis for documentation of the TPEs that are not observable in any lesson and provides insight into the candidate's knowledge base of the TPEs and rationale for instructional decisions.

6. TPE Ratings

The rating occurs after the coding procedure is completed.

- a. **Observer** gathers the correct rating sheets (DOTI Part II & IIIA) used in the assessment observation.
- b. On the DOTI Part IIIA rating sheets **observer** enters the date of visit.
- c. **Observer** determines the rating number for each TPE. This number reflects the candidate's proficiency rating of each TPE at the time of the visit. Proficiency ratings

range from *Below novice practice-Application of TPE is not evident* to *Emerging expert practice-Application of TPE is consistently appropriate*. The proficiency rating reflects the degree to which the candidate has demonstrated application of the TPEs to meet students' needs in relation to state content standards. The proficiency rating for each TPE is based on a holistic analysis of all instances of each coded TPE embedded within the observation script and reflective conversation. Ratings are based on a scale of 1-4:

#	Proficiency Rating	Description
1	Below novice practice	Application of TPE is not evident
2	Novice practice	Application of TPE is occasionally appropriate
3	Proficient practice	Application of TPE is usually appropriate
4	Emerging expert practice	Application of TPE is consistently appropriate

- d. **Observer** rating procedures are as follows:
- Locate the relevant TPEs being assessed on DOTI Part IIIA.
 - On the Observation Script and Reflective Conversation Notes (DOTI Part II), review the script for each occurrence of the code that matches each TPE (i.e. all occurrences of TPE #2-*Monitoring Student Learning During Instruction*).
 - To determine the rating for each TPE, **observers**:
 - Use the TPE Performance Tasks Rubric (see Appendix E p. 71; copy distributed at supervisors' training) to locate the appropriate proficiency level of the TPE performed by the candidate.
 - Enter the proficiency number in the correct column on DOTI Part IIIA (see the sample below). NOTE: In the Student Teaching Option, the **master teacher's** TPE proficiency numbers are transferred to the **university supervisor's** DOTI Part IIIA column for each visit. The two numbers are averaged together and recorded below the two proficiency numbers. This averaged number becomes the rating for each TPE in that visit.
- e. Post Observation Conference: the **university supervisor** will provide a copy of the coded observation script and share TPE Ratings with the candidate within one week so that the candidate can be informed of his/her progress and prepare for future assessments.

Sample Section-TPE Rating Form-DOTI Part IIIA

Rating Scale: 1=Below novice practice: Application of TPE is not evident 2=Novice practice: Application of TPE is occasionally appropriate 3=Proficient practice: Application of TPE is usually appropriate 4=Emerging expert practice: Application of TPE is consistently appropriate	Date			Final Rating
	Visit 1 Date	Visit 2 Date	Visit 3 Date	
	Mo/day	Mo/day	Mo/day	
	TPE Rating Scale #			
TPE#2 Monitors Student Learning During Instruction	2	2	3	3
TPE #3 Interpretation and Use of Assessment	1	2	2	2
TPE #4 Making Content Accessible	2	3	4	4
Average final ratings from page 1 and 2 and enter that average here: →				3

7. Final TPE Scores

At the end of each supervised field experience course, the **university supervisor** assigns a final score on DOTI Part IIIA for each TPE using the following steps:

- a. Review the three visit ratings for each TPE and determine a holistic *Final Rating* based on the candidate's developmental progress.
- b. Repeat Step a. above, for all assessed TPEs.
- c. Enter a TPE score in the last box in the *Final Rating* column by averaging all of the final rating numbers. For example in the chart above, the Final TPE score of **3** was computed by adding all the numbers from the final rating column and dividing that number by the number of assessed TPEs.
- d. On the bottom line of the form **candidate** enters initials and **observer** enters signature and circles either Supervisor or Master Teacher.

8. Course Grade

The final TPE scores determine the candidates' grade for the Student Teaching/Fieldwork courses. The university supervisor transfers TPE scores from DOTI IIIA to the **Assessment Summary of Teaching Practice (ASTP)** form (see Appendix F p. 88 for program option forms). This form is used to determine and record the candidates' Credit/No Credit grades for the Student Teaching/Fieldwork Courses.

- a. The ASTP form for the **Multiple/Single Subject - Student Teaching Option** reflects the combined TPE scores of supervisor and master teacher.
- b. The ASTP form for the **Multiple/Single Subject - University Intern Option** reflects TPE scores of the supervisor and the confirmation of the school-site administrator or designee.
- c. ASTP forms show the minimum ratings required to earn a Credit grade in the field experience course for each program option.

VII. Summative Assessment

A. Summative Assessment Expectations

The purpose of the summative assessment (SAST) is to provide candidates with the opportunity to demonstrate their performance of the TPEs, to reflect on the theoretical rationale that informs their instructional practice, and to provide assessors with sufficient evidence regarding candidates' in depth understanding of the TPEs. The summative assessment consists of performance tasks with supporting evidence and a final reflective essay with supporting evidence that will be rated on a scale of 1-4 (see proficiency rating chart in section C 2 below). It is probable that all 13 TPEs may not be observed in the performance tasks, but candidates will have an opportunity to provide supporting evidence to demonstrate proficiency of TPEs not observed. The TPEs that are not relevant to the performance task will be rated N/O for Not Observed. However, candidates are expected to address all TPEs in the final reflective essay.

NOTE: Because this assessment is summative not formative, there will be no opportunity to revise any of the three assessment activities. Therefore, candidates are strongly advised to prepare well for the classroom visit, the videotaped lesson, and the reflective essay. Candidates are responsible for carefully reviewing all performance tasks guidelines/rubrics and reflective essay prompt/rubric. The course instructor is available for consultation as needed.

Course Grade: In order to receive a course grade of Credit, all three assessment activities must receive a final average score of 3.0 or above. A course grade of No Credit will be

assigned if any assessment activity is scored with a final averaged rating below a 3.0. Candidates who receive a grade of No Credit must re-register and pass the summative assessment course in order to complete the credential program. Candidates retaking the course must submit a copy of the final assessment rating form (DOTI Part IIIB) from the previous semester to the new course instructor/assessor so that the assessor can determine which activities need to be reassessed.

B. Summative Assessment Required Forms

The following assessment forms are located in Appendix I p.118. Hard copies (NCR) of DOTI Parts I and II can be obtained from the TED office. An electronic copy of DOTI Part IIIB can be obtained from the Assessment Seminar course chair:

1. DOTI Part I-Pre-Observation Conference Notes

This form is used to record the performance task to be assessed, to indicate the evidence to be presented at the time of observation, and to summarize the focus for the assessment observation. **(One sheet is required for each candidate).**

2. DOTI Part II-Observation Script and Reflective Conversation Notes

This form is used to script observations of the lesson, code the script with TPE numbers, and record evidence of candidate's knowledge of TPEs in the reflective conversation column. **(More than one new DOTI II sheet may be required for each assessment observation).**

3. DOTI Part IIIB-TPE Summative Assessment (SAST) Rating Form

This form (electronic version) is used by the university assessor at the end of the semester to rate the candidate's *Classroom Visit, Videotaped Lesson, and Reflective Essay*.

C. Summative Assessment Procedures – University Intern Option

The summative assessment consists of three main components: classroom visit--a pre-conference and lesson observation/reflective conversation with supporting evidence, a videotaped lesson, and a final reflective essay. The ensuing procedures are designed to be followed in a sequential manner to ensure the fair and accurate assessment of candidates:

1. First Assessment Seminar Class Meeting

- a. Review course syllabus.
- b. Review summative assessment activities (classroom visit, videotaped lesson, reflective essay described in Sections 2-4 below).
- c. Inform candidates of assessment activities timeline (provide calendar sign-up in class and post on Blackboard):
 - Pre-observation conferences should be scheduled to take place during seminar class time and should occur near mid-semester)
 - Classroom visits should be scheduled to take place near mid-semester
 - Practice videotaping lessons for supervisor, master teacher, and peer review. This practice is intended to increase candidate/student comfort and confidence with the videotaping process and to ensure best placement of camera to maximize visual and sound quality.
 - Copy of the videotaped lesson, signed release forms, and accompanying material should be submitted to the assessment seminar instructor at least 4 to 5 weeks prior to last day of scheduled classes in the academic calendar.
 - Electronic copy of the reflective essay with supporting evidence in binder (see NOTE below) should be submitted at the same time as the videotaped lesson.

NOTE: Candidates need to collect evidence in the following categories: assessment, curriculum plans, classroom management/environment plans, student work record, parent communication record, reflective journal, and professional development growth. It is suggested that candidates present supporting evidence in a three-ring binder with tabbed dividers (labeled with the evidence categories) and pocket containers.

2. Classroom Visit

- a. Assessor and candidate review the *Performance Tasks Guidelines* (see Appendix D p. 57 and *TPE Performance Task Rubrics* (see Appendix E p. 71) to gain an understanding of the performance task to be assessed and the assessment criteria.
- b. Pre-observation conference procedures for assessor and candidate:
 - Assessor completes candidate information at top of DOTI Part I form.
 - Assessor circles all TPEs at top of form.
 - Assessors enter title of performance task to be assessed (for the tasks title for each program option, see TPAS charts in Appendix B p. 47).
 - Assessor and candidate check-off evidence to be submitted or documented at assessment observation (see **NOTE** above in Section 1c).
 - Assessor and candidate record signatures and date at the bottom of the form--goldenrod copy to candidate.
 - Assessor and candidate confirm the date for the classroom visit.
- c. Classroom visit (assessment observation) and reflective conversation procedures for assessor and candidate:
 - Candidate provides assessor with lesson plan at the beginning of the observation and makes related evidence accessible (previously checked (✓) on DOTI Part I). Assessor records relevant comments regarding quality of evidence (including room environment) on Reflective Conversation Notes section of DOTI Part II.
 - While candidate demonstrates the TPEs within the context of the performance task, assessor scripts the lesson on the Observation Script section of DOTI Part II. The script includes evidence of what is seen and heard related to teacher/student behaviors and dialogue.
 - Following the lesson scripting, the assessor and candidate have a reflective conversation:
 - Assessor asks questions to gain insight into the candidate's rationale for instructional decisions observed during lesson and candidate's knowledge of TPE elements observed and not observed during the lesson.
 - Candidate has the opportunity to reflect and comment on the impact of his/her performance on student learning and the quality of the evidence presented.
 - Assessor records relevant comments regarding both conversation and evidence submitted on the Reflective Conversation Notes section of DOTI Part II.
 - Assessor and candidate record signatures and date at the bottom of DOTI Part II.
- d. Observation and reflective conversation coding/rating procedures for assessor:
 - Coding and rating procedures require the following forms: DOTI Part II, DOTI Part IIIB (see Appendix I p.118 for all DOTI forms), and the *TPE Performance Tasks Rubrics* (see Appendix E p. 71).

- Coding procedures for the assessor (*Observation Script and Reflective Conversation Notes* DOTI Part II):
 - Code the observation script by writing all appropriate TPE numbers above the corresponding text. This process is accomplished by matching TPEs to the scripted entries, as noted in the following script excerpt: *After reading final section of chapter on Westward Movement aloud, teacher asks students to describe the greatest challenges faced by the pioneers*² A code of **2** is assigned because TPE #2 is Monitoring Student Learning During Instruction and the teacher has monitored learning by asking questions to determine students' comprehension.
 - Code the reflective conversation notes in the same manner. This coding serves as an additional basis for documentation of TPEs that are not observable in the lesson and provides insight into the candidate's knowledge base of the TPEs and rationale for instructional decisions.
 - Provide copy of the coded script to candidate so that the candidate can use the constructive feedback to begin preparation for submission of the videotaped lesson from the integrated unit plan
- The following rating procedures are used by the assessor to determine the Proficiency Rating for each TPE. The proficiency rating reflects the degree to which the candidate has demonstrated application of the TPEs to meet students' needs in relation to state content standards. The proficiency rating for each TPE is based on a holistic analysis of all instances of each coded TPE embedded within the observation script and reflective conversation. Ratings are based on a scale of 1-4 (see chart below).
 - On the Observation Script and Reflective Conversation Notes (DOTI Part II), review the script for all occurrences of the code that matches each TPE (i.e. all occurrences of TPE #2-*Monitoring Student Learning During Instruction*).
 - Use the TPE *Performance Tasks Rubric* to locate the proficiency rating that most closely corresponds to the TPE performed by the candidate.

#	Proficiency Rating	Description
1	Below novice practice	Application of TPE is not evident
2	Novice practice	Application of TPE is occasionally appropriate
3	Proficient practice	Application of TPE is usually appropriate
4	Emerging expert practice	Application of TPE is consistently appropriate

- Enter the proficiency rating for each TPE in the *Classroom Visit/Evidence* column on DOTI Part IIIB and share the ratings with the candidate (keep the form for the next column entries).
- e. Procedures for assessor to determine the average score for the Classroom Visit are as follows:
- Compute an average score by adding all TPE ratings in the *Classroom Visit/Evidence* column and divide by the number of TPEs rated in that column (TPEs that are not observed-N/O are not included in the average).
 - Enter that average score at the bottom of the *Classroom Visit/Evidence* column.

3. Videotaped lesson

- a. Assessor and candidate review the *Performance Tasks Guidelines* (see Appendix D p. 57 and *TPE Performance Task Rubrics* (see Appendix E p.71) to gain an understanding of the performance task to be assessed and the assessment criteria.
- b. Procedures for assessor:
 - Obtain labeled (candidate's name and date) videotape (candidate may convert videotape to CD), signed release forms, and supporting evidence that includes unit plan, lesson plan, assessment description/results, and student work samples.
 - Read the lesson plan, review additional evidence submitted, and make notations regarding the quality of that evidence in the notes column of the DOTI Part II form.
 - Follow the same scripting/coding/rating procedures in 2c (exception: there is no Reflective Conversation) above but enter the proficiency rating for each TPE in the *Videotaped Lesson/Evidence* column (keep the form for the next column entries).
 - Follow the same scoring procedures in 2d above, but compute the average score for the *Videotaped Lesson/Evidence* column.
- c. Procedures for candidates:
 - Select a lesson from a current unit plan that provides opportunities for you to demonstrate your ability to perform the TPEs. This lesson must reflect a new topic to be learned not a topic to be reviewed.
 - Multiple Subject candidates must select a lesson that integrates Social Studies content with content from one of the following core subjects: Language Arts, Mathematics, or Science.
 - Single Subject candidates must select a lesson from a current unit in their authorized credential subject.
 - Obtain signed release forms for students and adults who will participate in the lesson (must be submitted with video).
 - Teach and videotape a 20 minute continuous and unedited lesson:
 - It is vital that the quality of the videotaped lesson be sufficient for the assessor to understand (see and hear) what happened in the classroom. Position the camera to capture both instruction and student participation.
 - Instruction must include checks for understanding and opportunity for active student engagement.
 - Provide opportunities for guided practice with teacher monitoring student comprehension (may be done in pairs or small groups).
 - Copy of the videotaped lesson, signed release forms, and accompanying material should be submitted to the assessor at least 4 to 5 weeks prior to last day of scheduled classes in the academic calendar.

4. Reflective Essay

The rating of the essay is determined by adherence to the requirements of the prompt and rubrics and quality of evidence submitted with the videotaped lesson and referenced in the essay (instructional and management plans, assessments, student work samples, records of parent conferences, and reflective journal, etc.).

- a. Procedures for candidate and assessor:
 - Review the Summative Assessment Reflective Essay Prompts and Rubrics (see Appendix G p. 94)

- The prompts and rubrics should be reviewed thoroughly to ensure comprehensive understanding of the assessment requirements
- b. Procedures for candidate:
- Format the essay to adhere to the following: Times Roman 12-point font, continuous double-spacing with one-inch margins, and **no more than 5,000 words**.
 - Refer to the essay prompt and rubric as the essay response is being formulated
 - Candidates should consider the following evidence sources when reflecting on professional growth related to each TPE: course signature assignments, fieldwork reflective journal, previous written comments from supervisors in Phase One and Two, and accumulated material in evidence binder. It is suggested that candidates present supporting evidence in a three-ring binder with tabs dividers (labeled with the evidence categories) and pocket containers
 - After the essay is composed, read and edit the essay for coherence and the following writing conventions: punctuation, grammar, word choice, and spelling.
 - Send the electronic reflective essay to the instructor's e-mail address. Title your file according to the following directions and example: First initial of your first name, followed by your last name, followed by the last 4 digits of your SSN, followed by *sast.doc* (example, **jsmith4321sast.doc**).
- c. Procedures for assessor:
- Download candidate's attached essay and send back to candidate if the file name does not follow the requirement described above.
 - Verify adherence to maximum word count (use *tools* menu) allowed (5,000). Return file if word count is exceeded by an excessive amount.
 - As essay is read, assessor makes brief comments regarding strengths and weaknesses according to the rubric guidelines. The rubric serves as a guide to determine the candidate's level of knowledge of each TPE.
 - Use the *TPE Performance Tasks Rubric* to locate the proficiency rating (1-4) that most closely corresponds to the TPE being reviewed by the assessor. The proficiency rating for each TPE is based on a holistic analysis of how well the candidate has addressed each TPE.
 - Enter the TPE ratings on the *Summative Assessment DOTI Part IIIB* in the *Reflective Essay* column.
 - Follow the same scoring procedures in 2d above, but compute the average score for the *Reflective Essay* column.
 - Maintain an electronic record of instructor feedback on all reflective essays.
 - E-mail electronic copies of reflective essays to candidates and if rated at 3 or higher, e-mail without grade or comment to portfolio@csudh.edu.

5. Final Summative Assessment Course Grade

- a. The final course grade is entered on the last line labeled *Enter final summative assessment course grade* of the DOTI Part IIIB.
- b. In order to receive a course grade of Credit the Videotaped Lesson and the Reflective Essay each, must receive a final average score of 3.0 or above.
- c. A course grade of No Credit will be assigned if any assessment activity is scored with a final averaged rating below a 3.0.
- d. Candidates who receive a grade of No Credit must re-register and pass the summative assessment course in order to complete the credential program.

- e. Candidates retaking the course must submit a copy of the final assessment rating form (DOTI Part IIIB) from the previous semester to the new course instructor/assessor so that the assessor can determine which activities need to be reassessed.
- f. Distribution of assessment documents:
 - Assessors submit hard copy (white) of DOTI Parts I, II, and IIIB and the videotape to the TED office for inclusion in candidate's permanent file housed in the Student Services Center and submit the electronic version of DOTI Part IIIB to the ncate@csudh.edu website.
 - Assessors return evidence binder to student.

D. Summative Assessment Procedures – Student Teaching Option

The summative assessment consists of three main components: a videotaped lesson and a final reflective essay. The ensuing procedures are designed to be followed in a sequential manner to ensure the fair and accurate assessment of candidates:

3. First Assessment Seminar Class Meeting

- a. Review course syllabus.
- b. Review summative assessment activities (videotaped lesson and reflective essay described in Sections 2-4 below).
- c. Inform candidates of assessment activities timeline:
 - Practice videotaping lessons for supervisor, master teacher, and peer review. This practice is intended to increase candidate/student comfort and confidence with the videotaping process and to ensure best placement of camera to maximize visual and sound quality.
 - Copy of the videotaped lesson, signed release forms, and accompanying material should be submitted at least 4 to 5 weeks prior to last day of scheduled classes in the academic calendar.
 - Electronic copy of the reflective essay with supporting evidence in binder (see NOTE below) should be submitted at the same time as the videotaped lesson.
NOTE: Candidates need to collect evidence in the following categories: assessment, curriculum plans, classroom management/environment plans, student work record, parent communication record, reflective journal, and professional development growth. It is suggested that candidates present supporting evidence in a three-ring binder with tabbed dividers (labeled with the evidence categories) and pocket containers.

2. Videotaped lesson

- a. Assessor and candidate review the *Performance Tasks Guidelines* (see Appendix D p. 57 and *TPE Performance Task Rubrics* (see Appendix E p. 71) to gain an understanding of the performance task to be assessed and the assessment criteria.
- b. Assessor obtains labeled (candidate's name and date) videotape (candidate may convert videotape to CD), signed released forms, and supporting evidence that includes unit plan, lesson plan, assessment description/results, and student work samples.
- c. Assessor reads the lesson plan, reviews additional evidence submitted and makes notations regarding the quality of that evidence in the notes column of the DOTI Part II form.
- d. Assessor codes, rates, and scores the videotaped lesson:

- Coding and rating procedures require the following forms: DOTI Part II, DOTI Part IIIB (see Appendix I p.118 for all DOTI forms), and the *TPE Performance Tasks Rubrics* (see Appendix E p. 71).
- Coding procedures for the assessor (DOTI Part II):
 - Code the observation script by writing all appropriate TPE numbers above the corresponding text. This process is accomplished by matching TPEs to the scripted entries, as noted in the following script excerpt: *After reading final section of chapter on Westward Movement aloud, teacher asks students to describe the greatest challenges faced by the pioneers* ² A code of **2** is assigned because TPE #2 is Monitoring Student Learning During Instruction and the teacher has monitored learning by asking questions to determine students' comprehension.
 - Use the *Notes* column to record comments regarding the quality of instruction and quality of the evidence in the binder.
- The following rating procedures are used by the assessor to determine the Proficiency Rating for each TPE. The proficiency rating reflects the degree to which the candidate has demonstrated application of the TPEs to meet students' needs in relation to state content standards. The proficiency rating for each TPE is based on a holistic analysis of all instances of each coded TPE embedded within the observation script and general comments from the *NOTE* section. Ratings are based on a scale of 1-4 (see chart below).
 - On DOTI Part II review the script for all occurrences of the code that matches each TPE (i.e. all occurrences of TPE #2-*Monitoring Student Learning During Instruction*).
 - Use the *TPE Performance Tasks Rubric* to locate the proficiency rating that most closely corresponds to the TPE performed by the candidate.

