

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**

Revised 1/18/07 for MS and SS candidates entering the TED programs in Spring 2007.

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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 (CSUDH). 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.

The TED consists of three main programs, Multiple Subject, Single Subject, and Special Education (SPED). This TED handbook is designated for the Multiple and Single Subject programs. Students who are interested in the SPED program may obtain information online at <http://www.csudh.edu/coe/ted/sped.htm>.

The CSUDH TED 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 programs) at district centers, and the Integrated Option 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: Multiple Subject Program and Single Subject Program. Each program contains 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 Integrated Option is an accelerated route to teacher credentialing for undergraduate juniors pursuing careers in elementary school education. The Option combines the Liberal Studies Degree with the Multiple Subject Credential. Students can complete the Option in five semesters, after completing the 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 and lower division liberal studies prerequisite courses. 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 #540.

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 three phases: Phase 1 consists primarily of theory-based courses; Phases 2 and 3 consist primarily of methods and fieldwork courses; also, Phase 3 contains a summative assessment task. In the Student Teaching Option, there are three phases: Phase 1 consists primarily of theory-based courses; Phases 2 and 3 consist primarily of methods and fieldwork courses; Phase 2 also contains a Teaching Practices Seminar and Phase 3 also contains a supervised student teaching experience and a summative assessment task. The differences between the Student Teaching and University Intern Options include: course sequence and type and number of supervised field experiences. 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
(47 units)

Phase One (11 Units)			Phase Two (16 Units)			Phase Three (15 Units)		
Course #	Course Title	Units	Course #	Course Title	Units	Course #	Course Title	Units
TED 400	Seminar: Introduction to Education*	2	TED 403	Elementary Reading/Language Arts I	3	TED 404	Elementary Reading/Language Arts II	3
TED 402	Educational Psychology	3	TED 415	Multicultural Education: Urban Context+	3	TED 412	Elementary Social Studies Methods	2
TED 411	Classroom Management	2	TED 410	Elementary Mathematics Methods	3	TED 416	Elementary Science Methods	2
TED 407	Language Learning	3	TED 445.01	Fieldwork I: Elementary Interns	6	TED 445.02	Fieldwork II: Elementary Interns	6
TED 420	Computer Literacy for Teachers**	1	TED 446	Introduction to Internship: MS	1	TED 448	Teaching Event: Elementary	2
The courses below may be taken in any Phase:								
TED 408	Visual and Performing Arts ***	2						
KIN 425	Physical Education: Elem. Schools***	3						

* 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; for all candidates, may be met by examination after enrolling in TED 420

*** Not required for CSUDH Liberal Studies Majors

+ TED 415 may be taken in Phase One or Phase Two

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

Phase One (11 Units)			Phase Two (16 Units)			Phase Three (11 Units)		
Course #	Course Title	Units	Course #	Course Title	Units	Course #	Course Title	Units
TED 400	Seminar: Introduction to Education	2	TED 406	Teaching Secondary Reading	3	TED 465.02	Fieldwork II: Secondary Interns	6
TED 402	Educational Psychology	3	TED 415	Multicultural Education: Urban Context+	3	TED 468	Secondary Teaching Methods II	3
TED 411	Classroom Management	2	TED 465.01	Fieldwork I: Secondary Interns	6	TED 488	Teaching Event: Secondary	2
TED 407	Language Learning	3	TED 466	Introduction to Internship: SS	1			
TED 420	Computer Literacy for Teachers*	1	TED 467	Secondary Teaching Methods I	3			
The course below may be taken in any Phase:								
TED 460	Healthy Environments: Secondary	1						

* May be met by examination after enrolling in TED 420

+ TED 415 may be taken in Phase One or Phase Two

Curriculum Design
Multiple Subject Program--Student Teaching Option
(49/46 units)

Phase One (11 Units)			Phase Two (14 Units)			Phase Three (19/16 Units)		
Course #	Course Title	Units	Course #	Course Title	Units	Course #	Course Title	Units
TED 400	Seminar: Introduction to Education*	2	TED 403	Elementary Reading/Language Arts I	3	TED 404	Elementary Reading/Language Arts II	3
TED 402	Educational Psychology	3	TED 415	Multicultural Education: Urban Context+	3	TED 412	Elementary Social Studies Methods	2
TED 411	Classroom Management	2	TED 410	Elementary Mathematics Methods	3	TED 435s	Student Teaching (or 437s below)	12
TED 407	Language Learning	3	TED 416	Elementary Science Methods	2	TED 437s	Student Teaching (Integrated only)	9
TED 420	Computer Literacy for Teachers**	1	TED 433	Teaching Practices Seminar: MS	3	TED 448	Teaching Event: Elementary	2
The courses below may be taken in any Phase:								
TED 408	Visual and Performing Arts ***	2						
KIN 425	Physical Education: Elem. Schools***	3						