#	Proficiency Rating	Description
1	Below novice practice	Application of TPE is not evident
2	Novice practice	Application of TPE is occasionally appropriate
3	Proficient practice	Application of TPE is usually appropriate
4	Emerging expert practice	Application of TPE is consistently appropriate

- Enter the proficiency rating for each TPE in the *Videotaped Lesson /Evidence* column on DOTI Part IIIB.
 - Compute an average score by adding all TPE ratings in the *Videotaped Lesson /Evidence* column and divide by the number of TPEs rated in that column (TPEs that are not observed-*N/O* are not included in the average). Enter that average score at the bottom of the *Classroom Visit/Evidence* column.
- e. Procedures for candidates:
- Select a lesson from a current unit plan that provides opportunities for you to demonstrate your ability to perform the TPEs. This lesson must reflect a new topic to be learned, not a topic to be reviewed.
 - Multiple Subject candidates must select a lesson that integrates Social Studies content with content from one of the following core subjects: Language Arts, Mathematics, or Science.
 - Single Subject candidates must select a lesson from a current unit in their authorized credential subject.

- Obtain signed release forms for students and adults who will participate in the lesson (must be submitted with video).
- Teach and videotape a 20 minute continuous and unedited lesson:
 - It is vital that the quality of the videotaped lesson be sufficient for the assessor to understand (see and hear) what happened in your classroom. Position the camera to capture your instruction and student participation.
 - Instruction must include checks for understanding and opportunity for active student engagement.
 - Provide opportunities for guided practice with teacher monitoring student comprehension (may be done in pairs or small groups).
- Copy of the videotaped lesson, signed release forms, and accompanying material should be submitted to the assessor at least 4 to 5 weeks prior to last day of scheduled classes in the academic calendar.

3. Reflective Essay

The rating of the essay is determined by adherence to the requirements of the prompt and rubrics and quality of evidence submitted with the videotaped lesson and referenced in the essay (instructional and management plans, assessments, student work samples, records of parent conferences, and reflective journal, etc.).

- Procedures for candidate and assessor:
 - Review the Summative Assessment Reflective Essay Prompts and Rubrics (see Appendix G p. 94).
 - The prompts and rubrics should be reviewed thoroughly to ensure comprehensive understanding of the assessment requirements.
- Procedures for candidate:
 - Format the essay to adhere to the following: Times Roman 12-point font, continuous double-spacing with one-inch margins, and **no more than 5,000 words**.
 - Refer to the essay prompt and rubric as the essay response is being formulated
 - Candidates should consider the following evidence sources when reflecting on professional growth related to each TPE: course signature assignments, fieldwork reflective journal, previous written comments from supervisors in Phase One and Two, and accumulated material in evidence binder. It is suggested that candidates present supporting evidence in a three-ring binder with tabs dividers (labeled with the evidence categories) and pocket containers
 - After the essay is composed, read and edit the essay for coherence and the following writing conventions: punctuation, grammar, word choice, and spelling.
 - Send the electronic reflective essay to the instructor's e-mail address. Title your file according to the following directions and example: First initial of your first name, followed by your last name, followed by the last 4 digits of your SSN, followed by *sast.doc* (example, **jsmith4321sast.doc**).
- Procedures for assessor:
 - Download candidate's attached essay and send back to candidate if the file name does not follow the requirement described above
 - Verify adherence to maximum word count (use *tools* menu) allowed (5,000). Return file if word count is exceeded by an excessive amount.

- As essay is read, assessor makes brief comments regarding strengths and weaknesses according to the rubric guidelines. The rubric serves as a guide to determine the candidate's level of knowledge of each TPE.
- Use the *TPE Performance Tasks Rubric* to locate the proficiency rating (1-4) that most closely corresponds to the TPE being reviewed by the assessor. The proficiency rating for each TPE is based on a holistic analysis of how well the candidate has addressed each TPE.
- Enter the TPE ratings on the *Summative Assessment* DOTI Part IIIB in the *Reflective Essay* column.
- Follow the same scoring procedures in 2d above, but compute the average score for the *Reflective Essay* column.
- Maintain an electronic record of instructor feedback on all reflective essays.
- E-mail electronic copies of reflective essays to candidates and if rated at 3 or higher, e-mail without grade or comment to portfolio@csudh.edu.

4. Final Summative Assessment Course Grade

- a. The final course grade is entered on the last line labeled *Enter final summative assessment course grade* of the DOTI Part IIIB.
- b. In order to receive a course grade of Credit, the Videotaped Lesson and the Reflective Essay each, must receive a final average score of 3.0 or above.
- c. A course grade of No Credit will be assigned if any assessment activity is scored with a final averaged rating below a 3.0.
- d. Candidates who receive a grade of No Credit must re-register and pass the summative assessment course in order to complete the credential program.
- e. Candidates retaking the course must submit a copy of the final assessment rating form (DOTI Part IIIB) from the previous semester to the new course instructor/assessor so that the assessor can determine which activities need to be reassessed.
- f. Distribution of assessment documents:
 - Assessors submit hard copy (white) of DOTI Parts I, II, and IIIB and the videotape to the TED office for inclusion in candidate's permanent file housed in the Student Services Center and submit the electronic version of DOTI Part IIIB to soenacate@csudh.edu.
 - Assessors return evidence binder to student.

VIII. ADDITIONAL POLICIES AND PROCEDURES

A. Registration Holds

Prior to registration for each semester after the Prerequisite Phase, candidates may not register for any courses until they meet with their advisor to remove the registration hold. This policy guarantees that each candidate correctly progresses through the program.

B. Petitions

Candidates may petition a variety of division policies and requirements (low GPA, course recency, etc.) by completing the *Petition for Exception* form available at the TED office or on the TED website. The form with all required supporting information should be returned to the Student Services Center. Candidates who wish to petition university-level issues (removal of grade from the record, change of grade after more than one year, reimbursement of fees, etc.) should make an appointment to see the TED assistant division chair who screens and forwards requests to the university committee. These requests must be for compelling and

unusual circumstances and must be thoroughly documented by the candidate (see *University Catalog* for details). Filing a petition does not guarantee that the request will be granted.

C. Change of Program

Candidates should choose the appropriate program option (Multiple/Single Subject Program - University Intern Option or Multiple/Single Subject Program Student Teaching Option) based upon their teaching status at the time of program entry. To be eligible for the University Intern option candidates must be contracted teachers (without a preliminary credential) currently teaching K-12 students. If a University Intern candidate ceases to be a contracted teacher, he or she must fill out a *Change of Program Form* and a *Student Teaching Option Program Application* to switch to the Student Teaching Option. Student Teaching candidates who obtain a K-12 public school contract should file a *Change of Program Form*, as well as a *University Intern Program Application*, to enter the University Intern Option. Candidates can obtain required forms at the Student Services Center. The deadline dates for program transfer are: Fall entry = June 1; Spring entry = December 1; Summer entry = April 1.

Candidates who wish to switch from the Single Subject program to the Multiple Subject Program also must file a *Change of Program Form*. If they are also switching options (Student Teaching to University Intern or vice versa), they also must complete the appropriate forms as indicated above. In addition, University Intern candidates changing credential objective (Multiple or Single Subject) must provide documentation of their contracted status at the appropriate grade level.

D. Program Interruption

A *Re-activation* form is required for candidates who have been accepted into the program and have experienced a program disruption during the required course sequence. Candidates may obtain this form at the Student Services Center in order to complete the re-activation process by the deadline date prior to the semester of re- entry. The deadline dates are: Fall re-entry = June 1; Spring re-entry = December 1.

E. Course Transfers

In order to transfer course units from other institutions, candidates must submit a *Request for Course Substitution* form (obtained in the Student Services Center). A maximum of 9 units are allowed to transfer. Transfer of units is subject to careful analysis because of the stringent requirements of the new CSUDH credential program.

F. Supplementary Authorizations

Candidates holding a Multiple or Single Subject Credential who wish to have one or more subjects added to their credential should refer to the *Supplementary Degree Authorizations* handouts obtained from the Student Services Center.

G. Professional Clear Credential

Individuals who complete a teacher preparation program and receive a five-year preliminary credential must earn a professional clear credential by completing one of the following two options. The following information was obtained from the <http://www.ctc.ca.gov/credentialinfo/leaflets/cl561c.html> website.

1. Option 1

This option is a Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium,

or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners. Individuals applying for the professional clear credential under Option 1 must submit their application through their approved Induction sponsor.

2. Option 2

This option is a fifth year of study completed at a California college or university with a Commission accredited teacher preparation program and that institution's formal recommendation for the professional clear credential. The following must also be verified with the application for the professional clear credential:

- a. advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco.
- b. advanced coursework in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom.
- c. advanced coursework in computer technology including the use of computers in educational settings.
- d. advanced coursework in teaching English learners (effective July 1, 2005).

Individuals applying for the professional clear credential under Option 2 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year of study along with the advanced study coursework, that coursework must be completed after the issuance date of the Five-Year Preliminary Multiple or Single Subject Teaching Credential.

IX. CAMPUS WEBSITE RESOURCES

University and program information can be accessed from the following websites. Additional information is available at the Student Services Center.

- **CSUDH Website** <http://www.csudh.edu/>
- **CSUDH Website Index** <http://www.csudh.edu/index.html>
- **College of Education Website** <http://www.csudh.edu/coe/> (click on Teacher Education Department)
- **Financial Aid Office Website** http://www.csudh.edu/fin_aid/default.htm
- **Campus Map** <http://www.csudh.edu/dhmap.htm>

APPENDIX A

PROGRAM CHECKLISTS

(pp. 43-46)

**Candidate Checklist to Monitor Program Progress
Multiple Subject - University Intern Option**

Pre-Program Requirements

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of CBEST Passed
- Verification of Subject Matter Competence (CSET Exams Passed)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- Bilingual Emphasis Only: Verification of Oral Fluency

Candidates must meet all course and assessment criteria at each phase in order to advance through the program.

Required Courses

Prerequisite Phase		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 411	Classroom Management: Elementary	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 415	Multicultural Education	3 units
<input type="checkbox"/> TED 420**	Computer Literacy for Teachers	1 unit
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit
<input type="checkbox"/> Submit Fieldwork Letter of Recommendation form prior to advancement to Phase One <input type="checkbox"/> Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only)		
Phase One		
<input type="checkbox"/> TED 445.01	Fieldwork I	6 units
<input type="checkbox"/> TED 403	Elementary Reading/Language Arts I	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> KIN 425***	Physical Education in Elementary Schools	3 units
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit
Phase Two		
<input type="checkbox"/> TED 445.02	Fieldwork II	6 units
<input type="checkbox"/> TED 410	Elementary Mathematics Methods	2 units
<input type="checkbox"/> TED 416	Elementary Science Methods	2 units
<input type="checkbox"/> TED 404	Elementary Reading/Language Arts II	3 units
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit
Phase Three		
<input type="checkbox"/> TED 412	Elementary Social Studies Methods	2 units
<input type="checkbox"/> TED 408***	Visual and Performing Arts	2 units
<input type="checkbox"/> TED 470	Critical Perspectives in Urban Education	2 units
<input type="checkbox"/> TED 495	Intern Performance Assessment Seminar	4 units

*Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the Fall 2003 semester

**Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

***Not required for CSUDH Liberal Studies Majors

Additional Requirements

- Pass RICA Examination and attach scores to credential application
- Attach passing CSET Examination scores to credential application
- Submit Preliminary Credential Application to Student Services Center

For complete description of program, refer to the *TED Program Handbook* and the *CSUDH University Catalog*.

**Candidate Checklist to Monitor Program Progress
Single Subject - University Intern Option**

Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of CBEST Passed
- Verification of Subject Matter Competence (Exams Passed or Subject Matter Waiver)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- Bilingual Emphasis Only: Verification of Oral Fluency

Candidates must meet all course and assessment criteria at each phase in order to advance through the program.

Required Courses

Prerequisite Phase		
<input type="checkbox"/> TED 400	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 411	Classroom Management: Secondary	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 415	Multicultural Education	3 units
<input type="checkbox"/> TED 420*	Computer Literacy for Teachers	1 unit
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit

- Submit Fieldwork Letter of Recommendation form prior to advancement to Phase One
- Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates Only)

Phase One		
<input type="checkbox"/> TED 465.01	Fieldwork I	6 units
<input type="checkbox"/> TED 467	Secondary Methods I	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> TED 460	Creating Healthy Environments - Secondary	1 unit
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit

Phase Two		
<input type="checkbox"/> TED 465.02	Fieldwork II	6 units
<input type="checkbox"/> TED 468	Secondary Methods II	3 units
<input type="checkbox"/> TED 406	Reading and Writing in the Content Areas	3 units
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit

Phase Three		
<input type="checkbox"/> TED 470	Critical Perspectives in Urban Education	2 units
<input type="checkbox"/> TED 495	Intern Performance Assessment Seminar	4 units

* All candidates must enroll in TED 420 and may meet course requirements by examination.

Additional Requirements

Submit Preliminary Credential Application to Student Services Center

For complete description of program refer to the *TED Program Handbook* and the *University Catalog*.

**Candidate Checklist to Monitor Program Progress
Multiple Subject - Student Teaching Option**

Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of CBEST Passed
- Verification of Subject Matter Competence (CSET Exams Passed)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- Bilingual Emphasis Only: Verification of Oral Fluency

Candidates must meet all course and assessment criteria at each phase in order to advance through the program.

Required Courses

Prerequisite Phase		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 411	Classroom Management: Elementary	2 units
<input type="checkbox"/> TED 408**	Visual and Performing Arts Methods	2 units
<input type="checkbox"/> KIN 425**	Physical Education in Elementary Schools	3 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 415	Multicultural Education	3 units
<input type="checkbox"/> TED 420***	Computer Literacy for Teachers	1 unit
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit

Approved Student Teaching Application prior to advancement to Phase One
Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only)

Phase One		
<input type="checkbox"/> TED 434	Student Teaching: Elementary I	3 units
<input type="checkbox"/> TED 436	Student Teaching Seminar	1 unit
<input type="checkbox"/> TED 403	Elementary Reading/Language Arts I	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> TED 410	Elementary Mathematics Methods	2 units
<input type="checkbox"/> TED 416	Elementary Science Methods	2 units
<input type="checkbox"/> TED 444	Assessment Seminar	1 unit

Phase Two		
<input type="checkbox"/> TED 437	Student Teaching: Elementary II	9 units
<input type="checkbox"/> TED 404	Elementary Reading/Language Arts II	3 units
<input type="checkbox"/> TED 412	Elementary Social Studies Methods	2 units
<input type="checkbox"/> TED 470	Critical Perspectives in Urban Education	2 units
<input type="checkbox"/> TED 444	Assessment Seminar Summative	1 unit

*Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the Fall 2003 semester

**Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

***Not required for CSUDH Liberal Studies Majors

Additional Requirements

- Pass RICA Examination and attach scores to credential application
- Attach passing CSET Examination scores to credential application
- Submit Preliminary Credential Application to Student Services Center

For complete description of program, refer to the TED Program Handbook and the CSUDH University Catalog.

**Candidate Checklist to Monitor Program Progress
Single Subject - Student Teaching Option**

Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of CBEST Passed
- Verification of Subject Matter Competence (Exams Passed or Subject Matter Waiver)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- Bilingual Emphasis Only: Verification of Oral Fluency

Candidates must meet all course and assessment criteria at each phase in order to advance through the program.

Required Courses

Prerequisite Phase		
<ul style="list-style-type: none"> <input type="checkbox"/> TED 400 <input type="checkbox"/> TED 411 <input type="checkbox"/> TED 460 <input type="checkbox"/> TED 402 <input type="checkbox"/> TED 415 <input type="checkbox"/> TED 420* <input type="checkbox"/> TED 444 	Seminar: Introduction to Education Classroom Management: Secondary Creating Healthy Environments - Secondary Educational Psychology Multicultural Education Computer Literacy for Teachers Assessment Seminar	2 units 2 units 1 unit 3 units 3 units 1 unit 1 unit

Approved Student Teaching Application prior to advancement to Phase One
 Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only)

Phase One		
<ul style="list-style-type: none"> <input type="checkbox"/> TED 454 <input type="checkbox"/> TED 456 <input type="checkbox"/> TED 467 <input type="checkbox"/> TED 407 <input type="checkbox"/> TED 406 <input type="checkbox"/> TED 444 	Student Teaching I: Secondary Student Teaching Seminar Secondary Methods I Language Learning Reading and Writing in the Content Areas Assessment Seminar	3 units 1 unit 3 units 3 units 3 units 1 unit

Phase Two		
<ul style="list-style-type: none"> <input type="checkbox"/> TED 457 <input type="checkbox"/> TED 468 <input type="checkbox"/> TED 470 <input type="checkbox"/> TED 444 	Student Teaching II: Secondary Secondary Methods II Critical Perspectives in Urban Education Assessment Seminar-Summative	9 units 3 units 2 units 1 unit

* All other candidates must enroll in TED 420 and may meet course requirements by examination.

Additional Requirements

- Submit Preliminary Credential Application to Student Services Center

For complete description of program, refer to the TED Program Handbook and the CSUDH University Catalog.

Appendix B

TEACHING PERFORMANCE ASSESSMENT SYSTEM (TPAS) CHARTS

(pp. 48-51)

TPAS Charts

**CSUDH Teacher Performance Assessment System (TPAS®)
Multiple Subject Program - University Intern Option**

Program Courses (Units)	Course Signature Assignments	TPE #	Assessments
Prerequisite Phase		Prerequisite FAST: Reflective Essay	
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management (2) • TED 402 Educational Psychology (3) ♦ TED 415 Multicultural Education (3) ■ TED 420 Technology (1) TED 444 Assessment Seminar (1) ☼	• Classroom Management Plan ♦ Student Observation ■ Multicultural Autobiography	8, 9, 11,12	☼ Reflective Essay: Learning About Students and Planning for Instruction
Phase One		FAST #1: Field Performance Tasks and Reflective Essay	
TED 445.01 Fieldwork I (3) TED 403 Elementary Reading/Language Arts I (3) • TED 407 Language Learning (3) ♦ KIN 425 Physical Education in Elementary School (3) TED 444 Assessment Seminar (1) ☼	• Reading Diagnosis and Lesson Plan ♦ Language Proficiency Assessment and ELD Lesson Plan	1A, 4, 5, 7, 8, 9	• Diagnose Students, Create Reading Lesson Plan, Teach to Plan ♦ Conduct Language Proficiency Assessment, Create ELD Lesson Plan, Teach to Plan ☼ Reflective Essay: Diagnosing Students and Planning for Instruction
Phase Two		FAST #2: Field Performance Tasks and Reflective Essay	
TED 445.02 Fieldwork II (3) TED 410 Elementary Mathematics Methods (2) • TED 416 Elementary Science Methods (2) ♦ TED 404 Elementary Reading/Language Arts II ■ (3) TED 444 Assessment Seminar (1) ☼	• Mathematics Diagnosis, Unit Plan, Related Lesson Plan, & Assessment ♦ Science Diagnosis, Unit Plan, Related Lesson Plan & Assessment ■ Student Work Samples Analysis: Reading & Writing in Content Areas	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11	• Diagnose Students, Create Mathematics Unit Plan, Teach Related Lesson, Assess Student Learning ♦ Diagnose Students, Create Science Unit Plan, Teach Related Lesson, Assess Student Learning ■ Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis ☼ Reflective Essay: Planning for Instruction and Assessing Student Learning
Phase Three		SAST: Field Performance Tasks and Reflective Essay	
TED 412 Elementary Social Studies Methods (2) • TED 408 Visual and Performing Arts (2) TED 470 Critical Perspectives in Urban Education (2) ♦ TED 444 Assessment Seminar (4) ☼	• Integrated Social Studies Unit Plan, Related Lesson, & Assessment ♦ Philosophy Statement	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13	1. Diagnose Students, Create Integrated Unit Plan, Teach Related Lesson, Assess Student Learning 2. Videotape Lesson from Integrated Unit Plan and 3. Reflective Essay: Analysis of Professional Development

FAST = Formative Assessment SAST = Summative Assessment

**CSUDH Teacher Performance Assessment System (TPAS[®])
Single Subject Program - University Intern Option**

Program Courses (Units)	Course Signature Assignments	TPE #	Assessments
Prerequisite Phase			Prerequisite FAST: Reflective Essay
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management: Secondary (2) • TED 402 Educational Psychology (3) ♦ TED 415 Multicultural Education (3) ■ TED 420 Computer Literacy for Teachers (1) TED 444 Assessment Seminar (1) ☼	• Classroom Management Plan ♦ Student Observation ■ Multicultural Autobiography	8, 9, 11, 12	☼ Reflective Essay: Learning About Students and Planning for Instruction
Phase One			FAST #1: Field Performance Tasks and Reflective Essay
TED 465.01 Fieldwork I (3) TED 467 Secondary Methods I (3) • TED 407 Language Learning (3) ♦ TED 460 Creating Healthy Environments - Secondary (1) TED 444 Assessment Seminar (1) ☼	• Diagnosis and Lesson Plan ♦ Language Proficiency Assessment and SDAIE Lesson Plan	1B, 4, 5, 7, 8, 9	• Diagnose Students, Create Lesson Plan, Teach to Plan ♦ Conduct Language Proficiency Assessment, Create SDAIE Lesson Plan, Teach to Plan ☼ Reflective Essay: Diagnosing Students and Planning for Instruction
Phase Two			FAST #2: Field Performance Tasks and Reflective Essay
TED 465.02 Fieldwork II (3) TED 468 Secondary Methods II (3) • TED 406 Reading and Writing in the Content Areas (3) ♦ TED 444 Assessment Seminar (1) ☼	• Diagnosis, Unit Plan, Related Lesson Plan, and Assessment ♦ Student Work Samples Analysis: Reading and Writing in Content Areas	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11	• Diagnose Students, Create Unit Plan in Authorized Subject, Teach Related Lesson, Assess Student Learning ♦ Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis ☼ Reflective Essay: Planning for Instruction and Assessing Student Learning
Phase Three			SAST: Field Performance Tasks and Reflective Essay
TED 470 Critical Perspectives in Urban Education (2) ♦ TED 444 Assessment Seminar (4) ☼	♦ Philosophy Statement	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	1. Diagnose Students, Create Unit Plan in Authorized Subject, Teach Related Lesson, Assess Student Learning (different from the task performed in Phase 2) 2. Videotape Lesson from Unit Plan (different from lesson in number 1 above) 3. Reflective Essay: Analysis of Professional Development

FAST = Formative Assessment SAST = Summative Assessment

**CSUDH Teacher Performance Assessment System (TPAS®)
Multiple Subject Program – Student Teaching Option**

Program Courses (Units)	Course Signature Assignments	TPE #	Assessments
Prerequisite Phase		Prerequisite FAST: Reflective Essay	
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management: Elementary (2) • TED 408 Visual and Performing Arts (2) KIN 425 Physical Education in Elementary Schools (3) TED 402 Educational Psychology (3) ♦ TED 415 Multicultural Education (3) ■ TED 420 Computer Literacy for Teachers (1) TED 444 Assessment Seminar (1) ☼	• Classroom Management Plan ♦ Student Observation ■ Multicultural Autobiography	8, 9, 11, 12	 ☼ Reflective Essay: Learning About Students and Planning for Instruction
Phase One		FAST #1: Field Performance Tasks and Reflective Essay	
TED 434 Student Teaching: Elementary I (3) TED 436 Student Teaching Seminar (1) TED 403 Elementary Reading/Language Arts I (3) • TED 407 Language Learning (3) ♦ TED 410 Elementary Mathematics Methods (2) ■ TED 416 Elementary Science Methods (2) ▲ TED 444 Assessment Seminar (1) ☼	• Reading Diagnosis and Lesson Plan, ♦ Language Proficiency Assessment and ELD Lesson Plan ■ Mathematics: Diagnosis, Unit Plan, Related Lesson Plan, and Assessment ▲ Science Diagnosis, Unit Plan, Related Lesson Plan, and Assessment	1A, 4, 5, 7, 8, 9	• Diagnose Students, Create Reading Lesson Plan, Teach to Plan ♦ Conduct Language Proficiency Assessment, Create ELD Lesson Plan, Teach to Plan ■ Performance Task for Math occurs in Phase Two (see ■ below) ▲ Diagnose Students, Create Science Unit Plan, Teach Related Lesson, Assess Student Learning ☼ Reflective Essay: Diagnosing Students and Planning for Instruction
Phase Two		FAST #2: Field Performance Tasks and Reflective Essay	
TED 437 Student Teaching: Elementary II (6) TED 404 Elementary Reading/Language Arts II (3) • TED 412 Elementary Social Studies Methods (2) ♦ TED 470 Critical Perspectives in Urban Education (2) ■ TED 444 Assessment Seminar (1) ☼	• Student Work Samples Analysis: Reading and Writing in Content Areas ♦ Integrated Social Studies Unit Plan, Related Lesson, and Assessment ■ Philosophy Statement	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13	• Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis ■ Diagnose Students, Create Mathematics Unit Plan, Teach Related Lesson, Assess Student Learning ♦ Diagnose Students, Create Integrated Unit Plan, Teach Related Lesson, Assess Student Learning
		SAST: Field Performance Task and Reflective Essay	
		1. Videotape Lesson from Integrated Unit Plan 2. Reflective Essay: Analysis of Professional Development	

FAST = Formative Assessment SAST = Summative Assessment

**CSUDH Teacher Performance Assessment System (TPAS®)
Single Subject Program - Student Teaching Option**

Program Courses (Units)	Course Signature Assignments	TPE #	Assessment
Prerequisite Phase		Prerequisite FAST: Reflective Essay	
TED 400 Seminar: Introduction to Education (2) TED 411 Classroom Management (2) • TED 460 Creating Healthy Environments - Secondary (1) TED 402 Educational Psychology (3) ♦ TED 415 Multicultural Education (3) ■ TED 420 Computer Literacy for Teachers (1) TED 444 Assessment Seminar (1) ☼	• Classroom Management Plan ♦ Student Observation ■ Multicultural Autobiography	4, 8, 11, 12	☼ Reflective Essay: Learning About Students and Planning for Instruction
Phase One		FAST #1: Field Performance Tasks and Reflective Essay	
TED 454 Student Teaching: Secondary I (3) TED 456 Student Teaching Seminar (1) TED 467 Secondary Methods I (3) • TED 407 Language Learning (3) ♦ TED 406 Reading and Writing in Content Areas (3) ■ TED 444 Assessment Seminar (1) ☼	• Diagnosis and Lesson Plan ♦ Language Proficiency Assessment and SDAIE Lesson Plan ■ Student Work Samples Analysis: Reading and Writing in Content Areas	1B, 5, 7, 8, 9	• Diagnose Students, Create Lesson Plan in Authorized Subject, Teach to Plan ♦ Conduct Language Proficiency Assessment, Create SDAIE Lesson Plan, Teach to Plan ■ Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis ☼ Reflective Essay: Diagnosing Students and Planning for Instruction
Phase Two		FAST #2: Field Performance Tasks and Reflective Essay	
TED 457 Student Teaching: Secondary II (6) TED 468 Secondary Methods II (3) • TED 470 Critical Perspectives Urban Education (2) ■ TED 444 Assessment Seminar (1) ☼	• Diagnosis, Unit Plan, Related Lesson Plan, and Assessment ■ Philosophy Statement	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	• Diagnose Students, Create Unit Plan in Authorized Subject, Teach Related Lesson, Assess Student Learning
			SAST: Field Performance Task and Reflective Essay
			1. Videotape Lesson from Unit Plan (must be different from unit/lesson plan above in FAST #2) 2. Reflective Essay: Analysis of Professional Development

FAST = Formative Assessment SAST = Summative Assessment

APPENDIX C

TEACHING PERFORMANCE EXPECTATIONS (TPE) ELEMENTS

(pp. 53-56)

TEACHER PERFORMANCE EXPECTATIONS (TPE) ELEMENTS

TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subjects: Reading-Language Arts
a. Demonstrates the ability to teach the CA content standards for students in Reading-Language Arts (Grades K-8).
b. Delivers 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
Listening and speaking strategies and applications.
c. Diagnoses student skills before instruction, monitors progress during instruction and assesses progress after instruction in Reading-Language Arts.
TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subjects: Mathematics
a. Demonstrates the ability to teach the CA content standards for students in Mathematics (Grades K-8).
b. Teaches students to understand basic mathematical computations, concepts, and symbols using mathematical reasoning and concrete, verbal, symbolic and graphic representations.
c. Teaches students to understand basic mathematical computations, concepts, and symbols in order to solve novel and real-world problems from multiple perspectives.
TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subjects: Science
a. Demonstrates the ability to teach the CA content standards for students in science (Grades K-8).
b. Balances the focus of instruction between science knowledge and scientific inquiry.
c. Uses explanations, investigations, and experimentations to illustrate concepts and principles.
d. Emphasizes accuracy, precision, and estimation.
TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subjects: History-Social Science
a. Demonstrates the ability to teach the CA content standards for students in history-social science (Grades K-8).
b. Enables students to learn and use analytical thinking skills.
c. Demonstrates insights into historical periods and cultures from multiple perspectives.
d. Uses multiple strategies including: maps and timelines, simulations, case studies, cultural artifacts, works of arts and literature, cooperative projects, and research activities.
TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: English-Language Arts
a. Demonstrates the ability to teach the CA content standards for students in English-Language Arts (Grades 7-12).
b. Delivers 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
Listening and speaking strategies and applications
c. Diagnoses student skills before instruction, monitors progress during instruction, and assesses progress after instruction.
TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Mathematics
a. Demonstrates the ability to teach the CA content standards for students in mathematics (Grades 7-12).
b. Enables students to understand basic mathematical computations, concepts, and symbols and to use them to solve problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

c. Assigns and assesses work through progress-monitoring and summative assessments that include open-ended questions, investigations, and projects.
d. Assigns and assesses work through progress-monitoring and summative assessments that include open-ended questions, investigations, and projects.
TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Science
a. Demonstrates the ability to teach the CA content standards for students in science (Grades 7-12).
b. Balances the focus of instruction between science knowledge and scientific inquiry.
c. Uses explanations, investigations, and experimentations to illustrate concepts and principles.
d. Emphasizes accuracy, precision, and estimation.
e. Establishes and monitors procedures for the care, safe use, and storage of equipment and materials, the disposal of hazardous materials, and the ethical treatment of live animals.
TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: History-Social Science
a. Demonstrates the ability to teach the CA content standards for students in history-social science (Grades 7-12).
b. Enables students to learn and use analytical thinking skills in history-social sciences.
c. Demonstrates insights into historical periods and cultures, from multiple perspectives.
d. Uses multiple strategies including maps and timelines, simulations, case studies, cultural artifacts, works of arts and literature, cooperative projects, and research activities.
TPE #2: Monitoring Student Learning During Instruction
a. Re-teaches content based on evidence gathered using assessment strategies (e.g. questions and examination of student work products).
b. Anticipates, checks for, and addresses student misunderstandings.
TPE #3: Interpretation and Use of Assessments
a. Uses a variety of formal /informal assessments and formative/ summative assessments to determine students' progress and plan instruction (e.g. curriculum-based tests, norm-referenced and criterion-referenced tests, performance and self-assessments, and portfolios).
b. Administers and interprets state-adopted assessment program and makes accommodations for students with special needs.
TPE #4: Making Content Accessible
a. Addresses and reinforces state adopted academic content standards
b. Prioritizes, sequences, and varies content and learning strategies according to lesson purpose content, and level of student achievement.
c. Explains content clearly.
d. Reinforces content in multiple ways: oral and written presentation, manipulatives, models, visual and performing arts, diagrams, non verbal communication, and computer technology.
e. Provides opportunities and adequate time for students to practice and apply what they have learned.
f. Develops student skills in using and understanding academic language.
g. Teaches strategies to comprehend a variety of texts.
h. Models active listening skills to increase oral comprehension.
i. Motivates students and encourages student creativity, imagination, and effort.
TPE #5: Student Engagement
a. Communicates course goals, requirements, and grading criteria to students and families.
b. Checks for student understanding of directions and procedures.
c. Uses strategies to engage students: activating prior knowledge, community resources, student life experiences, and applied learning activities.
d. Asks questions to stimulate higher level thinking and teaches all students to respond to and frame meaningful questions.

TPE #6A: Developmentally Appropriate Practices in Grades K-3
a. Provides developmentally appropriate instruction and management strategies for the young learner.
b. Creates a structured environment with opportunities for movement.
c. Plans instructional activities that connect with the children’s immediate world.
d. Plans instructional activities that draw on key content from more than one subject area.
e. Includes hands-on experiences and manipulatives.
f. Teaches and models norms of social interactions.
g. Assists students in developing realistic expectations of their environment.
h. Plans for students with exceptional behavior and academic needs.
TPE #6B: Developmentally Appropriate Practices in Grades 4-8
a. Provides developmentally appropriate instruction and management strategies for the upper elementary and young adolescent.
b. Provides support for students who lack basic skills.
c. Uses grade-level texts to teach state academic content standards.
d. Uses a variety of instructional strategies to extend students' concrete thinking to the application of concepts and skills.
e. Fosters abstract reasoning and problem-solving skills.
f. Helps students develop learning strategies to cope with challenging academic curriculum; e.g. reciprocal teaching, self assessment, SQ3R, etc.
g. Assists students in developing strategies for time management.
h. Develops students’ skills for working in cooperative groups.
i. Supports students in trying new roles and responsibilities and becoming intellectual risk-takers.
j. Responds appropriately firmly, consistently, and respectfully to students who are testing limits.
TPE #6C: Developmentally Appropriate Practices in Grades 9-12
a. Provides developmentally appropriate instruction and management strategies for the adolescent.
b. Develops advanced thinking in students.
c. Allows students responsibility for their own learning and communicates consequences of their choices.
d. Makes connections between the curriculum and life beyond high school.
TPE #7: Teaching English Learners
a. Provides developmentally appropriate instruction and management strategies for English learners
b. Uses data from first and second language proficiency and literacy assessment to differentiate instruction.
c. Collaborates with specialists and para-educators to support English language development.
d. Selects varied instructional materials and strategies to develop students’ abilities to comprehend and produce English.
e. Uses English that extends students’ current level of development, yet is comprehensible.
f. Uses systematic instructional strategies (sheltering), including contextualizing key concepts and activating prior knowledge.
g. Uses explicit instruction and questioning to make grade-appropriate content comprehensible to English learners.
h. Manages first language support, such as para-educators, peers, books, tapes, and technology.
i. Models appropriate English grammatical constructions.
TPE #8: Learning about Students
a. Gathers information to plan instruction and design learning opportunities:
• Patterns of child and adolescent development
• Formal and informal methods to assess student’s prior knowledge and skills
• Observation of interpersonal interactions and learning styles
b. Uses information gathered to identify student’s needs.
c. Uses multiple assessments to identify special learning needs of students.

d. Encourages parents to become involved in and support students' learning.
TPE #9: Instructional Planning
a. Plans comprehensive instruction in accordance with state-adopted academic content standards.
b. Establishes clear long-range and short-range goals based on state and local standards for student achievement.
c. Plans reflect explicit teaching methods to help students meet or exceed grade level expectations.
d. Uses clear and precise language in all plans.
e. Plans reflect varied and appropriate instructional strategies, groupings, and materials to meet the needs of students.
f. Plans reflect logical sequence of content with clear connections between instructional unit plans and lesson plans.
g. Plans reflect content that is based on students' linguistic and cultural backgrounds and developmental needs.
h. Plans reflect appropriate use of support personnel to help students reach instructional goals.
TPE #10: Instructional Time
a. Establishes procedures for routine tasks.
b. Poses instruction and manages transitions effectively.
c. Adjusts use of time as needed.
d. Uses instructional time efficiently.
TPE #11: Social Environment
a. Establishes rapport with students and a positive classroom climate.
b. Assists students in independent and collaborative work.
c. Establishes and maintains a classroom management plan with clear expectations for academic and social behavior.
d. Conducts outreach to students' families.
e. Ensures that students demonstrate respect to peers and teacher.
f. Conducts individualized behavior interventions as needed.
TPE #12: Professional, Legal, and Ethical Obligations
a. Analyzes own personal values and biases in order to provide equal opportunities for all students.
b. Resists racism and acts of intolerance.
c. Manages professional time to ensure that academic goals are met.
d. Understands California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities.
e. Can identify suspected cases of child abuse, neglect, and sexual harassment and carries out laws and district guidelines for reporting cases.
f. Understands and implements school and district policies and state and federal laws in responding to inappropriate and violent student behavior.
g. Understands and honors all laws relating to professional misconduct and moral fitness.
TPE #13: Professional Growth
a. Evaluates own teaching practices and subject matter knowledge in relation to the state-adopted academic content standards.
b. Improves teaching by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
c. Uses reflection and feedback for increasing subject matter knowledge and teaching effectiveness.

APPENDIX D
PERFORMANCE TASKS GUIDELINES
(pp. 58-70)

Performance Task Guidelines: Multiple Subject – University Intern Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase One		
Task # 1		
TPE # 1A, 5, 8, 9	Conduct a reading diagnosis, create a reading lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct reading diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Arts (ELA) standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select Standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task # 2		
TPE # 1A, 5, 7, 8, 9	Conduct a language proficiency assessment, create an English Language Development lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct English Language Diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards • Select the language proficiency assessment to be used for diagnosis • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Phase Two		
Task #1		
TPE # 1A, 2, 3, 4, 5, 7, 8, 9, 11	Diagnose students' knowledge and skills in mathematics, create a unit plan, teach a related lesson to a class, and assess and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct Mathematics Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate mathematics standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) <ul style="list-style-type: none"> • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task #2		
TPE # 1A, 2, 3, 4, 5, 7, 8, 9, 11	Diagnose students' knowledge and skills in the area of science, create a science unit plan, teach a related lesson to a class, and assess and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct Science Diagnosis: <ul style="list-style-type: none"> • Select a class of students. • Identify the developmentally and sequentially appropriate science standards • Select specific diagnostic strategies • Diagnoses student and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) <ul style="list-style-type: none"> • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Task #3		<ol style="list-style-type: none"> 1. Develop a rubric to evaluate writing and reading comprehension in students' work samples 2. Evaluate the student work using the rubric 3. Record results 4. Prescribe next steps for growth based on results 5. Plan a lesson based on prescription for growth 6. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE # 1A, 2, 3, 4, 5, 7, 8, 9, 11	Analyze work sample in a content area to determine reading comprehension and writing needs. Plan and teach the lesson that addresses these needs.	
Phase Three		<ol style="list-style-type: none"> 1. Conduct Social Studies Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate social-studies standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create an integrated unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results and integration of content area • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Describe student assessment results at end of unit 3. Implement a lesson plan from the integrated unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit with modifications to meet the needs of English Language learners and/or special needs students in the group • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task #1		
TPE # 1A, 2, 3 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13	Diagnose students' knowledge and skills in social studies, create an integrated unit plan incorporating social studies and at least one other subject area, teach a related lesson, and assess and reflect on student learning	
Task #2		<ol style="list-style-type: none"> 1. Select a topic from the integrated unit plan and create a lesson plan that incorporates best practices with regards to curriculum design, instructional strategies, and assessment 2. Obtain signed release forms for students and adults involved in the lesson 3. Teach and video tape (a 20 minute continuous and unedited) lesson 4. Submit videotape of the lesson to the assessor in TED 444 5. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE # 1A, 2, 3 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13	Videotape lesson from integrated unit plan and reflect on student learning.	

Performance Task Guidelines: Single Subject - University Intern Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase One		
Task #1		
TPE # 1B, 5, 8, 9	Conduct a diagnosis of students' knowledge and skills in the authorized credential subject, create a lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct a diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select Standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs). • Modify the lesson to meet the needs of English language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task # 2		
TPE # 1B, 5, 7, 8, 9	Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct English Language Diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards • Select the language proficiency assessment to be used for diagnosis • Diagnose student and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Phase Two		
Task #1		
TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11	Diagnose students' knowledge and skills in the unit topic from the authorized credential subject, create a unit plan, teach a related lesson, and assess and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task # 2		
TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11	Analyze work sample in the authorized credential subject area to determine reading comprehension and writing needs. Plan and teach the lesson that addresses these needs.	<ol style="list-style-type: none"> 1. Develop a rubric to evaluate writing and reading comprehension in students' work samples 2. Evaluate the student writing using the rubric 3. Record results 4. Prescribe next steps for growth based on results 5. Plan a lesson based on prescription for growth 6. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task.

Phase #3		
Task #1		
TPE # 1B, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	Diagnose student's knowledge and skills, create a unit plan in the authorized credential subject, teach a related lesson, assess and reflect student learning.	<ol style="list-style-type: none"> 1. Conduct Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create an integrated unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results and integration of content area • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the integrated unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task # 2		
TPE # 1A, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	Videotape lesson from unit plan and reflect on student learning.	<ol style="list-style-type: none"> 1. Select a topic from the integrated unit plan and create a lesson plan that incorporates best practices with regards to curriculum design, instructional strategies, and assessment 2. Obtain signed release forms for students and adults involved in the lesson 3. Teach and video tape (a 20 minute continuous and unedited) lesson 4. Submit videotape of the lesson to the assessor in TED 444 5. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Performance Task Guidelines: Multiple Subject - Student Teaching Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase One		
Task # 1		
TPE # 1A, 5, 8, 9	Conduct a reading diagnosis, create a reading lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct reading diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Arts (ELA) standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select Standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task # 2		
TPE # 1A, 5, 7, 8, 9	Conduct a language proficiency assessment, create an English Language Development lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct English Language Diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards • Select the language proficiency assessment to be used for diagnosis • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Task #3		<ol style="list-style-type: none"> 1. Conduct Science Diagnosis: <ul style="list-style-type: none"> • Select a class of students. • Identify the developmentally and sequentially appropriate science standards • Select specific diagnostic strategies • Diagnoses student and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE # 1A, 5, 7, 8, 9	Diagnose students' knowledge and skills in the area of science, create a science unit plan, teach a related lesson to a class, and assess and reflect on student learning.	
Phase Two		<ol style="list-style-type: none"> 1. Develop a rubric to evaluate writing and reading comprehension in students' work samples 2. Evaluate the student work using the rubric 3. Record results 4. Prescribe next steps for growth based on results 5. Plan a lesson based on prescription for growth 6. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task #1		
TPE # 1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11	Analyze work sample in a content area to determine reading comprehension and writing needs. Plan and teach the lesson that addresses these needs	

Task #2	
<p>TPE #</p> <p>1A, 5, 7, 8, 9</p>	<p>Diagnose students' knowledge and skills in mathematics, create a unit plan, teach a related lesson to a class, and assess and reflect on student learning.</p>
<ol style="list-style-type: none"> 1. Conduct Mathematics Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate mathematics standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task 	

Task #3		<ol style="list-style-type: none"> 1. Conduct Social Studies Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate social-studies standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create an integrated unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results and integration of content area • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the integrated unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE #	Diagnose students' knowledge and skills in social studies, create an integrated unit plan incorporating social studies and at least one other subject area, teach a related lesson, and assess and reflect on student learning.	
Task #4		<ol style="list-style-type: none"> 1. Select a topic from the integrated unit plan and create a lesson plan that incorporates best practices with regards to curriculum design, instructional strategies, and assessment 2. Obtain signed release forms for students and adults involved in the lesson 3. Teach and video tape (a 20 minute continuous and unedited) lesson 4. Submit videotape of the lesson to the assessor in TED 444 5. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE #	Videotape lesson from integrated unit plan and reflect on student learning.	
1A, 2, 3 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13		

Performance Task Guidelines: Single Subject - Student Teaching Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase One		
Task #1		
TPE # 1B, 5, 8, 9	Conduct a diagnosis of students' knowledge and skills in the authorized credential subject, create a lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct a diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose students and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select Standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task #2		
TPE # 1B, 5, 7, 8, 9	Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning.	<ol style="list-style-type: none"> 1. Conduct English Language Diagnosis: <ul style="list-style-type: none"> • Select a group of students • Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards • Select the language proficiency assessment to be used for diagnosis • Diagnose student and record results 2. Create lesson plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task

Task #3		<ol style="list-style-type: none"> 1. Develop a rubric to evaluate writing and reading comprehension in students' work samples 2. Evaluate the student writing using the rubric 3. Record results 4. Prescribe next steps for growth based on results 5. Plan a lesson based on prescription for growth 6. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11	Analyze work sample in a content area to determine reading comprehension and writing needs. Plan and teach the lesson that addresses these needs.	
Phase Two		<ol style="list-style-type: none"> 1. Conduct Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task:
Task #1		
TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11	Diagnose students' knowledge and skills in the unit topic from the authorized credential subject, create a unit plan, teach a related lesson, and assess and reflect on student learning.	