* 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; for all candidates, may be met by examination after enrolling in TED 420

*** Not required for CSUDH Liberal Studies Majors

+ TED 415 may be taken in Phase One or Phase Two

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

Phase One (11 Units)			Phase Two (12 Units)			Phase Three (17 Units)		
Course #	Course Title	Units	Course #	Course Title	Units	Course #	Course Title	Units
TED 400	Seminar: Introduction to Education	2	TED 406	Teaching Secondary Reading	3	TED 455s	Student Teaching: SS	12
TED 402	Educational Psychology	3	TED 415	Multicultural Education: Urban Context+	3	TED 468	Secondary Teaching Methods II	3
TED 411	Classroom Management	2	TED 453	Teaching Practices Seminar: SS	3	TED 488	Teaching Event: Secondary	2
TED 407	Language Learning	3	TED 467	Secondary Teaching Methods I	3			
TED 420	Computer Literacy for Teachers*	1						
The course below may be taken in any Phase:								
TED 460	Healthy Environments: Secondary	1						

* May be met by examination after enrolling in TED 420

+ TED 415 may be taken in Phase One or Phase Two

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 (@ TED website)
- 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 an advisor prior to course registration in all Phases
- 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
- Courses may be repeated only once (see CSUDH University Catalog)
- 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: one semester
- University Intern Option: two 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
- 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. 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 (see Section VIII E for additional procedures).

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. Course Instructor**
- Provide instruction on designated TPE and PACT-related topics
 - Assign and explain TPE and PACT-related signature assignments for selected courses
 - Assessment of signature assignment
 - Course-related advising
 - Assign course grade
- e. 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 H p. 85) at the end of each supervised field experience phase and submission to program coordinator
- f. Advisor**
- Provides program advising for candidates
 - Lifts advising hold
- g. Assessor**
- Assessment of summative Teaching Event
 - Maintain an electronic record of assessor's feedback
- 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 H p. 85) 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 the 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 = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- 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.
- d. Requirements are described on the TED preliminary program application.
- e. NOTE: Include official (sealed) transcripts.

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 510). **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.
- 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 must apply to the University Intern Option for a change of program 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) 243-2000 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 and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- 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).
 - Sealed official transcripts from all colleges and universities with degree posted (Toro-web copy unacceptable).
 - Copy of *CBEST* or original, *SAT*, *ACT*, or *GRE 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 subject matter equivalency 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 from the district office. School district must be located within CSUDH service area and have an intern agreement with the university.
 - Copy of Certificate of Clearance (form available at the Student Services Center), or emergency permit, or substitute permit, or pre-intern certificate (live-scan available at California State University Police: <http://www.csudh.edu/dhpd/>).
 - 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). Verification not required if BA received from any CSU campus. For detailed information re: the *U. S. Constitution Examination*, see section II D.
 - 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 \$50.00 payable to CSUDH (fee subject to change).

3. Multiple/Single Subject - Student Teaching Option

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- 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 (Toro-web copy unacceptable).
- Copy of *CBEST* or original, *SAT*, *ACT*, or *GRE 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 subject matter equivalency 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), or emergency permit, or substitute permit, or pre-intern certificate (live-scan available at California State University Police <http://www.csudh.edu/dhpd/>).
- 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). Verification not required if BA received from any CSU campus. 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 \$50.00 payable to CSUDH (fee subject to change).

4. Pre-Teaching Multiple/Single Subject –Student Teaching Option Only

The Pre-Teaching Program is designed to provide support for students who plan to enter the Single Subject Credential Program, but have not yet passed CSET. This is a one-semester program that includes both subject matter preparation and credential coursework.