Task #2		<ol style="list-style-type: none"> 1. Conduct Diagnosis: <ul style="list-style-type: none"> • Select a class of students • Identify the developmentally and sequentially appropriate content standards • Select specific diagnostic strategies • Diagnose student and record results 2. Create a unit plan: <ul style="list-style-type: none"> • Select standard(s) based on diagnostic results and integration of content area • Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs) • Modify the unit to meet the needs of English Language learners and/or special needs students in the group 3. Implement a lesson plan from the integrated unit: <ul style="list-style-type: none"> • Design a lesson plan related to the unit • Teach the lesson • Assess student learning using appropriate measures 4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE #1B, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	Diagnose student's knowledge and skills, create an unit plan incorporating authorized credential subject and at least one other subject, teacher a related lesson, assess and reflect student learning	
Task #3		<ol style="list-style-type: none"> 1. Select a topic from the unit plan and create a lesson plan that incorporates best practices with regards to curriculum design, instructional strategies, and assessment 2. Obtain signed release forms for students and adults involved in the lesson 3. Teach and video tape (a 20 minute continuous and unedited) lesson 4. Submit videotape of the lesson to the assessor in TED 444 5. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
TPE # 1A, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	Videotape lesson from Unit Plan and reflect on student learning	

APPENDIX E
TPE PERFORMANCE TASKS RUBRICS
(pp. 72-87)

TPE Performance Tasks Rubrics

	1: Below Novice Practice	2: Novice Practice	3: Proficient Practice	4: Emerging Expert Practice
<p>TPE 1A Teaching Reading -Language Arts in a Multiple/Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in English-Language Arts (Grades K-8); disregard CA content standards <input type="checkbox"/> Assign reading from textbook, ignores delivery of instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • literary response • writing strategies <input type="checkbox"/> Lecture only, without the use of visuals <input type="checkbox"/> Provide opportunities for students to read and write language <input type="checkbox"/> Assess progress after instruction in Reading -Language Arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA English- Language Arts content standards that are inappropriate for the grade level (Grades K-8) <input type="checkbox"/> Deliver instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • literary response • writing strategies <input type="checkbox"/> Use graphic organizers or outlines to lecture to the students <input type="checkbox"/> Provide opportunities for students to read and write, comprehend and compose language <input type="checkbox"/> Diagnose student skills before instruction and assess progress after instruction in Reading - Language Arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in English-Language Arts (Grades K-8) <input type="checkbox"/> Implement a program of instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • reading comprehension • literary response • writing strategies • written and oral English Language conventions • listening and speaking strategies <input type="checkbox"/> Teach K-8 students how to use visual structures (graphic organizers or outlines) to comprehend narrative, expository, persuasive, and descriptive texts <input type="checkbox"/> Provide opportunities for students to read and write, comprehend and compose, appreciate and analyze language <input type="checkbox"/> Diagnose student skills before instruction, monitor progress during instruction, and assess progress after instruction in Reading -Language Arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in English-Language Arts (Grades K-8); lessons include differentiated instruction <input type="checkbox"/> Implement a comprehensive program of systematic instruction in: <ul style="list-style-type: none"> • word analysis, fluency, and systematic vocabulary development • reading comprehension • literary response and analysis • writing strategies and applications • written and oral English Language conventions • listening and speaking strategies and applications <input type="checkbox"/> Teach K-8 students how to use visual structures (graphic organizers or outlines) to comprehend and produce narrative, expository, persuasive, and descriptive texts <input type="checkbox"/> Provide opportunities for students to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy language <input type="checkbox"/> Diagnose student skills before instruction, monitor progress during instruction and assess progress after instruction in Reading - Language Arts and modify instruction according to students' needs
<p>TPE 1A Teaching Mathematics in a Multiple Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in Mathematics (Grades K-8); disregard CA content standards <input type="checkbox"/> Assign basic mathematical computations and concepts from textbook <input type="checkbox"/> Provide opportunities for students to practice basic mathematics skills using textbook and/or worksheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA Mathematic content standards that are inappropriate for the grade level (Grades K-8) <input type="checkbox"/> Teach basic mathematical computations and concepts using verbal and symbolic to solve textbook problems from a single perspective <input type="checkbox"/> Provide opportunities for students to practice mathematics skills and concepts only using textbook approach 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Mathematics (Grades K-8) <input type="checkbox"/> Teach basic mathematical computations and concepts using concrete, verbal, and symbolic representation to solve textbook and real-world problems from multiple perspectives <input type="checkbox"/> Provide opportunities for students to practice and apply mathematics skills and concepts in a secure environment for taking intellectual risks to solve problems through multiple approaches 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Mathematics (Grades K-8); lessons include differentiated instruction <input type="checkbox"/> Teach basic mathematical computations and concepts using concrete, verbal, symbolic, and graphic representation to solve novel and real-world problems from multiple perspectives and check for understanding <input type="checkbox"/> Provide opportunities for students to practice and apply mathematics skills and concepts in a secure environment for taking intellectual risks to solve problems through multiple approaches; allow students to explain how they solve problems

<p>TPE 1A Teaching Science in a Multiple Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in Science (Grades K-8); disregard CA content standards <input type="checkbox"/> Assign readings from textbook only <input type="checkbox"/> Discuss textbook experiments, but fails to explain accuracy, precision, or estimation <input type="checkbox"/> Provide opportunities for students to learn about science process skills by completing worksheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA Science content standards that are inappropriate for the grade level (Grades K-8) <input type="checkbox"/> Teach balanced lessons that focus instruction on science information and concepts <input type="checkbox"/> Explain the terms accuracy, precision, or estimation without connecting them to the process of science data <input type="checkbox"/> Provide opportunities for students to learn about science process skills by having them read the textbook 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Science (Grades K-8) <input type="checkbox"/> Teach balanced lessons that focus instruction on science concepts, process skills, investigation/inquiry methods <input type="checkbox"/> Emphasize the importance of accuracy, precision, and estimation in processing science data <input type="checkbox"/> Provide opportunities for students to apply science process skills to investigate and experiment science concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Science (Grades K-8) lessons include differentiated instruction <input type="checkbox"/> Teach balanced lessons that focus instruction on science concepts, process skills, investigation/inquiry methods, and literacy skills <input type="checkbox"/> Emphasize the importance of accuracy, precision, and estimation in processing and applying science data <input type="checkbox"/> Provide opportunities for students to apply science process skills to investigate and experiment science concepts and principles using literacy skills
<p>TPE 1A Teaching History-Social Science in a Multiple Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in History-Social Science (Grades K-8); disregard CA content standards <input type="checkbox"/> Read from textbook without teaching how concepts or themes provide insight about historical periods and cultures <input type="checkbox"/> Use textbook to help students understand events and periods from a single perspective <input type="checkbox"/> Provide opportunities for students to learn about History-Social Science by completing worksheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA History-Social Science content standards that are inappropriate for the grade level (Grades K-8) <input type="checkbox"/> Teach how concepts or themes provide insights into historical periods and cultures from a single perspective <input type="checkbox"/> Use limited strategies including works of arts or literatures to help students understand events and periods from a single perspective <input type="checkbox"/> Provide opportunities for students to learn about History-Social Science from the textbook 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons according to the CA content standards in History-Social Science (Grades K-8) <input type="checkbox"/> Teach how concepts or themes provide insights into historical periods and cultures from multiple approaches <input type="checkbox"/> Use various strategies including maps and timelines, cultural artifacts, works of arts and literatures to help students understand events and periods from multiple perspectives <input type="checkbox"/> Provide opportunities for students to apply analytical thinking skills to engage in research activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons according to the CA content standards in History -Social Science (Grades K-8) that include differentiated instruction <input type="checkbox"/> Teach how concepts and themes provide insights into historical periods and cultures from multiple perspectives and allow for student discussion <input type="checkbox"/> Use various strategies including maps and timelines, simulations, case studies, cultural artifacts, works of arts and literatures to help students understand events and periods from multiple perspectives <input type="checkbox"/> Provide opportunities for students to apply analytical thinking skills to engage in cooperative projects, and research activities

<p>TPE 1B Teaching Reading-Language Arts in a Single Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in English-Language Arts (Grades 7-12); disregard CA content standards <input type="checkbox"/> Assign reading from textbook, ignores delivery of instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • literary response • writing strategies <input type="checkbox"/> Teach textbook language arts <input type="checkbox"/> Provide opportunities for students to practice English language conventions using the textbook <input type="checkbox"/> Assess student progress periodically 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA English- Language Arts content standards that are inappropriate for the grade level (Grades 7-12) <input type="checkbox"/> Deliver instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • literary response • writing strategies <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach skills of research-based discourse • incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations <input type="checkbox"/> Provide opportunities for students to write papers using English language conventions <input type="checkbox"/> Determine the skill level of students' proficiency after instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in English-Language Arts (Grades 7-12) <input type="checkbox"/> Implement a program of instruction in: <ul style="list-style-type: none"> • word analysis and vocabulary development • reading comprehension • literary response • writing strategies • written and oral English Language conventions • listening and speaking strategies <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach advanced skills of research-based discourse • incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations • emphasize language arts as applied to work and careers <input type="checkbox"/> Provide opportunities for students to use complex text including written and oral English language conventions to produce research papers or creative essays <input type="checkbox"/> Diagnose the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction and determine the effectiveness of instruction and students' proficiency after instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in English-Language Arts (Grades 7-12); lessons include differentiated instruction <input type="checkbox"/> Implement a comprehensive program of systematic instruction in: <ul style="list-style-type: none"> • word analysis, fluency, and systematic vocabulary development • reading comprehension • literary response and analysis • writing strategies and applications • written and oral English Language conventions • listening and speaking strategies and applications <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach advanced skills of research-based discourse • incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations • focus on analytical critique and of a variety of media • emphasize language arts as applied to work and careers <input type="checkbox"/> Provide opportunities for students to use complex text including written and oral English language conventions to produce research papers, expository writings, or creative essays <input type="checkbox"/> Diagnose the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction; determine whether students are making adequate progress on skills and concepts taught directly; determine the effectiveness of instruction and students' proficiency after instruction
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<p>TPE 1B Teaching Mathematics in a Single Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in Mathematics (Grades 7-12); disregard CA content standards <input type="checkbox"/> Teach lessons from textbook only <input type="checkbox"/> Provide opportunities to practice: <ul style="list-style-type: none"> ▪ Basic mathematical computations using worksheets <input type="checkbox"/> Assess students as mandated 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA Mathematic content standards that are inappropriate for the grade level (Grades 7-12) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Use mathematics as a system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model textbook way of approaching mathematical problems <input type="checkbox"/> Provide opportunities to practice : <ul style="list-style-type: none"> ▪ Basic mathematical computations, concepts, and symbols to use them to solve textbook problems ▪ Verbal and symbolic representations to solve textbook problems <input type="checkbox"/> Assess using end of chapter problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Mathematics (Grades 7-12) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Use mathematics as a logical system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model and encourage students to use multiple ways of approaching mathematical problems • Encourage discussion of different solution strategies • Provide secure environment for taking intellectual risks <input type="checkbox"/> Provide opportunities to practice and apply: <ul style="list-style-type: none"> ▪ Basic mathematical computations, concepts, and symbols to use them to solve common problems ▪ Mathematical reasoning and verbal and symbolic representations to solve real world problems <input type="checkbox"/> Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking such as investigations and project 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Mathematics (Grades 7-12); lessons include differentiated instruction <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Use mathematics as a logical system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model and encourage students to use multiple ways of approaching mathematical problems • Encourage discussion of different solution strategies • Foster positive attitude by encouraging student curiosity, flexibility, and persistence in solving mathematical problems • Provide secure environment for taking intellectual risks <input type="checkbox"/> Provide opportunities to practice and apply: <ul style="list-style-type: none"> ▪ Basic mathematical computations, concepts, and symbols to use them to solve common and novel problems ▪ Mathematical reasoning and concrete, verbal, symbolic, and graphic representations to solve real world problems <input type="checkbox"/> Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking such as open-ended questions, investigations, and project
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<p>TPE 1B Teaching Science in a Single Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in Science (Grades 7-12); disregard CA content standards <input type="checkbox"/> Lecture on science concepts and investigation and fails to explain accuracy, precision, or estimation <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to learn about science process skills by completing worksheets <ul style="list-style-type: none"> <input type="checkbox"/> Assess progress using randomly selected worksheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA Science content standards that are inappropriate for the grade level (Grades 7-12) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach science information from the text • Perform textbook investigations or experiments • Use one way to measure or record scientific data • Refer to accuracy, precision, or estimation • Refer to procedures for the care of live animals, safe use and storage of equipment and materials, or the disposal of potentially hazardous materials <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to learn about science process skills by having them read the textbook <ul style="list-style-type: none"> <input type="checkbox"/> Assess progress using end of chapter test 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Science (Grades 7-12) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Balance the focus of instruction between science information or concepts • Guide, monitor, and encourage students during investigations or experiments • Demonstrate and encourage use of multiple ways to measure and record scientific data • Refer to the importance of accuracy, precision, and estimation • Establish and monitor procedures for the care of live animals, safe use and storage of equipment and materials, or for the disposal of potentially hazardous materials • Encourage students to pursue science interest, especially students from groups underrepresented in science careers <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to practice and apply science process skills to investigate and experiment science concepts or principles to explain, demonstrate, or illustrate science concepts or principles <ul style="list-style-type: none"> <input type="checkbox"/> Assign and assess work through progress-monitoring or summative assessment that include illustrations of student thinking such as open-ended questions, investigations, or project 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA content standards in Science (Grades 7-12 lessons include differentiated instruction) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Balance the focus of instruction between science information, concepts, and principles • Guide, monitor, and encourage students during investigations and experiments • Demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols • Emphasize the importance of accuracy, precision, and estimation • Establish and monitor procedures for the care of live animals, safe use and storage of equipment and materials, and for the disposal of potentially hazardous materials • Encourage students to pursue science interest, especially students from groups underrepresented in science careers <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to practice and apply science process skills to investigate and experiment science concepts and principles to explain, demonstrate, and illustrate science concepts and principles <ul style="list-style-type: none"> <input type="checkbox"/> Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking such as open-ended questions, investigations, and project
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<p>TPE 1B Teaching History-Social Science in a Single Subject Assignment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons in History-Social Science (Grades K-8); disregard CA content standards <input type="checkbox"/> Read from textbook without relating how concepts or themes provide insight about historical periods and cultures <input type="checkbox"/> Provide opportunities for students to learn about History-Social Science by completing worksheets <input type="checkbox"/> Assess student if mandated 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons based on CA History-Social Science content standards that are inappropriate for the grade level (Grades K-8) <input type="checkbox"/> Demonstrate the ability to : <ul style="list-style-type: none"> • Use the textbook to explain concepts or themes about historical periods and cultures • Assist student understanding of events and periods from a single perspective • Provide written assignments to the students <input type="checkbox"/> Provide opportunities for students to learn history-social science by reading and answering end of the chapter questions <input type="checkbox"/> Assess student progress by checking on chapter test 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons according to the CA content standards in History-Social Science (Grades K-8) <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach students how cultural perspectives inform or influence understandings of history • Select and use age-appropriate primary or secondary documents and artifacts to help students understand a historical period, event, region or culture • Draw on cultural artifacts, works of art and literature, cooperative projects, and research activities to assist student understanding of events and periods from multiple perspectives • Enable students to learn and use thinking skills • Use timelines or maps to reinforce students' sense of temporal and spatial scale • Discuss sensitive issues: social, cultural, religious, race, and gender • Encourage students to reflect on or share their insights or values <input type="checkbox"/> Provide opportunities for students to practice and apply: <ul style="list-style-type: none"> • Connection of essential facts and information to themes and concepts by relating history-social science content to current or future issues • Their understanding of social science issues, data, and research from multiple perspectives through critical analysis or debates <input type="checkbox"/> Assign and assess work through progress-monitoring and summative assessment that include student thinking through reflection or projects 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and teach lessons according to the CA content standards in History -Social Science (Grades 7-12) that include differentiated instruction <input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Teach students how cultural perspectives inform and influence understandings of history • Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture • Draw on simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and research activities to assist student understanding of events and periods from multiple perspectives • Enable students to learn and use analytical thinking skills • Use timelines and maps to reinforce students' sense of temporal and spatial scale • Create a classroom environment that support the discussion of sensitive issues: social, cultural, religious, race, and gender • Encourage students to reflect on and share their insights and values <input type="checkbox"/> Provide opportunities for students to practice and apply: <ul style="list-style-type: none"> • Connection of essential facts and information to broad themes, concepts and principles by relating history-social science content to current and/or future issues • Their understanding of social science issues, data, and research from multiple perspectives through critical analysis and debates <input type="checkbox"/> Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking through reflection and projects
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TPE Performance Tasks Rubrics

	1: Below Novice Practice	2: Novice Practice	3: Proficient Practice	4: Emerging Expert Practice
<p>TPE 2 Monitoring Student Learning during Instruction</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Continue to teach content with no monitoring of progress</p> <p><input type="checkbox"/> Address students misunderstanding upon request with inappropriate comments</p>	<p><input type="checkbox"/> Monitor progress to determine the skill level of students' proficiency after instruction using end of chapter review</p> <p><input type="checkbox"/> Address students misunderstanding upon request</p>	<p><input type="checkbox"/> Monitor progress at points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:</p> <ul style="list-style-type: none"> • Re-teaching content based on evidence gathered using assessment strategies (e.g. questions or examination of student work products) <p><input type="checkbox"/> Anticipate, check for, and address students misunderstandings</p>	<p><input type="checkbox"/> Monitor progress at key points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:</p> <ul style="list-style-type: none"> • Pacing instruction • Re-teaching content based on evidence gathered using assessment strategies (e.g. questions and examination of student work products) <p><input type="checkbox"/> Anticipate, check for, and address students misunderstandings and allow for student feedback</p>
<p>TPE 3 Interpretation and Use of Assessment</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Use district mandated assessments</p> <p><input type="checkbox"/> Administer state-adopted assessment program with no accommodations</p>	<p><input type="checkbox"/> Use district and textbook assessments to determine students' progress</p> <p><input type="checkbox"/> Administer the state-adopted assessment program with accommodations for special needs students</p>	<p><input type="checkbox"/> Use a variety formal/informal assessments and formative/summative assessments to determine students' progress and plan instruction using the following: curriculum-based tests, norm-referenced, and performance assessments</p> <p><input type="checkbox"/> Administer the state-adopted assessment program with accommodations for special needs students, interpret results to modify instruction</p>	<p><input type="checkbox"/> Use a variety of formal/informal assessments and formative/summative assessments to determine students' progress and plan instruction using the following: curriculum-based tests, norm-referenced and criterion-referenced tests, performance and self-assessments, and portfolios</p> <p><input type="checkbox"/> Administer the state-adopted assessment program with accommodations for special needs students, interpret results to modify instruction for , and interpret results for students and their families</p>

<p>TPE 5 Student Engagement</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Lecture • Respond to students <p><input type="checkbox"/> Provide question and answer period</p>	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Communicate lesson • Ensure the participation of students • Monitor students • Use student experiences <p><input type="checkbox"/> Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> • Ask questions but disregarding ideas presented • Respond to questions 	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Communicate instructional objectives • Ensure the active participation of all students • Ensure that students understand what they are to do during instruction and monitor students progress • Examine why student are struggling and use strategies to reengage them • Use community resources and student experiences to make instruction relevant <p><input type="checkbox"/> Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> • Share points of view during lessons • Extend intellectual quality of thinking by asking stimulating questions and challenging ideas • Respond to and frame important questions 	<p><input type="checkbox"/> Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Communicate instructional objectives clearly • Ensure the active and equitable participation of all students • Ensure that students understand what they are to do during instruction and monitor students progress toward academic goals • Examine why student are struggling and off-task and use strategies to reengage them • Use community resources, student experiences, and applied learning activities to make instruction relevant <p><input type="checkbox"/> Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> • Share and examine points of view during lessons • Extend intellectual quality of thinking by asking stimulating and demanding questions and challenging and confronting ideas • Respond to and frame meaningful and significant questions
<p>TPE6A Developmentally Appropriate Practice in Grade K-3</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Implement the following in grades K-3</p> <ul style="list-style-type: none"> • Allows unnecessary movement • Plan activities that are not appropriate for K-3 • Teach textbook content • Use manipulatives as toys • Allow students to control the class <p><input type="checkbox"/> Allows no opportunities for students to develop expectation or understanding of their environment</p>	<p><input type="checkbox"/> Implement the following in grades K-3</p> <ul style="list-style-type: none"> • Assign seats to students • Plan activities from teacher's manuals • Draw on key content from one subject area • Distribute manipulatives • Make plans for students who require help in exercising self-control but inconsistent implementation <p><input type="checkbox"/> Provide opportunities for students to discuss their environment</p>	<p><input type="checkbox"/> Implement the following in grades K-3:</p> <ul style="list-style-type: none"> • Create opportunities for movement • Implement academic activities that suit the attention span of young learners • Connect with the children's immediate world • Draw on key content from more than one subject area • Include hands-on experiences and manipulatives that help students learn • Make plans for students who require help in exercising self-control or who have exceptional needs or abilities <p><input type="checkbox"/> Provide opportunities for students to:</p> <ul style="list-style-type: none"> • Develop expectations and understandings of their environment • Emulate norms of social interactions (e.g., cooperation and responsibility) 	<p><input type="checkbox"/> Implement the following in grades K-3:</p> <ul style="list-style-type: none"> • Create a structured day with opportunities for movement • Design and implement academic activities that suit the attention span of young learners • Connect with the children's immediate and real world • Draw on key content from more than one subject area • Include hands-on/minds on experiences and manipulatives that help students learn • Make special plans for students who require extra help in exercising self-control among their peers and who have exceptional needs or abilities <p><input type="checkbox"/> Provide opportunities for students to:</p> <ul style="list-style-type: none"> • Develop more realistic expectations and understandings of their environment • Emulate norms of social interactions (e.g., consideration, cooperation, responsibility, empathy)

<p>TPE6B Developmentally Appropriate Practice in Grade 4-8</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Implement the following:</p> <ul style="list-style-type: none"> • Assign basic skills worksheets • Ignore students who are testing limits <p><input type="checkbox"/> Provide no opportunities for students to complete assignment</p>	<p><input type="checkbox"/> Implement the following:</p> <ul style="list-style-type: none"> • Build on students' basic skills • Assign problem solving tasks • Allow students to share ideas • Respond to students who are testing limits negatively <p><input type="checkbox"/> Provide opportunities for students to complete assignments</p>	<p><input type="checkbox"/> Implement the following:</p> <ul style="list-style-type: none"> • Build on students' command of basic skills and understanding and provide support for students who lack basic skills as defined in state-adopted academic content standards • Design learning activities to extend students' concrete thinking and foster problems-solving skills • Support students' taking of intellectual risks such as sharing ideas • Distinguish between misbehavior and over-enthusiasm, and respond to students who are testing limits and students who alternatively assume or reject responsibility <p><input type="checkbox"/> Provide opportunities for students to practice and apply skills to:</p> <ul style="list-style-type: none"> • manage time or complete assignment • develop learning strategies to cope with the academic curriculum • work in groups to share learning • build on peer relationships and take on responsibilities in the classroom 	<p><input type="checkbox"/> Implement the following:</p> <ul style="list-style-type: none"> • Build on students' command of basic skills and understanding and provide intensive support for students who lack basic skills as defined in state-adopted academic content standards • Design learning activities to extend students' concrete thinking and foster abstract reasoning and problems-solving skills • Support students' taking of intellectual risks such as sharing ideas that may include errors • Distinguish between misbehavior and over-enthusiasm, and respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility <p><input type="checkbox"/> Provide opportunities for students to practice and apply skills to:</p> <ul style="list-style-type: none"> • manage time and complete assignment • develop learning strategies to cope with increasingly challenging academic curriculum • work in groups to maximize learning • build on peer relationships and take on new roles and responsibilities in the classroom
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TPE6C Developmentally Appropriate Practice in Grade 9-12 Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)	<input type="checkbox"/> Unsuccessful in establishing academic expectations in Grade 9-12 <ul style="list-style-type: none"> • Establish no grading criteria • Ridicule individuality 	<input type="checkbox"/> Demonstrate in teaching assignment in Grade 9-12 the ability to: <ul style="list-style-type: none"> • Establish academic expectations • Communicate grading criteria to students • Treat all students alike and indifferent to signs of students' individuality and insensitive to what being "different" means for high school students 	<input type="checkbox"/> Demonstrate in teaching assignment in Grade 9-12 the ability to: <ul style="list-style-type: none"> • Establish academic expectations and provide opportunities for students to develop thinking and problem-solving skills • Communicate requirements and grading criteria to students and families • Support signs of students' individuality while being sensitive to what being "different" means for high school students 	<input type="checkbox"/> Demonstrate in teaching assignment in Grade 9-12 the ability to: <ul style="list-style-type: none"> • 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 • Support and encourage signs of students' individuality while being sensitive to what being "different" means for high school students
	<input type="checkbox"/> Disregard students' tardiness and incomplete assignments	<input type="checkbox"/> Remind students about being on time and completing assignments	<input type="checkbox"/> Provide opportunities for student to practice and apply the skills to: <ul style="list-style-type: none"> • Assume responsibly for learning, and behavior important for work such as being on time and completing assignments • Understand connection between the curriculum and life beyond high school and the consequences of academic choices in terms of future career and school 	<input type="checkbox"/> Provide opportunities for student to practice and apply the skills to: <ul style="list-style-type: none"> • Assume increasing responsibly for learning, and behavior important for work such as being on time and completing assignments • Understand connection between the curriculum and life beyond high school and the consequences of academic choices in terms of future career, school and life options

<p>TPE #7 Teaching English Learners</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan lessons for academic content using the textbook <input type="checkbox"/> Implement an instructional program to develop English language by using worksheets <input type="checkbox"/> Use the same strategy to present content to the students <input type="checkbox"/> Use repetition of sentences with not visual or auditory material to develop students' ability to produce English <input type="checkbox"/> Provide opportunities for students to practice using worksheet <input type="checkbox"/> Assign the para professional to make copies of worksheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan lessons for academic content using some pedagogy that affect English language learners <input type="checkbox"/> Implement an instructional program that develops English language skills in reading and writing by using language kits <input type="checkbox"/> Use a limited amount of instructional strategies to make content comprehensible to English learners <input type="checkbox"/> Select instructional materials and some strategies to develop students' ability to produce English <input type="checkbox"/> Provide opportunities for students to practice by allowing them to express meaning in one modality <input type="checkbox"/> Allow the para professional to teach the English language learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan lessons for English language development and for academic content responsive to the pedagogical and individual factors that affect all English language learners <input type="checkbox"/> Implement an instructional program that facilitates English language development, including reading writing, listening and speaking skills, that logically progresses to grade level reading/language arts program by drawing upon information about students' backgrounds, prior learning, and proficiency in English to provide instruction to English language learners <input type="checkbox"/> Use systematic and a variety instructional strategies, including conceptualizing key concepts, to make grade-appropriate content comprehensible to English learners <input type="checkbox"/> Select a variety of instructional materials and strategies to develop students' ability to comprehend and produce English <input type="checkbox"/> Provide opportunities for students to practice and apply their learning by allowing them to express meaning in a variety of ways <input type="checkbox"/> Collaborate with para-educators to support English language development 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan lessons for English language development and for academic content responsive to the cognitive, pedagogical, and individual factors that affect all English language learners <input type="checkbox"/> Implement an instructional program that facilitates English language development, including reading writing, listening and speaking skills, that logically progresses to grade level reading/language arts program by drawing upon information about students' backgrounds and prior learning including 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 <input type="checkbox"/> Use systematic and a variety of instructional strategies, including conceptualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners <input type="checkbox"/> Select a variety instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' ability to comprehend and produce English <input type="checkbox"/> Provide opportunities for students to practice and apply their learning by allowing them to express meaning in a variety of ways, including in their first language <input type="checkbox"/> Collaborate and plan with specialists and para-educators to support English language development
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<p>TPE 8 Learning about Students</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Assess using formal methods • Learn about a few students' interests • Contact with parents is insignificant • Understand but fail to implement ideas that can affect the ability to learn • Unaware of special needs 	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Use formal methods to assess prior mastery of academic language abilities, content knowledge and skills • Learn about students' interests through informal conversations • Contact parents with negative reports • Understand that certain factors can affect the ability to learn • Identify special needs based on assessment data 	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Draw upon understanding of patterns of child and adolescent development • Use formal and informal methods to assess prior mastery of academic language abilities, content knowledge and skills • Learn about students' abilities and interests through interpersonal interactions • Encourage parent to support efforts to improve student learning • Understand how factors, including gender or health can influence students' behavior or the connections between health and the ability to learn • Identify needs, e.g., specialize instruction for physical and learning disabilities and health status requiring instructional adaptation) based on assessment data, classroom observation, and consultation 	<p><input type="checkbox"/> Demonstrate an ability to:</p> <ul style="list-style-type: none"> • Draw upon and implement understanding of patterns of child and adolescent development • Use formal and informal methods to maximize learning and to assess prior mastery of academic language abilities, content knowledge and skills • Learn about students' abilities, ideas, interests and aspirations through interpersonal interactions • Encourage parent to become involved and support efforts to improve student learning • Understand how multiple factors, including gender and health can influence students' behavior and the connections between health and the ability to learn • Identify needs, e.g., specialize instruction for physical and learning disabilities, health status requiring instructional adaptation, and gifted and talented students) based on assessment data, classroom observation, reflection and consultation
<p>TPE9 Instructional Planning</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Use textbook for instruction:</p> <ul style="list-style-type: none"> • Teach total group with no grouping, individualizing, not differentiating • Use no instructional aides • Use aide to copy worksheets 	<p><input type="checkbox"/> Plan subject matter instruction:</p> <ul style="list-style-type: none"> • Establish goals based on textbook • Use one teaching methods: direct instruction or inquiry to help • Use publisher's instructional materials • Use the same instructional materials • Teach lessons from text sequentially • Use one size fits all approach • Use aides to teach students 	<p><input type="checkbox"/> Plan subject matter instruction in accordance with state-adopted academic content standards for:</p> <ul style="list-style-type: none"> • Establish long-term and short-term goals • Use teaching methods: direct instruction and inquiry to help students meet grade level expectations • Understand the purposes, strengths and limitations of instructional materials and strategies, including grouping strategies or examining student work • improve uses of materials and strategies based on experience and reflection • Teach and connect content to preceding and subsequent topic • Assist student with varied needs • Use aides to help students reach instructional goals 	<p><input type="checkbox"/> Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards:</p> <ul style="list-style-type: none"> • Establish clear long-term and short-term goals • Use explicit teaching methods: direct instruction and inquiry to help students meet or exceed grade level expectations • Understand the purposes, strengths and limitations of a variety of instructional materials and strategies, including grouping strategies and examining student work • improve successive uses of materials and strategies based on experience and reflection • Sequence instruction so the content to be taught connects to preceding and subsequent content • Accommodate varied student needs by planning differentiated instructions • Use aides and volunteers to help

	<input type="checkbox"/> Assign students worksheets	<input type="checkbox"/> Provide opportunities for students to practice textbook skills	<input type="checkbox"/> Provide opportunities for students to practice and apply skills to <ul style="list-style-type: none"> • Explain content and make abstract concepts meaningful • Connect learning to own background, experiences, interests and to ensure that learning is meaningful 	students reach instructional goals <input type="checkbox"/> Provide opportunities for students to practice and apply skills to <ul style="list-style-type: none"> • Explain content clearly and make abstract concepts concrete and meaningful • Connect learning to own linguistic and cultural backgrounds, experiences, interests and to ensure that learning is comprehensible and meaningful
TPE10 Instructional Time Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)	<input type="checkbox"/> Schedule instructional time for academic tasks but fails to implement it <ul style="list-style-type: none"> • Unable to adjust the use of instructional time based on consultation 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Schedule instructional time for academic tasks • Establish procedures for routine but inconsistent in implementation • Adjust the use of instructional time based on consultation 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Allocate instructional time to student achievement in relation to state-adopted academic content standards, instructional goals, and scheduled academic tasks • Establish procedures for routine tasks and manage transitions • Adjust the use of instructional time suitable to learning opportunities and outcome for all students based on reflection and consultation 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards, instructional goals, and scheduled academic tasks • Establish procedures for routine tasks and manage transitions to maximize instructional time • Adjust the use of instructional time to optimize the learning opportunities and outcome for all students based on reflection and consultation
TPE11 Social Environment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)	<input type="checkbox"/> inconsistent in expectations for academic and social behavior: <ul style="list-style-type: none"> • Unable to write a discipline plan • Possess no rapport with students for supporting academic and personal success • Possess no tact when responding to sensitive issues and classroom discussions 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Develop expectations for academic and social behavior • Write discipline plan but implementation is inconsistent • Establish rapport with a few students for supporting academic and personal success • Respond to sensitive issues and classroom discussions • Recognize that the social environment affects achievement but inconsistent in making changes 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Develop and maintain expectations for academic and social behavior • Write and implement discipline plan • Establish rapport with all students and some families for supporting academic and personal success • Respond appropriately to sensitive issues and classroom discussions • Help students to work with others and independently • Recognize how well the social environment affects academic achievement for all students and make necessary changes based on observation of students 	<input type="checkbox"/> Demonstrate the ability to: <ul style="list-style-type: none"> • Develop and maintain clear expectations for academic and social behavior • Write, share with students, and implement discipline plan • Establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness • Respond appropriately and directly to sensitive issues and classroom discussions • Help students to work responsibly with others and independently • Recognize how well the social environment maximizes academic achievement for all students and make necessary changes based on observation of students and consultation with other teachers

<p>TPE12 Professional, Legal, and Ethical Obligations</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Possesses personal values and biases <input type="checkbox"/> Agree with racism and intolerance <input type="checkbox"/> Mismanages time. <input type="checkbox"/> Is not aware of California and federal laws and procedures related to teaching students with special needs. <input type="checkbox"/> Possess information on child abuse, neglect, and sexual harassment. <input type="checkbox"/> Possesses policies and laws concerning inappropriate and violent student behavior. <input type="checkbox"/> Misunderstands information on laws relating to professional misconduct and moral fitness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Possesses personal values and biases related to the students. <input type="checkbox"/> Indifferent to racism and intolerance <input type="checkbox"/> Struggles with time to meet academic goals. <input type="checkbox"/> Is aware of California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities. <input type="checkbox"/> Attends meetings on child abuse, neglect, and sexual harassment. <input type="checkbox"/> Possesses school and district policies and state and federal laws in responding to inappropriate and violent student behavior. <input type="checkbox"/> Possesses information on laws relating to professional misconduct and moral fitness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interprets personal values and biases related to the students. <input type="checkbox"/> Opposes racism and intolerance. <input type="checkbox"/> Manages time to meet academic goals. <input type="checkbox"/> Understands California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities. <input type="checkbox"/> Can identify suspected cases of child abuse, neglect, and sexual harassment. <input type="checkbox"/> Understands school and district policies and state and federal laws in responding to inappropriate and violent student behavior. <input type="checkbox"/> Understands all laws relating to professional misconduct and moral fitness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes own personal values and biases in order to provide equal opportunities for all students. <input type="checkbox"/> Resists racism and acts of intolerance. <input type="checkbox"/> Manages professional time to ensure that academic goals are met. <input type="checkbox"/> Understands and implements California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities. <input type="checkbox"/> Can identify suspected cases of child abuse, neglect, and sexual harassment and carries out laws and district guidelines for reporting cases. <input type="checkbox"/> Understands and implements school and district policies and state and federal laws in responding to inappropriate and violent student behavior. <input type="checkbox"/> Understands and honors all laws relating to professional misconduct and moral fitness.
<p>TPE12 Professional, Legal, and Ethical Obligations</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fail to demonstrate an awareness of Professional, legal and ethical obligations: <ul style="list-style-type: none"> • Take responsibility for student academic learning outcomes • Manage professional time spent in teaching responsibilities to ensure that academic goals are met • Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance • 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 • Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases • Maintain a non-hostile classroom environment and 		<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of Professional, legal and ethical obligations: <ul style="list-style-type: none"> • Take responsibility for student academic learning outcomes • Manage professional time spent in teaching responsibilities to ensure that academic goals are met • Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance • 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 • Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases • Maintain a non-hostile classroom environment and understand and 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of Professional, legal and ethical obligations by: <ul style="list-style-type: none"> • Taking responsibility for student academic learning outcomes • Manage professional time spent in teaching responsibilities to ensure that academic goals are met • Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance • 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 • Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases • Maintain a non-hostile classroom environment and understand and implement school and district policies and state and federal law in

	<p>understand and implement school and district policies and state and federal law in responding to inappropriate or violent students behavior</p> <ul style="list-style-type: none"> • Honor legal and professional obligation to protect the privacy, health, and safety of students, families, and other school professionals • Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness 		<p>implement school and district policies and state and federal law in responding to inappropriate or violent students behavior</p> <ul style="list-style-type: none"> • Honor legal and professional obligation to protect the privacy, health, and safety of students, families, and other school professionals • Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness 	<p>responding to inappropriate or violent students behavior</p> <ul style="list-style-type: none"> • Honor legal and professional obligation to protect the privacy, health, and safety of students, families, and other school professionals • Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness
<p>TPE 13 Professional Growth</p> <p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p><input type="checkbox"/> Teach by using the textbook</p> <ul style="list-style-type: none"> • Fails to plan • Hold no interest in improving subject matter knowledge nor teaching effectiveness 	<p><input type="checkbox"/> Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Evaluate teaching practice • Engage planning teaching, and discerning problems • Recognize the need to increase subject matter knowledge and teaching effectiveness 	<p><input type="checkbox"/> Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Evaluate and adjust own teaching practice and subject matter knowledge aligned to state-adopted academic content standards • Improve teaching practices from feedback and engaging in the cycle of plan, teach, reflect, discern problems, and apply new strategies • Use reflection and feedback to formulate goals for increasing subject matter knowledge and teaching effectiveness 	<p><input type="checkbox"/> Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Evaluate, adjust, and change own teaching practice and subject matter knowledge aligned to state-adopted academic content standards • Improve teaching practices by soliciting feedback and engaging in the cycle of plan, teach, reflect, discern problems, and apply new strategies • Use reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness

APPENDIX F

ASSESSMENT SUMMARY OF TEACHING PRACTICE (ASTP)

(pp. 89-92)

ASSESSMENT SUMMARY OF TEACHING PRACTICE

Multiple Subject - University Intern Option

Candidate: _____

School: _____

Grade Level: _____

Supervisor: _____

Rating Scale: 4 = Emerging expert practice 3 = Proficient Practice 2 = Novice Practice 1= Below Novice Practice

TPE Domain Category	Teacher Performance Expectations		Rating	
	#	Description	Phase #1	Phase #2
A. Making Subject Matter Comprehensible	1A	Subject-Specific Pedagogical Skills Circle one: Multiple Subject Single Subject		
B. Assessing Student Learning	2	Monitoring Student Learning During Instruction		
	3	Interpretation & Use of Assessments		
C. Engaging and Supporting Students in Learning	4	Making Content Accessible		
	5	Student Engagement		
	6A, 6B	Developmentally Appropriate Practice Circle one: Grades K-3 Grades 4-8 Grades 9-12		
	7	Teaching English Learners		
D. Planning Instruction and Designing Learning Experience for Students	8	Learning About Students		
	9	Instructional Planning		
E. Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time		
	11	Social Environment		
F. Developing as a Professional Educator	12	Professional, Legal, and Ethical Obligation		
	13	Professional Growth		
Final Rating				

Directions:

1. Complete required information at top of this form.
2. Transfer final TPE ratings from DOTI IIIA to Phase #1 or #2 column and enter average score in Final Rating.
3. SAST: Transfer TPE final ratings & final average rating from DOTI SAST to SAST column on this form.
4. Determine course grade of Credit or No Credit and circle C or NC at the bottom of the correct column.

Minimum Final Rating = 2.50 for Credit grade

Minimum Final Rating = 2.75 for Credit grade

Any one TPE below "2" = grade of NC

Any one TPE below "2" = grade of NC

Circle C or NC to indicate course grade

C / NC

C / NC

Verification Signatures

Fieldwork: Phase #1 University Supervisor _____ Date _____

School-Site Administrative Designee _____ Date _____

Fieldwork: Phase #2 University Supervisor _____ Date _____

School-Site Administrative Designee _____ Date _____

SAST Phase University Assessor _____ Date _____

ASSESSMENT SUMMARY OF TEACHING PRACTICE

Single Subject - University Intern Option

Candidate:

School:

Grade Level:

Supervisor:

Rating Scale: 4 = Emerging expert practice 3 = Proficient Practice 2 = Novice Practice 1= Below Novice Practice

TPE Domain Category	Teacher Performance Expectations		Rating	
	#	Description	Phase #1	Phase #2
A. Making Subject Matter Comprehensible	1B	Subject-Specific Pedagogical Skills Circle one: Multiple Subject Single Subject		
B. Assessing Student Learning	2	Monitoring Student Learning During Instruction		
	3	Interpretation & Use of Assessments		
C. Engaging and Supporting Students in Learning	4	Making Content Accessible		
	5	Student Engagement		
	6B, 6C	Developmentally Appropriate Practice Circle one: Grades K-3 Grades 4-8 Grades 9-12		
	7	Teaching English Learners		
D. Planning Instruction and Designing Learning Experience for Students	8	Learning About Students		
	9	Instructional Planning		
E. Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time		
	11	Social Environment		
F. Developing as a Professional Educator	12	Professional, Legal, and Ethical Obligation		
	13	Professional Growth		
Final Rating				

Directions:

1. Complete required information at top of this form.
2. Transfer the final rating for each TPE from DOTI IIIA to the correct column (Phase #1, #2, or #3)
3. Transfer the average of the TPE final ratings from DOTI IIIA to the Final Rating row in the correct column
4. Determine course grade of Credit or No Credit and circle C or NC at the bottom of the correct column.

Minimum Final Rating = 2.50 for Credit grade

Minimum Final Rating = 2.75 for Credit grade

Any one TPE below "2" = grade of NC

Any one TPE below "2" = grade of NC

Circle one at end of each semester:

C / NC

C / NC

Verification Signatures

Fieldwork: Phase #1 University Supervisor _____ Date _____

School-Site Administrative Designee _____ Date _____

Fieldwork: Phase #2 University Supervisor _____ Date _____

School-Site Administrative Designee _____ Date _____

SAST Phase University Assessor _____ Date _____

ASSESSMENT SUMMARY OF TEACHING PRACTICE

Multiple Subject - Student Teaching Option

Candidate:

Phase #1: School _____

Grade Level: _____

Supervisor: _____

Phase #2: School _____

Grade Level: _____

Supervisor: _____

Rating Scale: 4 = Consistently Meets Standard 3 = Usually Meets Standard 2 = Occasionally Meets Standard 1 = Rarely Meets Standard

TPE Domain Category	Teacher Performance Expectations		Rating	
	#	Description	Phase #1	Phase #2
A. Making Subject Matter Comprehensible	1A	Subject-Specific Pedagogical Skills Circle one: Multiple Subject Single Subject		
B. Assessing Student Learning	2	Monitoring Student Learning During Instruction		
	3	Interpretation & Use of Assessments		
C. Engaging and Supporting Students in Learning	4	Making Content Accessible		
	5	Student Engagement		
	6A, 6B	Developmentally Appropriate Practice Circle one: Grades K-3 Grades 4-8 Grades 9-12		
	7	Teaching English Learners		
D. Planning Instruction and Designing Learning Experience for Students	8	Learning About Students		
	9	Instructional Planning		
E. Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time		
	11	Social Environment		
F. Developing as a Professional Educator	12	Professional, Legal, and Ethical Obligation		
	13	Professional Growth		

Final Rating

Directions: 1. Complete required information at top of this form. 2. Transfer final TPE ratings from DOIH IIIA to Phase #1 or #2 column and enter average score in Final Rating. 3. SAST: Transfer TPE final ratings & final average rating from DOIH SAST to SAST column on this form. 4. Determine course grade of Credit or No Credit and circle C or NC at the bottom of the correct column.	Minimum Final Rating = 2.50 for Credit grade	Minimum Final Rating = 2.75 for Credit grade
	Any one TPE below "2" = grade of NC	Any one TPE below "2" = grade of NC
Circle C or NC to indicate course grade :	C / NC	C / NC

Verification Signatures

Fieldwork: Phase #1 University Supervisor _____ Date _____ School-Site Administrative Designee _____ Date _____

Fieldwork: Phase #2 University Supervisor _____ Date _____ School-Site Administrative Designee _____ Date _____

SAST Phase University Assessor _____ Date _____

ASSESSMENT SUMMARY OF TEACHING PRACTICE

Single Subject - Student Teaching Option

Candidate: _____ Date: _____ Circle One: Phase# 1, 2
 School: _____ Grade Level: _____ Subject: _____ Supervisor: _____
Rating Scale: 4 = Emerging expert practice 3 = Proficient Practice 2 = Novice Practice 1= Below Novice Practice

TPE Domain Category	Teacher Performance Expectations		Rating	
	#	Description	Phase #1	Phase #2
A. Making Subject Matter Comprehensible	1B	Subject-Specific Pedagogical Skills Circle one: Multiple Subject Single Subject		
B. Assessing Student Learning	2	Monitoring Student Learning During Instruction		
	3	Interpretation & Use of Assessments		
C. Engaging and Supporting Students in Learning	4	Making Content Accessible		
	5	Student Engagement		
	6B, 6C	Developmentally Appropriate Practice Circle one: Grades K-3 Grades 4-8 Grades 9-12		
	7	Teaching English Learners		
D. Planning Instruction and Designing Learning Experience for Students	8	Learning About Students		
	9	Instructional Planning		
E. Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time		
	11	Social Environment		
F. Developing as a Professional Educator	12	Professional, Legal, and Ethical Obligation		
	13	Professional Growth		

Final Rating

Directions: 1. Complete required information at top of this form. 2. Transfer the final rating for each TPE from DOTIHA to the correct column (Phase #1, #2, or #3) 3. Transfer the average of the TPE final ratings from DOTIHA to the Final Rating row in the correct column. 4. Determine course grade of Credit or No Credit and circle C or NC at the bottom of the correct column.	Minimum Final Rating = 2.50 for Credit grade	Minimum Final Rating = 2.75 for Credit grade
	Any one TPE below "2" = grade of NC	Any one TPE below "2" = grade of NC

Circle one at end of each semester:

C / NC C / NC

Verification Signatures

Fieldwork: Phase #1 University Supervisor _____ Date _____ School-Site Administrative Designee _____ Date _____
 Fieldwork: Phase #2 University Supervisor _____ Date _____ School-Site Administrative Designee _____ Date _____
 SAST Phase University Assessor _____ Date _____

APPENDIX G

REFLECTIVE ESSAY PROMPTS AND RUBRICS

(pp. 94-113)

PREREQUISITE PHASE REFLECTIVE ESSAY PROMPT & RUBRIC

Multiple and Single Subject

Reflective Essay Prompt:

You have just been assigned a class of 30 lively students in an urban, socio-economically impacted neighborhood and school where inclusion is mandated. Your student population is diverse and includes students with a) varying ranges in academic development, b) reading/writing/oral communication disorders, and c) behavior and physical challenges (including visually and hearing impaired). You have three weeks to determine how you will structure your standard-size classroom and teach your students. Based on your approach to teaching (philosophy of education), describe how you will address the factors that affect the academic success and social/emotional well-being of all learners, including English Language Learners and students with special needs:

- Language and culture of teacher and students
- Developmental level of students (cognitive, social, emotional, physical)
- Classroom environment and culture

Your response **must include theories, theorists, research, and best practices** addressed in the following classes: TED 402 (Educational Psychology), TED 411 (Classroom Management), and TED 415 (Multicultural Education). Papers must be sent electronically (via email) as an attachment to your TED 444 instructor. Use Microsoft Times New Roman 12-point font, continuous double-spacing with one-inch margins. Your paper must have **no more than 2500 words**.

The scoring of writing rubrics is not included in the final scoring, however, if the writing does not meet standard (score of 3), the paper must be revised to meet standard. (See page 4 for the writing rubric.)

In order to meet standard, each section must receive a score of “**3 Proficient Practice.**” Any section receiving a score below 3 must be revised and resubmitted to the assessor. If your paper necessitates a revision, the highest final score possible will be a 3. If the revision does not meet a 3 in all sections, you will receive a “No Credit” for the course. **There is only one opportunity to revise your paper for any reason.**

Grading scale:

There are three sections for the pre-requisite reflective essay. Each section must be scored using the following scaled rubrics:

- A. 4 = Emerging Expert Practice**
- 3 = Proficient Practice**
- 2 = Novice Practice**
- 1 = Below Novice Practice**

Responses should include “people first language” emphasizing the person first, not the special challenges he or she faces. For example:

- a student with a disability NOT a disabled student
- the boy with Down Syndrome NOT the Down Syndrome boy

Prerequisite Phase Reflective Essay Rubric

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Language and culture of teacher and students—TED 415	<p>Describes and gives examples of how a teacher creates a fair and equitable social and learning environment for all learners, by building on students’ strengths, cultural knowledge, and life experiences in all of the following areas:</p> <ul style="list-style-type: none"> • language • families • communities • histories – family stories 	<p>Describes and gives examples of how a teacher creates a fair and equitable social and learning environment for all learners, by building on students’ strengths, cultural knowledge, and life experiences in 3 of the following areas:</p> <ul style="list-style-type: none"> • language • families • communities • histories – family stories 	<p>Describes and gives examples of how a teacher creates a fair and equitable social and learning environment for all learners, by building on students’ strengths, cultural knowledge, and life experiences in 2 of the following areas:</p> <ul style="list-style-type: none"> • language • families • communities • histories – family stories 	<p>Describes and gives examples of how a teacher creates a fair and equitable social and learning environment for all learners, by building on students’ strengths, cultural knowledge, and life experiences in 1 of the following areas:</p> <ul style="list-style-type: none"> • language • families • communities • histories – family stories
	<p>Response is appropriate and uses appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout reflection</p>	<p>Response is appropriate and uses appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection</p>	<p>Describes terminology with limited definitions</p>	<p>Uses terminology and/or citation inappropriately or not at all</p>
	<p>Addresses needs of all students including English learners and students with special needs; uses appropriate accommodations</p>	<p>Addresses needs of all students including English learners and students with special needs; uses accommodations as needed</p>	<p>Addresses needs of some English learners or students with special needs</p>	<p>Ignores the needs English learners and/or students with special needs</p>
Developmental level of students—TED 402	<p>Describes and gives examples of how a teacher uses knowledge of development in all 4 domains (cognitive, social, emotional, and physical) to plan and implement an effective instructional program.</p>	<p>Describes how a teacher uses knowledge of development in all 4 domains (cognitive, social, emotional, and physical) to plan and implement an effective instructional program.</p>	<p>Describes how a teacher uses knowledge of development in 3 or more domains (cognitive, social, emotional, and physical) to plan and implement an effective instructional program</p>	<p>Describes how a teacher uses knowledge of development in 1 or 2 domains (cognitive, social, emotional, and physical) to plan and implement an effective instructional program.</p>
	<p>Defines, describes, and gives specific examples of differentiated instruction and addresses how it is used to help students at a variety of developmental levels achieve.</p>	<p>Defines and describes differentiated instruction and addresses how it is used to help students at various developmental levels achieve.</p>	<p>Defines differentiated instruction but does not adequately address how it is used to help students at various developmental levels achieve.</p>	<p>Fails to address differentiated instruction.</p>
	<p>Response is appropriate and includes appropriate terminology with definitions, citations from the literature (theories/theorists), examples, and strategies.</p>	<p>Response is appropriate and includes appropriate terminology, citations from the literature (theories/theorists), and either examples or strategies.</p>	<p>Response is vague, incomplete, and/or lacks focus; uses terminology, citations, examples and/or strategies incorrectly.</p>	<p>Response is vague, incomplete, contrary to best practice, and/or lacking in focus; terminology may be used incorrectly.</p>
	<p>Consistently addresses needs of all students, including English learners and students with special needs.</p>	<p>Consistently addresses needs of all students, including English learners and students with special needs.</p>	<p>Inadequately addresses needs of English learners and/or students with special need.</p>	<p>Ignores needs of English learners and/or students with special needs.</p>

Classroom Environment and Culture—TED 411	Describes and gives examples of how to create a positive, safe, and healthy environment including all 4 of the following: <ul style="list-style-type: none"> • how to develop and sustain a climate for learning • what to consider when planning and implementing classroom routines and procedures • how to devise a logical classroom arrangement plan • how to honor diversity 	Describes how to create a positive, safe, and healthy environment including all 4 of the following: <ul style="list-style-type: none"> • how to develop and sustain a climate for learning • what to consider when planning and implementing classroom routines and procedures • how to devise a logical classroom arrangement plan • how to honor diversity 	Describes how to create a positive, safe, and healthy environment including 3 of the following: <ul style="list-style-type: none"> • how to develop and sustain a climate for learning • what to consider when planning and implementing classroom routines and procedures • how to devise a logical classroom arrangement plan • how to honor diversity 	Describes how to create a positive, safe, and healthy environment including 1-2 of the following: <ul style="list-style-type: none"> • how to develop and sustain a climate for learning • what to consider when planning and implementing classroom routines and procedures • how to devise a logical classroom arrangement plan • how to honor diversity
	Discussion considers factors to address when designing the plan and provides reasons for the specific plan.	Discussion considers factors to address when designing the plan.	Discussion of factors to address when designing the plan is inappropriate.	Discussion of factors to address when designing the plan is minimal to non-existent.
	Description includes appropriate terminology with definitions, citations from the literature (theories/theorists), examples, and strategies.	Description includes appropriate terminology, citations from the literature (theories/theorists), and either examples or strategies.	Description is vague, illogical, incomplete, and/or lacks focus; some terminology, citations, examples and/or strategies are used incorrectly.	Description is vague, incomplete, contrary to best practice, and/or lacking in focus; terminology, citations, examples and/or strategies are inadequate and/or used incorrectly.
	Consistently addresses needs of English learners and students with special needs.	Consistently addresses needs of all students, including English learners and students with special needs.	Inadequately addresses needs of English learners and/or students with special need.	Fails to address needs of English learners and/or students with special needs.
Writing	Writing is of professional quality—clear, fluid, and concise	Writing is of professional quality—clear and concise	Writing is clear but not concise	Writing is unclear, lacks fluidity, and/or is not concise
	Citations in the text and reference section use APA editorial style appropriately	Citations in the text and reference section use APA editorial style	Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style	Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style
	Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation	Response is organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.	Response is written in standard English and/or contains errors: grammar, syntax, spelling, punctuation	Response is disorganized, is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all

REFLECTIVE ESSAY PHASE 1 PROMPT AND RUBRIC

Reflective Essay: Diagnosing Students and Planning for Instruction Multiple Subjects

Reflective Essay Prompt:

Based upon your program experiences to date describe how you planned and taught a reading lesson. *Include a fully developed lesson plan and describe the theories that support your response.* Discuss how you would make modifications to meet the needs of an English language learner and a special needs student that you have observed or taught. Address the following elements in your description:

- Diagnosis of students' readiness in reading
- Well-designed lesson plan based on the California Content Standards
- Reflection on the lesson plan and implementation

Your response **must include theories, theorists, research, and best practices** addressed in the following classes: TED 403 (Elementary Reading /Language Arts) and TED 407 (Language Learning). Your reflections must also be consistent with child development theory, multicultural education, and classroom management knowledge and skills gained in the Prerequisite Phase of the Teacher Ed Program. Papers must use Times Roman 12-point font, continuous double-spacing with one-inch margins, and must have **no more than 2500 words**.

The scoring of writing rubrics is not included in the final scoring, however, if the writing does not meet standard (score of 3), the paper must be revised to meet standard. (See page 4 for the writing rubric.)

In order to meet standard, each section must receive a score of “**3 Proficient Practice.**” Any section receiving a score below 3 must be revised and resubmitted to the assessor. If your paper necessitates a revision, the highest final score possible will be a 3. If the revision does not meet a 3 in all sections, you will receive a “No Credit” for the course. **There is only one opportunity to revise your paper for any reason.**

Grading scale:

There are four sections for the Phase 1 Reflective Essay. Each section must be scored using the following scaled rubrics:

- 4 = Emerging expert practice- Application of TPE is consistently appropriate
- 3 = Proficient practice- Application of TPE is usually appropriate
- 2 = Novice practice- Application of TPE is occasionally appropriate
- 1 = Below novice practice- Application of TPE is not evident

Phase 1 Reflective Essay Rubric

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Diagnosing Students' Readiness in Reading	<p>Diagnoses reading and English Language skills:</p> <ul style="list-style-type: none"> describes specific diagnostic tool/assessment used and discusses why it was used for this lesson articulates relationship between diagnostic tool/assessment, learning outcomes, and instruction; gives examples of relationship provides specific information about student skills or knowledge derived from diagnosis and analysis of data evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes; gives examples 	<p>Diagnoses reading and English Language skills:</p> <ul style="list-style-type: none"> describes specific diagnostic tool/assessment used articulates relationship between diagnostic tool/assessment, learning outcomes, and instruction provides specific information about student skills or knowledge derived from diagnosis evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes 	<p>Diagnoses reading and English Language skills:</p> <ul style="list-style-type: none"> describes general diagnostic tool or assessment that does not relate well to the learning outcomes or to the instruction provides information about student knowledge or skill level 	<p>Diagnoses reading and English Language skills:</p> <ul style="list-style-type: none"> describes diagnostic tool/assessment but description lacks focus and does not relate well to the learning outcomes or to the instruction fails to provide information about student knowledge or skill levels
Lesson Planning/Content Standards	<p>Describes connection between diagnostic results, grade level California content standards, learning outcomes, and instructional objectives necessary to create developmentally appropriate instruction; cites examples</p> <hr style="border-top: 1px dashed black;"/> <p>Describes detailed plan for systematic instruction for a specific reading/language arts skill; sequences content and learning activities appropriately according to purpose of lesson; reinforces content/skill in multiple ways to provide accessibility for all learners in the group, including English learners and students with special needs</p> <hr style="border-top: 1px dashed black;"/> <p>Describes factors to consider when designing appropriate instructional strategies for students with various needs; gives examples</p> <hr style="border-top: 1px dashed black;"/> <p>Discusses how to design a lesson that differentiates instruction to meet the needs of all learners in the group, including English learners and students with special needs; gives examples</p>	<p>Describes connection between diagnostic results, grade level California content standards, learning outcomes, and instructional objectives necessary to create developmentally appropriate instruction</p> <hr style="border-top: 1px dashed black;"/> <p>Describes systematic instruction for a specific reading/language arts skill; sequences content and learning activities appropriately according to purpose of lesson; reinforces content/skill in multiple ways to provide accessibility for all learners in the group, including English learners and students with special needs</p> <hr style="border-top: 1px dashed black;"/> <p>Describes factors to consider when designing appropriate instructional strategies for students with various needs</p> <hr style="border-top: 1px dashed black;"/> <p>Discusses how to design a lesson that differentiates instruction to meet the needs of all learners in the group, including English learners and students with special needs</p>	<p>Describes diagnostic results, California content standards, learning outcomes, and instructional objectives necessary to create instruction</p> <hr style="border-top: 1px dashed black;"/> <p>Describes instruction for a specific reading/language arts skill; content, sequence, and/or learning activities are not systematically addressed or lack integration; reinforcement of content/skill is provided in only one way; lacks appropriate provision for English learners or students with special needs</p> <hr style="border-top: 1px dashed black;"/> <p>Describes instructional strategies for students with various needs</p> <hr style="border-top: 1px dashed black;"/> <p>Discusses how to design a basic lesson</p>	<p>Describes diagnostic results but interprets them incorrectly and/or fails to connect them to California content standards or instructional objectives</p> <hr style="border-top: 1px dashed black;"/> <p>Describes a basic plan for instruction that is inappropriate for the purpose of the lesson and/or lacks coherence or integration among the elements; sequence is inappropriate; no provision is made for English learners or students with special needs</p> <hr style="border-top: 1px dashed black;"/> <p>Describes inappropriate or no instructional strategies for students</p> <hr style="border-top: 1px dashed black;"/> <p>Discusses lesson in teacher's manual</p>

Reflection	Describes student performance task/assessment correlated to the standard(s), and objective(s); reports results of student performance; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs; provides specific examples	Describes student performance task/assessment correlated to the standard(s), and objective(s); reports results of student performance; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs	Describes how student learning was assessed after instruction; evaluates teaching effectiveness for only some learners	Student learning is not assessed and/or teaching effectiveness is not evaluated after instruction
	Reflects on the engagement, instructional sequence, and application phases of lesson; development of materials, and use of resources and technology; gives examples of student participation	Reflects on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology; gives examples	Reflects on the instructional phase of the lesson and the development of materials	Reflects on the instructional phase of the lesson
	Recognizes strengths/weaknesses in lesson design and describes what you will do differently in the future when appropriate; gives examples	Recognizes strengths/weaknesses in lesson design and describes what you will do differently in the future when appropriate	Recognizes weaknesses in lesson design	Fails to recognize weaknesses in lesson design
Writing	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all
	Writing is of professional quality—uses academic language, is clear, fluid, and concise. Citations in the text and reference section use APA editorial style appropriately	Writing is of professional quality—uses academic language, is clear and concise. Citations in the text and reference section use APA editorial style	Use of academic language is minimal; writing is unfocused or not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style	Academic language is missing; writing is unclear, lacks fluidity, and/or is not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style
	Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation	Response is organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.	Response is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation	Response is disorganized, is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all

REFLECTIVE ESSAY PHASE 1 PROMPT AND RUBRIC

Reflective Essay: Diagnosing Students and Planning for Instruction Single Subject

Reflective Essay Prompt:

Based upon your program experiences to date, describe the process necessary to plan a lesson in your authorized credential subject. Include the theories that support your response. Discuss how you would make modifications to meet the needs of an English language learner and a special needs student that you have observed or taught. Address the following elements in your description:

- Diagnosis of students' ability in the authorized credential subject
- Developmentally appropriate California Content Standards
- Instructional strategies

Your response **must include theories, theorists, research, and practice** addressed in the following classes: TED 467 (Secondary Teaching Methods) and TED 407 (Language Learning). Your reflections should also be consistent with child development theory, multicultural education, and classroom management knowledge and skills gained in the Prerequisite Phase of the Teacher Ed Program. Papers must be sent electronically (via e-mail) as an attachment to the TED 444 instructor. Use Microsoft Word Times New Roman 12-point font, continuous double-spacing with one-inch margins. Papers must have **no more than 2500 words**.

The scoring of writing rubrics is not included in the final scoring, however, if the writing does not meet standard (score of 3), the paper must be revised to meet standard. (See page 4 for the writing rubric.)

In order to meet standard, each section must receive a score of “**3 Proficient Practice.**” Any section receiving a score below 3 must be revised and resubmitted to the assessor. If your paper necessitates a revision, the highest final score possible will be a 3. If the revision does not meet a 3 in all sections, you will receive a “No Credit” for the course. **There is only one opportunity to revise your paper for any reason.**

Grading scale:

There are three sections for the Phase 1 Reflective Essay. Each section must be scored using the following scaled rubrics:

- B. 4 = Emerging expert practice- Application of TPE is consistently appropriate
- 3 = Proficient practice- Application of TPE is usually appropriate
- 2 = Novice practice- Application of TPE is occasionally appropriate
- 1 = Below novice practice- Application of TPE is not evident

Phase 1 Reflective Essay Rubric

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Diagnosing Students' Ability in Reading	Diagnoses authorized credential subject and English Language Development skills of a group of students: <ul style="list-style-type: none"> describes specific diagnostic tools/assessments used and discusses why it was used for this lesson articulates relationship between diagnostic tools/assessments, learning outcomes, and instruction; gives examples of relationship provides specific information about student skills or knowledge derived from diagnoses and analysis of data evaluates appropriateness of match between the diagnostic tools/assessment and the learning outcomes; gives examples 	Diagnoses authorized credential subject and English Language Development skills of a group of students: <ul style="list-style-type: none"> describes specific diagnostic tools/assessments used articulates relationship between diagnostic tools/assessments, learning outcomes, and instruction provides specific information about student skills or knowledge derived from diagnoses evaluates appropriateness of match between the diagnostic tools/assessment and the learning outcomes 	Diagnoses authorized credential subject and English Language Development skills of a group of students: <ul style="list-style-type: none"> describes general diagnostic tools or assessments that do not relate well to the learning outcomes or to the instruction provides information about student knowledge or skill level 	Diagnoses authorized credential subject and English Language Development skills: <ul style="list-style-type: none"> describes diagnostic tools/assessments but description lacks focus and does not relate well to the learning outcomes or to the instruction fails to provide information about student knowledge or skill levels
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all
	Addresses needs of all students including English learners and students with special needs; uses appropriate accommodations as needed	Addresses needs of all students including English learners and students with special needs; uses accommodations as needed	Addresses needs of some English learners or students with special needs	Ignores the needs of English learners and/ or students with special needs
Developmentally Appropriate Standards	Describes connection between diagnostic results, grade level CA content and ELD standards, learning outcomes, and instructional objectives necessary to create developmentally appropriate instruction; cites examples	Describes connection between diagnostic results, grade level CA content and ELD standards, learning outcomes, and instructional objectives necessary to create developmentally appropriate instruction	Describes diagnostic results, CA content and ELD standards, learning outcomes, and instructional objectives necessary to create instruction	Describes diagnostic results but interprets them incorrectly and/or fails to connect them to CA content standards or instructional objectives
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all
	Addresses needs of all students, including English learners and students with special needs; uses appropriate accommodations as needed	Addresses needs of all students, including English learners and students with special needs; uses accommodations as needed	Addresses needs of some English learners or students with special needs	Ignores the needs of English learners and/or students with special needs
tional Strateg	Describes factors to consider when designing appropriate instructional strategies for students with various needs; gives examples	Describes factors to consider when designing appropriate instructional strategies for students with various needs	Describes instructional strategies for students with various needs	Describes inappropriate instructional strategies for students

	Discusses how to design a lesson that differentiates instruction to meet the needs of all learners in the group, including English learners and students with special needs; gives examples	Discusses how to design a lesson that differentiates instruction to meet the needs of all learners in the group, including English learners and students with special needs	Discusses how to design a basic lesson	Discusses lesson in teacher's manual
	Describes detailed plan for systematic instruction for a specific skill in authorized credential subject; describes SDAIE strategies to support instruction; sequences content and learning activities appropriately according to purpose of lesson; reinforces content/skill in multiple ways to provide accessibility for all learners in the group, including English learners and students with special needs	Describes systematic instruction for a specific skill in authorized credential subject; describes SDAIE strategies to support instruction; sequences content and learning activities appropriately according to purpose of lesson; reinforces content/skill in multiple ways to provide accessibility for all learners in the group, including English learners and students with special needs	Describes instruction for a specific skill in authorized credential subject; content, sequence, and/or learning activities are not systematically addressed or lack integration; reinforcement of content/skill is provided in only one way; lacks appropriate provision for English learners or students with special needs	Describes a basic plan for instruction that is inappropriate for the purpose of the lesson and/or lacks coherence or integration among the elements; sequence is inappropriate; no provision is made for English learners or students with special needs
	Reflects on the engagement, instructional sequence, and application phases of lesson; development of materials and use of resources and technology; gives examples of student participation in the lesson, including English learners and students with special needs	Reflects on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology; gives examples, including for English learners and students with special needs	Reflects on the instructional phase of the lesson and the development of materials; ignores discussion of English learners and/or students with special needs	Reflects on the instructional phase of the lesson; fails to discuss English learners and students with special needs
	Describes student performance task/assessment correlated to the standard(s), and objective(s); reports results of student performance; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs; provides specific examples	Describes student performance task/assessment correlated to the standard(s), and objective(s); reports results of student performance; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs	Describes how student learning was assessed after instruction; evaluates teaching effectiveness for only some learners	Student learning is not assessed and/or teaching effectiveness is not evaluated after instruction
	Recognizes strengths/weaknesses in lesson design and describes remediation for the future when appropriate; gives examples	Recognizes strengths/weaknesses in lesson design and describes remediation for the future when appropriate	Recognizes weaknesses in lesson design	Fails to recognize weaknesses in lesson design
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all
Writing	Writing is of professional quality—uses academic language, is clear, fluid, and concise. Citations in the text and reference section use APA editorial style appropriately	Writing is of professional quality—uses academic language, is clear and concise. Citations in the text and reference section use APA editorial style	Use of academic language is minimal; writing is unfocused or not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style	Academic language is missing; writing is unclear, lacks fluidity, and/or is not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style

	Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation	Response is organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.	Response is written in standard English and/or contains errors: grammar, syntax, spelling, punctuation	Response is disorganized, is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout this reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout this reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all

REFLECTIVE ESSAY PHASE 2 PROMPT AND RUBRIC

Reflective Essay: Planning for Instruction and Assessing Student Learning in Mathematics Multiple Subjects

Reflective Essay Prompt:

Based upon your program experiences to date describe the process necessary to diagnose, plan, teach, and assess a lesson from the unit you have created in Mathematics. Base your discussion on an actual lesson you have taught. ***Include a fully developed lesson plan and describe the theories that support your response.*** Cite and discuss examples of ways you modified this lesson to meet the needs of English language learners and students with special needs. Address the following elements in your description:

- Diagnosis of students' readiness for specific mathematic skills in this unit
- Lesson Planning and the California Content Standards
- Assessment (development of rubrics and examination of student work)
- Reflection on student performance and learning

Your response **must include theories, theorists, research, and best practices** addressed in your Teacher Education Program to date. Papers must use Times Roman 12-point font, continuous double-spacing with one-inch margins, and must have **no more than 2500 words**.

The scoring of writing rubrics is not included in the final scoring, however, if the writing does not meet standard (score of 3), the paper must be revised to meet standard. (See page 4 for the writing rubric.)

In order to meet standard, each section must receive a score of “**3 Proficient Practice.**” Any section receiving a score below 3 must be revised and resubmitted to the assessor. If your paper necessitates a revision, the highest final score possible will be a 3. If the revision does not meet a 3 in all sections, you will receive a “No Credit” for the course. **There is only one opportunity to revise your paper for any reason.**

Grading scale:

There are four content sections for the Phase 2 Reflective Essay. Each section must be scored using the following scaled rubrics:

- C. 4 = Emerging expert practice- Application of TPE is consistently appropriate
- 3 = Proficient practice- Application of TPE is usually appropriate
- 2 = Novice practice- Application of TPE is occasionally appropriate
- 1 = Below novice practice- Application of TPE is not evident

Phase 2 Reflective Essay Rubric for Mathematics

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Diagnosing Student Math Readiness	<p>Diagnoses Mathematics skills:</p> <ul style="list-style-type: none"> describes specific diagnostic strategy used and discusses why it was used for this lesson; describes how strategy was appropriate for students with varying needs collects, organizes, reports, and analyzes data clearly and meaningfully describes specific ways that the data are used to plan instruction; provides examples evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes; gives examples 	<p>Diagnoses Mathematics skills:</p> <ul style="list-style-type: none"> describes specific diagnostic strategy used; describes how strategy was appropriate for students with varying needs collects, organizes, reports, and analyzes data clearly and meaningfully describes specific ways that the data are used to plan instruction evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes 	<p>Diagnoses Mathematics skills:</p> <ul style="list-style-type: none"> describes general diagnostic strategy that does not relate well to the learning outcomes or to the instruction data is reported but organization and/or analysis are unclear provides information about student knowledge or skill level but application to instruction is missing 	<p>Diagnoses Mathematics skills:</p> <ul style="list-style-type: none"> describes diagnostic strategy but description lacks focus and does not relate well to the learning outcomes or to the instruction fails to provide information about student knowledge or skill levels
Lesson Planning /California Content Standards	<p>Describes how and why this lesson connects to the math unit plan and cites the appropriate CA content standards; provides description of the lesson immediately prior to and following this lesson; cites examples</p> <hr style="border-top: 1px dashed black;"/> <p>Describes the engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology; gives examples of student participation</p> <hr style="border-top: 1px dashed black;"/> <p>Plan specifically describes how students with various needs were accommodated during instruction; specific examples are provided</p>	<p>Describes how and why this lesson connects to the math unit plan and cites the appropriate CA content standards; provides description of the lesson immediately prior to and following this lesson</p> <hr style="border-top: 1px dashed black;"/> <p>Describes the engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology</p> <hr style="border-top: 1px dashed black;"/> <p>Plan specifically describes how students with various needs were accommodated during instruction</p>	<p>Describes the basic unit and CA standards, but fails to provide specific connection to lessons immediately prior and following this lesson</p> <hr style="border-top: 1px dashed black;"/> <p>Describes a basic plan for engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology but plan lacks detail or integration</p> <hr style="border-top: 1px dashed black;"/> <p>Plan provides instruction in only one way; lacks appropriate provision for English learners or students with special needs</p>	<p>Describes a lesson in the teacher's manual</p> <hr style="border-top: 1px dashed black;"/> <p>Describes a basic plan for instruction that is inappropriate for the purpose of the lesson</p> <hr style="border-top: 1px dashed black;"/> <p>No provision is made for English learners or students with special needs</p>

Assessment	Assessment is appropriately aligned to the standards and objectives; examples are specified	Assessment is appropriately aligned to the standards and objectives	Assessment is poorly aligned to the standards and objectives	Assessment is not appropriately aligned to the standards and objectives
	Rubric includes qualitative and quantitative descriptors that reflect levels of student learning and performance for the assignment	Rubric includes qualitative descriptors that reflect levels of student learning and performance for the assignment	Rubric descriptors correlate weakly to expected student learning and performance for the assignment	Rubric descriptors are inappropriate for the expected student learning and performance for the assignment
	Refers to at least 3 student work samples; discusses reason for assignment of specific scores; provides specific examples	Refers to at least 3 student work samples; discusses reason for assignment of specific scores	Refers to 3 student work samples; justification for assignment of scores is lacking	Work samples and ratings are not included or are inappropriate
Reflection	Describes results of student learning; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs; provides specific examples	Describes results of student learning; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs	Describes results of student learning in general; evaluates teaching effectiveness for only some learners	Student learning is not assessed and/or teaching effectiveness is not evaluated after instruction
	Reflects deeply on the engagement, instructional sequence, and application phases of lesson; development of materials and use of resources and technology; gives examples of student participation in the lesson	Reflects on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology; gives examples	Reflection on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology is superficial	Reflection on the instructional phase of the lesson is minimal or lacks critical thinking
	Recognizes strengths/weaknesses in lesson design and describes what he/she will do differently in the future when appropriate; gives examples	Recognizes strengths/weaknesses in lesson design and describes what he/she will do differently in the future when appropriate	Recognizes weaknesses in lesson design	Fails to recognize weaknesses in lesson design
Writing	Writing is of professional quality—uses academic language, is clear, fluid, and concise. Citations in the text and reference section use APA editorial style appropriately	Writing is of professional quality—uses academic language, is clear and concise. Citations in the text and reference section use APA editorial style	Use of academic language is minimal; writing is unfocused or not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style	Academic language is missing; writing is unclear, lacks fluidity, and/or is not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style
	Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation	Response is organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.	Response is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation	Response is disorganized, is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all

REFLECTIVE ESSAY PHASE 2 PROMPT AND RUBRIC

Reflective Essay: Planning for Instruction and Assessing Student Learning in Your Designated Subject Area Single Subject

Reflective Essay Prompt:

Based upon your program experiences to date describe the process necessary to diagnose, plan, teach, and assess a lesson from the unit you have created in your designated subject area. Base your discussion on an actual lesson you have taught. ***Include a fully developed lesson plan and describe the theories that support your response.*** Cite and discuss examples of ways you modified this lesson to meet the needs of English language learners and students with special needs. Address the following elements in your description:

- Diagnosis of students' readiness for specific skills in this unit of your designated subject area
- Well-designed lesson plan based on the California Content Standards
- Assessment (development of rubrics and examination of student work)
- Reflection on student performance and learning

Your response **must include theories, theorists, research, and best practices** addressed in your Teacher Education Program to date. Papers must use Times Roman 12-point font, continuous double-spacing with one-inch margins, and must have **no more than 2500 words**.

The scoring of writing rubrics is not included in the final scoring, however, if the writing does not meet standard (score of 3), the paper must be revised to meet standard. (See page 4 for the writing rubric.)

In order to meet standard, each section must receive a score of “**3 Proficient Practice.**” Any section receiving a score below 3 must be revised and resubmitted to the assessor. If your paper necessitates a revision, the highest final score possible will be a 3. If the revision does not meet a 3 in all sections, you will receive a “No Credit” for the course. **There is only one opportunity to revise your paper for any reason.**

Grading scale:

There are four content sections for the Phase 2 Reflective Essay. Each section must be scored using the following scaled rubrics:

- D. 4 = Emerging expert practice- Application of TPE is consistently appropriate
- 3 = Proficient practice- Application of TPE is usually appropriate
- 2 = Novice practice- Application of TPE is occasionally appropriate
- 1 = Below novice practice- Application of TPE is not evident

Phase 2 Reflective Essay Rubric

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Diagnosing Student Readiness	<p>Diagnoses skills in your designated subject area:</p> <ul style="list-style-type: none"> describes specific diagnostic strategy used and discusses why it was used for this lesson; describes how strategy was appropriate for students with varying needs collects, organizes, reports, and analyzes data clearly and meaningfully describes specific ways that the data are used to plan instruction; provides examples evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes; gives examples 	<p>Diagnoses skills in your designated subject area:</p> <ul style="list-style-type: none"> describes specific diagnostic strategy used; describes how strategy was appropriate for students with varying needs collects, organizes, reports, and analyzes data clearly and meaningfully describes specific ways that the data are used to plan instruction evaluates appropriateness of match between the diagnostic tool/assessment and the learning outcomes 	<p>Diagnoses skills in your designated subject area:</p> <ul style="list-style-type: none"> describes general diagnostic strategy that does not relate well to the learning outcomes or to the instruction data is reported but organization and/or analysis are unclear provides information about student knowledge or skill level but application to instruction is missing 	<p>Diagnoses skills in your designated subject area:</p> <ul style="list-style-type: none"> describes diagnostic strategy but description lacks focus and does not relate well to the learning outcomes or to the instruction fails to provide information about student knowledge or skill levels
Lesson Planning/Content Standards	<p>Describes how and why this lesson connects to your unit plan and cites the appropriate CA content standards; provides description of the lesson immediately prior to and following this lesson; cites examples</p>	<p>Describes how and why this lesson connects to your unit plan and cites the appropriate CA content standards; provides description of the lesson immediately prior to and following this lesson</p>	<p>Describes the basic unit and CA standards, but fails to provide specific connection to lessons immediately prior and following this lesson</p>	<p>Describes a lesson in the teacher's manual</p>
	<p>Describes the engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology; gives examples of student participation</p>	<p>Describes the engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology</p>	<p>Describes a basic plan for engagement, instructional sequence, and application phases of the lesson, development of materials, use of resources, and technology but plan lacks detail or integration</p>	<p>Describes a basic plan for instruction that is inappropriate for the purpose of the lesson</p>
	<p>Plan specifically describes how students with various needs were accommodated during instruction; specific examples are provided</p>	<p>Plan specifically describes how students with various needs were accommodated during instruction</p>	<p>Plan provides instruction in only one way; lacks appropriate provision for English learners or students with special needs</p>	<p>No provision is made for English learners or students with special needs</p>

Assessment	Assessment is appropriately aligned to the standards and objectives; examples are specified	Assessment is appropriately aligned to the standards and objectives	Assessment is poorly aligned to the standards and objectives	Assessment is not appropriately aligned to the standards and objectives
	Rubric includes qualitative and quantitative descriptors that reflect levels of student learning and performance for the assignment	Rubric includes qualitative descriptors that reflect levels of student learning and performance for the assignment	Rubric descriptors correlate weakly to expected student learning and performance for the assignment	Rubric descriptors are inappropriate for the expected student learning and performance for the assignment
	Refers to at least 3 student work samples; discusses reason for assignment of specific scores; provides specific examples	Refers to at least 3 student work samples; discusses reason for assignment of specific scores	Refers to 3 student work samples; justification for assignment of scores is lacking	Work samples and ratings are not included or are inappropriate
Reflection	Describes results of student learning; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs; provides specific examples	Describes results of student learning; evaluates teaching effectiveness for all learners in the group, including English learners and students with special needs	Describes results of student learning in general; evaluates teaching effectiveness for only some learners	Student learning is not assessed and/or teaching effectiveness is not evaluated after instruction
	Reflects deeply on the engagement, instructional sequence, and application phases of lesson; development of materials and use of resources and technology; gives examples of student participation in the lesson	Reflects on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology; gives examples	Reflection on the engagement, instructional sequence, and application phases of the lesson; development of materials and use of resources and technology is superficial	Reflection on the instructional phase of the lesson is minimal or lacks critical thinking
	Recognizes strengths/weaknesses in lesson design and describes what he/she will do differently in the future when appropriate; gives examples	Recognizes strengths/weaknesses in lesson design and describes what he/she will do differently in the future when appropriate	Recognizes weaknesses in lesson design	Fails to recognize weaknesses in lesson design
Writing	Writing is of professional quality—uses academic language, is clear, fluid, and concise. Citations in the text and reference section use APA editorial style appropriately	Writing is of professional quality—uses academic language, is clear and concise. Citations in the text and reference section use APA editorial style	Use of academic language is minimal; writing is unfocused or not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style	Academic language is missing; writing is unclear, lacks fluidity, and/or is not concise. Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style
	Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation	Response is organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.	Response is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation	Response is disorganized, is not written in standard English and/or contains errors: grammar, syntax, spelling, punctuation
	Relates appropriate terminology with definitions and citations from the literature (theorists and practitioners) throughout reflection	Relates appropriate terminology with definitions and citations from the literature (theorists or practitioners) throughout reflection	Describes terminology with limited definitions	Uses terminology and/or citation inappropriately or not at all

REFLECTIVE ESSAY SUMMATIVE ASSESSMENT PROMPT AND RUBRIC

Analysis of Professional Development

Multiple and Single Subject

Reflective Essay Prompt:

Since the beginning of your teaching experience, how have you changed your teaching practice with regard to the Teacher Performance Expectations in the following Domains:

- Making subject matter comprehensible to students (TPEs 1A/B)
- Assessing student learning (TPEs 2 & 3)
- Engaging and supporting students in learning (TPEs 4, 5, 6A/B/C, 7)
- Planning instruction and designing learning experiences for all students (TPE 8, & 9)
- Creating and maintaining effective learning environments (TPE 10 & 11)
- Developing as a professional educator (TPEs 12 & 13)

As you describe your improved teaching practice related to a specific TPE, you must discuss at least one evidence source from the list below (each evidence source discussed in the essay must be submitted in a packet with the videotape):

- Videotaped lesson
- Instructional plans
- Previous TED Course Signature Assignments
- Management plans
- Assessments
- Student work samples
- Records of parent conferences
- Reflective journal
- Supervisor written feedback comments

As you describe your improved teaching practice within each Domain, include the theories that support your response and an explanation of how you modified your instruction to meet the needs of English language learners and special needs students.

Your response should include theories and/or practice addressed in your entire program.

Papers must use Times Roman 12-point font, continuous double-spacing with one-inch margins, and must have **no more than 5000 words**.

In order to obtain a minimum score of 3 (Proficient Practice), your response must cohere to the writing rubric at the bottom of page 3.

If your overall score is lower than 3, you will receive a grade of No Credit (NC) and must register and pass the summative assessment course in order to complete the program.

Grading scale:

There are four content sections for the Phase 2 Reflective Essay. Each section must be scored using the following scaled rubrics:

4 = Emerging expert practice

3 = Proficient practice

2 = Novice practice

1 = Below novice practice

Multiple and Single Subjects Reflective Essay Rubric

	4 Emerging Expert Practice	3 Proficient Practice	2 Novice Practice	1 Below Novice Practice
Making Subject Matter Comprehensible to Students (TPE 1A/B)	<ul style="list-style-type: none"> Speaks to at least three scaffolding strategies that provide access to all learners Demonstrates mastery of subject matter by explaining at least 3 strategies to teach key concepts. 	<ul style="list-style-type: none"> Speaks to at least two scaffolding strategies that provide access to all learner Demonstrates mastery of subject matter by explaining at least 2 strategies to teach key concepts 	<ul style="list-style-type: none"> Speaks about scaffolding strategies that provide access to all learners Demonstrates some knowledge of subject matter by explaining one strategy to teach a key concept 	<ul style="list-style-type: none"> Does not mention scaffolding strategies that provide access to all learners Does not explain a specific strategy for teaching a key concept
Assessing Student Learning (TPE 2& 3)	<ul style="list-style-type: none"> Describes the way in which students are diagnosed before instruction, assessed during instruction, evaluated at the end of instruction, and how assessment products guide instruction. (Refers to formative and summative measures) 	<ul style="list-style-type: none"> Describes the way in which students are diagnosed before instruction, assessed during instruction, evaluated at the end of instruction, and how assessment products guide instruction. (Refers to formative and summative) 	<ul style="list-style-type: none"> Describes the way in which students are diagnosed before instruction, assessed during instruction, evaluated at the end of instruction, and how assessment products guide instruction. (Refers to either formative or summative measures) 	<ul style="list-style-type: none"> Omits a key component of the cycle of assessment: Diagnosis, assessment, evaluation, and feedback.
Engaging and Supporting Students in Learning (TPE 4, 5, 6A/B/C, 7)	<ul style="list-style-type: none"> Provides examples of three specific strategies to engage all students. Explains how to connect students' lives to schooling and how to connect students' experiences to the curriculum (Gives at least 3 examples) Explains how selected instructional strategies are developmentally appropriate for students (Gives at least 3 examples) Describes techniques used to make instruction comprehensible, explicit, and grade-content appropriate for English Learners (provides three examples) 	<ul style="list-style-type: none"> Provides examples of two specific strategies to engage all students. Explains how to connect students' lives to schooling and how to connect students' experiences to the curriculum (Gives at least 2 examples) Explains how selected instructional strategies are developmentally appropriate for students (Gives at least 2 examples) Describes techniques used to make instruction comprehensible, explicit, and grade-content appropriate for English Learners (provides two examples) 	<ul style="list-style-type: none"> Provides examples of one specific strategy to engage all students. Explains how to connect students' lives to schooling and how to connect students' experiences to the curriculum (No specific examples) Explains how selected instructional strategies are developmentally appropriate for students (No specific examples) Describes techniques used to make instruction comprehensible, explicit, and grade-content appropriate for English Learners (No specific examples) 	<ul style="list-style-type: none"> Does not provide examples of any strategy to engage all students. Does not explain how to connect students' lives to schooling and how to connect students' experiences to the curriculum Does not explain how selected instructional strategies are developmentally appropriate for students Does not describes techniques used to make instruction comprehensible, explicit, and grade-content appropriate for English Learners

Planning Instruction and Designing Learning Experiences for all Students (TPE 8 & 9)	<ul style="list-style-type: none"> Explains the choices made to organize content and design instruction. Explains and references the content standards, materials and references used and how goals and objectives were set. (References national and state standards) 	<ul style="list-style-type: none"> Explains the choices made to organize content and design instruction. References the content standards, materials and references used and how goals and objectives were set. (References state standards) 	<ul style="list-style-type: none"> Explains the choices made to organize content and design instruction. Uses goals and objectives but does not reference standards. 	<ul style="list-style-type: none"> Gives little explanation to the choices made to organize content and design instruction. Does not use goal and objectives. Does not reference standards
	<ul style="list-style-type: none"> Provides evidence of knowledge of a wide repertoire of teaching strategies to differentiate instruction. (At least 5 appropriate strategies are explained.) 	<ul style="list-style-type: none"> Provides evidence of knowledge of a wide repertoire of teaching strategies to differentiate instruction. (At least 3 appropriate strategies are explained) 	<ul style="list-style-type: none"> Provides evidence of limited repertoire of teaching strategies to differentiate instruction 	<ul style="list-style-type: none"> Does not provide evidence of a repertoire of teaching strategies to differentiate instruction.
Creating and Maintaining Effective Learning Environments (TPE 10&11)	<ul style="list-style-type: none"> Explains the process of establishing a physical environment that supports all students' learning: speaks to safety issues, access to texts & materials, room arrangement, student working conditions (References at least 5 key practices.) 	<ul style="list-style-type: none"> Explains the process of establishing a physical environment that supports all student learning: speaks to safety issues, access to texts & materials, room arrangement, student working conditions (References at least 3 key practices) 	<ul style="list-style-type: none"> Explains the process of establishing a physical environment that supports all student learning: speaks to safety issues, access to texts & materials, room arrangement, student working conditions (References at least 1 key practice) 	<ul style="list-style-type: none"> Omits key principles in the process of establishing a physical environment that supports all student learning: safety issues, access to texts & materials, room arrangement, student working conditions
	<ul style="list-style-type: none"> Reflects on the elements to establish an organized, just, and supportive learning environment: speaks to discipline rules, routines and procedures, equal access to learning, student autonomy and fairness. (References at least 5 key practices.) 	<ul style="list-style-type: none"> Reflects on the elements to establish an organized, just, and supportive learning environment: speaks to discipline rules, routines and procedures, equity to learning, and fairness. (References at least 3 key practices) 	<ul style="list-style-type: none"> Reflects on the elements to establish an organized, just, and supportive learning environment: speaks to discipline rules, routines and procedures, equity to learning, and fairness. (References at least 1 key practice) 	<ul style="list-style-type: none"> Omits key elements to establish an organized, just, and supportive learning environment: discipline rules, routines and procedures, equity to learning, and fairness.

Developing as a Professional Educator (TPE 12&13)	<ul style="list-style-type: none"> • Demonstrates growth as a professional educator by providing examples of interactions with parents, the community, colleagues, and membership in professional organizations 	<ul style="list-style-type: none"> • Demonstrates growth as a professional educator by providing examples of interactions with parents, and either the community or colleagues, and membership in a professional organization 	<ul style="list-style-type: none"> • Provides few examples of interactions with parents, the community, colleagues, and membership in professional organizations 	<ul style="list-style-type: none"> • Does not provide specific examples of interactions with parents, the community, colleagues, and membership in professional organizations.
	<ul style="list-style-type: none"> • Demonstrates growth as a professional educator by having a comprehensive plan for future development (which may include professional reading, teacher action research, workshop participation, curriculum planning, etc.) 	<ul style="list-style-type: none"> • Demonstrates growth as a professional educator by having a plan for future development 	<ul style="list-style-type: none"> • Provides a limited future professional development plan 	<ul style="list-style-type: none"> • Does not have a clear plan for future professional development.
Writing	<p>Writing is of professional quality—clear, fluid, and concise. Uses *‘‘people first language’’ consistently.</p>		<p>Writing is unclear, lacks fluidity, and/or is not concise. Uses *‘‘people first language’’ inconsistently or not at all.</p>	
	<p>Response is well organized and coherent, uses standard English, and follows rules of grammar, syntax, spelling, and punctuation.</p>		<p>Response is disorganized, lacks coherence, is not written in standard English, and/or contains mechanical errors (grammar, syntax, spelling, punctuation)</p>	
	<p>Citations in the text and reference section use APA editorial style appropriately.</p>		<p>Citations are minimal or missing, inconsistent, incorrectly cited, incorrectly formatted, or are not consistent with APA editorial style.</p>	

APPENDIX H
ELECTRONIC SUBMISSION PROCEDURES
(p. 115)

Portfolio Document Organization Scheme

	Type of Document	Submit To
Prerequisite Phase—All Students		
Student Observation	WP document (<i>pobs.doc</i>)	TED 402
Management Plan	WP document (<i>pmanage.doc</i>)	TED 411
Multicultural Autobiography	WP document (<i>pauto.doc</i>)	TED 415
PreFAST Reflective Essay	WP document (<i>pfast.doc</i>)	TED ASSESSOR
Multiple Subject—Student Teaching		
Phase One		
ELD Lesson Plan w/assessment	WP document (<i>1eld.doc</i>)	TED 407
Reading Lesson Plan	WP document (<i>1read.doc</i>)	TED 403
Mathematics Lesson Plan	WP document (<i>1math.doc</i>)	TED 410
Science Lesson Plan	WP document (<i>1sci.doc</i>)	TED 416
FAST Reflective Essay #1	WP document (<i>fast1.doc</i>)	TED ASSESSOR
Phase Two		
Work Sample Analysis: Writing in the Content Areas	WP doc (<i>2wca.doc</i>)	TED 404
Integrated Unit Plan w/ Videotape	WP doc/video (<i>2unit.doc/2unit.mov/2unit.gif</i>)	TED 412/444
SAST Reflective Essay	WP document (<i>sast.doc</i>)	TED ASSESSOR
Multiple Subject—University Intern		
Phase One		
ELD Lesson Plan w/assessment	WP document (<i>1eld.doc</i>)	TED 407
Reading Lesson Plan	WP document (<i>1read.doc</i>)	TED 403
FAST Reflective Essay #1	WP document (<i>fast1.doc</i>)	TED ASSESSOR
Phase Two		
Mathematics Lesson Plan	WP document (<i>2math.doc</i>)	TED 410
Science Lesson Plan	WP document (<i>2sci.doc</i>)	TED 416
Work Sample Analysis: Writing in the Content Areas	WP doc/scan (<i>2wca.doc/2</i>)	TED 404
FAST Reflective Essay #2	WP document (<i>fast2.doc</i>)	TED ASSESSOR
Phase Three		
Integrated Unit Plan w/ Videotape, Work Samples	WP doc/video (<i>3unit.doc/3unit.mov/3unit.gif</i>)	TED 412/444
SAST Reflective Essay	WP document (<i>sast.doc</i>)	TED ASSESSOR
Single Subject—Student Teaching		
Phase One		
Work Sample Analysis: Reading/Writing in the Content Areas	WP doc/scan (<i>1wca.doc/1wca.gif</i>)	TED 406
SDAIE Lesson Plan	WP document (<i>1sdaie.doc</i>)	TED 407
Credential Subject Plan	WP document (<i>1subj.doc</i>)	TED 467
FAST Reflective Essay #1	WP document (<i>fast1.doc</i>)	TED ADVISOR
Phase Two		
Integrated Unit Plan w/ Videotape, Work Samples	WP doc/video (<i>2unit.doc/2unit.mov/2unit.gif</i>)	TED 468
SAST Reflective Essay	WP document (<i>sast.doc</i>)	TED ADVISOR
Single Subject—University Intern		
Phase One		
Work Sample Analysis: Reading/Writing in the Content Areas	WP doc/scan (<i>1wca.doc/1wca.gif</i>)	TED 406
SDAIE Lesson Plan	WP document (<i>1sdaie.doc</i>)	TED 407
Credential Subject Plan	WP document (<i>1subj.doc</i>)	TED 467
FAST Reflective Essay #1	WP document (<i>fast1.doc</i>)	TED ADVISOR
Phase Two		
Unit Plan w/ Videotape, Work Samples	WP doc/video (<i>2unit.doc/2unit.mov/2unit.gif</i>)	TED 468
FAST Reflective Essay #2	WP document (<i>fast2.doc</i>)	TED ASSESSOR
Phase Three		
Unit Plan w/ Videotape, Work Samples	WP doc/video (<i>3unit.doc/3unit.mov/3unit.gif</i>)	TED 469
SAST Essay	WP document (<i>sast.doc</i>)	TED ASSESSOR

APPENDIX I
DESCRIPTION OF TEACHING INDEX
(DOTI FORMS)

(pp. 117-123)

Description of Teaching Index (DOTI^e)

Candidate Name: _____	Field Experience Phase: 1 2 3	Visit # _____
Circle selected TPEs to be assessed: 1 A-B-C 2 3 4 5 6 A-B-C 7 8 9 10 11 12 13		
Performance task(s) to be assessed (see TPAS chart in TED Handbook):		
Evidence to be documented at observation (check appropriate items):	TPE 's	
Assessment		
<input type="checkbox"/> Formal Assessment: state/district standardized test, curriculum-based test (norm referenced). Teacher made objective test, short-answer test, essay, authentic product, performance (criterion referenced)	1,2,3,8	
<input type="checkbox"/> Informal Assessment: learning logs quick-writes, anticipation-reaction guides, oral questions (criterion referenced)	1,2,3,8	
<input type="checkbox"/> Diagnosis & evaluation data from assessments	1,2,3,7,8	
<input type="checkbox"/> Assessment records: legal grade book, teacher computer recording system, student files	3,8	
Curriculum Plans		
<input type="checkbox"/> Lesson plan: single or multi-day plan (referenced to California content standards)	1,3,4,5,6,7,8,9	
<input type="checkbox"/> Unit plan: approximately 2 to 6 weeks (referenced to California content standards)	1,3,4,5,6,7,8,9	
<input type="checkbox"/> Long/short range goals & objectives: syllabus, daily agenda, bulletin board, parent communication	1,3,5,6,8,9,11	
Classroom Management Plan & Classroom Environment		
<input type="checkbox"/> Rules, routines, procedures, discipline plan, schedules, grouping, student seating placement	6,8,9,10,11	
<input type="checkbox"/> Diagram of classroom: desks, learning centers, resource centers, bulletin boards, storage	10,11	
<input type="checkbox"/> Learning materials meeting student needs	1,2,3,4,6,7,9	
Student Work/Records		
<input type="checkbox"/> Portfolios, work samples, reflective journals, products	2,3,6,9	
Parent Communication Records		
<input type="checkbox"/> Letters, telephone logs, newsletters, signed notices of academic and behavioral expectations, e-mails	5,8,9,11	
Professional Development Growth and Obligations		
<input type="checkbox"/> Reflective Journal for Field Experience	12,13	
Focus for Assessment Observation (see DOTI Part IIIA-Recommendations Section):		
Next Assessment Observation: Date ___/___/___ Time _____		

Description of Teaching Index (DOTI®)

Candidate Name: _____	Field Experience Phase: 1 2 3 R- 1 2 3 Visit # _____
Observation Script & TPE Indicator Codes/Ratings	Reflective Conversation Notes
Circle selected TPEs to be observed: 1 A-B C 2 3 4 5 6 A-B C 7 8 9 10 11 12 13	

Signatures: Candidate _____ Observer _____ Date _____

Description of Teaching Index (DOTI®) Part IIIA-TPE Rating Form

Formative Assessment

Candidate Name: _____ St Tchng / Intern MS / SS Field Experience Phase: 1 2 3 Term: Fall Spring Summer Year: _____

# Rating Scale: 1=Belownovice practice-Application of TPE is not evident 2=Novice practice-Application of TPE is occasionally appropriate 3=Proficient practice-Application of TPE is usually appropriate 4=Emerging expert practice-Application of TPE is consistently appropriate	Date			Final Rating	Recommendations Based on Indicator Ratings
	Visit 1 Date	Visit 2 Date	Visit 3 Date		Visit #1
TPE #1A/B - Specific Pedagogical Skills for Multiple/Single Subject Matter Instruction	TPE Ratings			Final Rating	Visit #1
In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students in the following 1-4 (Single Subject candidates are rated in their authorized credential subjects):					Visit #2
1. Language Arts (listening, speaking, reading, writing, and language conventions).					Visit #3
2. Mathematics (basic mathematical computation, concepts, symbols, and graphic representations to solve novel and real world problems from multiple perspectives).					Visit #3
3. Science (concepts, investigations, experimentation, and a balanced focus between scientific inquiry and information).					Visit #3
4. History/Social Science (analytical thinking skills and demonstration of insights into historical periods and cultures from multiple perspectives).					Visit #3
TPE #2 Monitoring Student Learning During Instruction - Assess and monitor student learning through questioning, writing samples, and other student work product.					Visit #3
TPE #3 Interpretation and Use of Assessment - Interpret and use multiple formative and summative assessment measures to monitor student progress and to plan instruction.					Visit #3
TPE #4 Making Content Accessible - Incorporate instructional strategies to make California Content Standards accessible to all students.				Visit #3	
TPE #5 Student Engagement - Ensure active and equitable participation of all students by communicating instructional objectives, making instruction relevant, and monitoring student progress.				Visit #3	

Candidate Initials: _____ Observer Signature: _____

(Circle One): Supervisor / Master Teacher

Description of Teaching Index (DOTI®) Part IIIA-TPE Rating Form

Formative Assessment							
Candidate Name:	St Tchng / Intern	MS / SS	Field Experience Phase: 1 2 3			Term: Fall Spring Summer	Year:
# Rating Scale: 1=Below novice practice-Application of TPE is not evident 2=Novice practice-Application of TPE is occasionally appropriate 3=Proficient practice-Application of TPE is usually appropriate 4=Emerging expert practice-Application of TPE is consistently appropriate	Date			Final Rating	Recommendations Based on Indicator Ratings		
	Visit 1 Date	Visit 2 Date	Visit 3 Date		Visit #1		
	TPE Rating Scale #						
TPE #6A,B,C Developmentally Appropriate Teaching Practice - Provide developmentally appropriate instruction and incorporate management strategies for all students.					Visit #2		
TPE #7 Teaching English Learners - Implement comprehensive instruction by using pedagogical theories and appropriate instructional practices for English Language Learners.							
TPE #8 Learning About Students - Use multiple sources of information to design instruction for all students.							
TPE #9 Instructional Planning - Plan and implement comprehensive instruction in accordance with state adopted academic content standards and Demonstrate the ability to differentiate instruction in accordance with student's needs.							
TPE #10 Instructional Time - Maximize instructional time efficiently by establishing procedures for routine tasks and transitions, adjusting time as needed.							
TPE #11 Social Environment - Establish and maintains a positive social environment with respect, caring, and fairness to maximize academic achievement as well as a classroom management plan with clear expectations for academic and social behavior.					Visit #3		
TPE #12 Professional, Legal, and Ethical Obligations - Implement federal, state, and district mandates regarding fair and equitable treatment of all students.							
TPE #13 Professional Growth - Improve practice through reflection on feedback regarding planning, teaching, and subject matter knowledge.							
Average final ratings scores from page 1 and 2 and enter that average here: →				<input style="width: 30px; height: 20px;" type="text"/>			
Candidate Initials: _____		Observer Signature: _____			(Circle One): Supervisor / Master Teacher		

Description of Teaching Index (DOTI©) Part IIIB-Summative Assessment (SAST) TPE Rating Form		
Assessor: _____	Date: ___/___/___	
Candidate Name: _____	Program: MS/SS Term: Fall Spring Summer Year: _____	
<p>Directions for Assessors: Enter correct information at top of this rating form. At the end of each summative event (Classroom Visit, Videotaped Lesson, and Reflective Essay), enter the holistically derived score (1, 2, 3, or 4) for each TPE in the corresponding event column. After all TPE scores have been entered for the Videotaped Lesson and Reflective Essay, average the TPE scores and enter that average rating at the bottom of each column. The Classroom Visit TPE ratings are not averaged and are not included in the final grade. In order to receive a grade of credit (CR), each final averaged rating for the Videotaped Lesson and Reflective Essay, must be at least 3.</p> <p>Proficiency Rating Scale: 1=Below novice practice - Application of TPE is not evident 2=Novice practice - Application of TPE is occasionally appropriate 3=Proficient practice - Application of TPE is usually appropriate 4=Emerging expert practice - Application of TPE is consistently appropriate</p>	Videotaped Lesson Evidence	Reflective Essay Evidence
TPE# 1A Multiple Subject Candidates are rated on an integrated lesson that incorporates Social Science and one of the following: Language Arts, Mathematics, Science. In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students.		
TPE# 1B Single Subject Candidates are rated in their authorized credential subjects. In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students.		
TPE #2 Monitoring Student Learning During Instruction. Assess and monitor student learning through questioning, writing samples, and other student work product.		
TPE #3 Interpretation and Use of Assessment. Interpret and use multiple formative and summative assessment measures to monitor student progress and to plan instruction.		
TPE #4 Making Content Accessible. Incorporate instructional strategies to make California Content Standards accessible to all students.		
TPE #5 Student Engagement. Ensure active and equitable participation of all students by communicating instructional objectives, making instruction relevant, and monitoring student progress.		
TPE #6A, B, C Developmentally Appropriate Teaching Practice. Provide developmentally appropriate instruction and incorporate management strategies for all students.		
TPE #7 Teaching English Learners. Implement comprehensive instruction by using pedagogical theories and appropriate instructional practices for English Language Learners.		
TPE #8 Learning About Students. Use multiple sources of information to design instruction for all students.		
TPE #9 Instructional Planning. Plan and implement comprehensive instruction in accordance with state adopted academic content standards. Demonstrate ability to differentiate instruction in accordance with student's needs.		
TPE #10 Instructional Time. Maximize instructional time efficiently by establishing procedures for routine tasks and transitions, adjusting time as needed.		
TPE #11 Social Environment. Establish and maintains a positive social environment with respect, caring, and fairness to maximize academic achievement as well as a classroom management plan with clear expectations for academic and social behavior.		
TPE #12 Professional, Legal, and Ethical Obligations. Implement federal, state, and district mandates regarding fair and equitable treatment of all students.		
TPE #13 Professional Growth. Improve practice through reflection on feedback regarding planning, teaching, and subject matter knowledge.		
	Enter average of TPE ratings for each column →	
Enter final summative assessment course grade (CR/NC) _____		

Description of Teaching Index (DOTI®) Part IIIB-Summative Assessment (SAST) TPE Rating Form

Assessor: _____ **Date:** ___/___/___

Candidate Name: _____ Program: MS / SS Term: Fall Spring Summer Year: _____

Directions for Assessors: Enter correct information at top of this rating form. At the end of each summative event (Videotaped Lesson, and Reflective Essay), enter the holistically derived score (1, 2, 3, or 4) for each TPE in the corresponding event column. After all TPE scores have been entered for the Videotaped Lesson and Reflective Essay, average the TPE scores and enter that average rating at the bottom of each column. In order to receive a grade of credit (CR), each final averaged rating for the Videotaped Lesson and Reflective Essay, must be at least 3.

Proficiency Rating Scale:
 1=Below novice practice - Application of TPE is not evident
 2=Novice practice - Application of TPE is occasionally appropriate
 3=Proficient practice - Application of TPE is usually appropriate
 4=Emerging expert practice - Application of TPE is consistently appropriate

	Classroom Visitation Evidence	Videotaped Lesson Evidence	Reflective Essay Evidence
TPE# 1A Multiple Subject Candidates are rated on an integrated lesson that incorporates Social Science and one of the following: Language Arts, Mathematics, Science. In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students.			
TPE# 1B Single Subject Candidates are rated in their authorized credential subjects. In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students.			
TPE #2 Monitoring Student Learning During Instruction. Assess and monitor student learning through questioning, writing samples, and other student work product.			
TPE #3 Interpretation and Use of Assessment. Interpret and use multiple formative and summative assessment measures to monitor student progress and to plan instruction.			
TPE #4 Making Content Accessible. Incorporate instructional strategies to make California Content Standards accessible to all students.			
TPE #5 Student Engagement. Ensure active and equitable participation of all students by communicating instructional objectives, making instruction relevant, and monitoring student progress.			
TPE #6A,B,C Developmentally Appropriate Teaching Practice. Provide developmentally appropriate instruction and incorporate management strategies for all students.			
TPE #7 Teaching English Learners. Implement comprehensive instruction by using pedagogical theories and appropriate instructional practices for English Language Learners.			
TPE #8 Learning About Students. Use multiple sources of information to design instruction for all students.			
TPE #9 Instructional Planning. Plan and implement comprehensive instruction in accordance with state adopted academic content standards. Demonstrate ability to differentiate instruction in accordance with student's needs.			
TPE #10 Instructional Time. Maximize instructional time efficiently by establishing procedures for routine tasks and transitions, adjusting time as needed.			
TPE #11 Social Environment. Establish and maintains a positive social environment with respect, caring, and fairness to maximize academic achievement as well as a classroom management plan with clear expectations for academic and social behavior.			
TPE #12 Professional, Legal, and Ethical Obligations. Implement federal, state, and district mandates regarding fair and equitable treatment of all students.			
TPE #13 Professional Growth. Improve practice through reflection on feedback regarding planning, teaching, and subject matter knowledge.			

Enter average of TPE ratings for each column →

Enter final summative assessment course grade (CR/NC) _____