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Admission Requirements:
 - Application to the university, with official transcripts and \$55.00 fee
 - Application to the Multiple/Single Subject Pre-Teaching Programs*, including
 - Copy of *CBEST* or original *SAT*, *ACT*, or *GRE Passing Status* card and score report transcript
 - Overall minimum GPA of 2.67 or 2.75 in last 60 units.
 - Copy of transcripts from all colleges and universities with degree posted (Toro-web copy unacceptable).
 - Certificate of Clearance, emergency or substitute permit, or pre-intern certificate
 - TB test results
 - CSET scores**
 - Evidence of having met U. S. Constitution requirement
 - \$50.00 fee

*Please see the program application for a complete list of requirements.

** If your scores are not available before the application deadline, please submit a copy of your test registration form.

c. Program:

- Enrollment in the following credential courses
 - TED 400*** Seminar: Introduction to Education
 - TED 411 Classroom Management
 - TED 402 Educational Psychology
 - TED 415 Multicultural Education
 - TED 420 Computer Literacy for Teachers
 - **Note:** The following courses may be taken during any of the three phases:
 - TED 460 Healthy Environments: Secondary–Single Subject only
 - TED 408*** Visual and Performing Arts–Multiple Subject only
 - KIN 425*** Physical Education in Elementary schools

*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

- After successfully completing the Pre-Teaching Program, AND passing the CSET, you will automatically be accepted into the Multiple/Single Subject Credential Programs.

5. 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 first semester prior to graduation.
- b. Prior to early admission the application process includes the following:
 - The admission procedures stated above in #3 (exceptions: (a) degree posted on transcript and application for University Graduate Admission are not required until graduation, and (b) students in the Integrated Option program need passing CSET scores prior to entering Student Teaching).

6. Non-Public School

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- 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 one semester 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 two 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 I 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 or Student Teaching.

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 350 or 351 (Hispanic 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 \$20.00. The Foreign Language Department accepts cash only. The website for the State BCLAD is <http://www.ctel.nesinc.com>. You may also check the TED website under the BCLAD information tab for any updates to general info or testing schedule. For questions, please call (310) 243-1025.

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 \$20.00: checks and/or money orders only.

Items verifying competence in Oral Spanish, Written Spanish, and Spanish Culture need to be submitted to the 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 Competencies must be met before the candidate enters Phase 2 of the Credential Program. (Candidates who do not meet these requirements prior to Phase 2 may continue in the program, but will no longer be considered Bilingual Emphasis candidates).

The Multiple Subject Bilingual Emphasis candidate must take the Bilingual Emphasis sections of TED 403 and TED 404. The Single Subject Spanish Bilingual Emphasis candidate must take the Bilingual Emphasis section of TED 406.

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 2 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 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). Verification not required if the BA was received from any CSU campus.

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). Verification not required if BA received from any CSU campus.

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 two weeks in advance of the desired examination date) by contacting the Political Science Department at (310) 243-3444. 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 will be notified of the results via email or phone within 3 days of the examination date. Candidates who pass the examination will be sent a letter stating that they have met the requirement.

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. 35). Non-public school candidates use the Non-Public School Checklist in their packet to track their progress. 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 before the first class date. 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-1408. 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 3 of the program. Preparation course schedules may be obtained at the Literacy Center. To register for the preparation course, candidates register at Extended Education. 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). Complete services and information, including the RICA Registration Bulletin are posted on the RICA Web site <http://www.rica.nesinc.com>. Information may be updated during the program year, so candidates are advised to refer to the Web site for the most current information. Candidates who wish to register by mail can now order a scannable RICA Registration Form on the Web.

D. Preliminary Credential Application

The California Commission on Teacher Credentialing (CCTC) has implemented an online processing system that will allow the Commission to grant credentials significantly faster than the paper-based application process. For complete online application instructions, candidates may pick up an *Online Credential Submission Request Process* form from the credential analysts office located in the Student Services Center (Small College Complex [SCC], Building 5, Room 510).

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, consult the TED Website at <http://www.csudh.edu/coe/> and click on [Teacher Education](#).

B. Advisor

The advisor is responsible for providing support and monitoring candidates' progress (i.e., lift advising hold each semester). Candidates are expected to make an appointment to see an advisor in the TED office or contact a faculty member directly 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 - 6:00pm and Friday 8:00am - 5:00pm (Summer 8:00am-12:00pm). Student Services Center personnel may be reached at (310) 243-2791.

1. General Information

Information Specialists are available to assist candidates with the following:

- Admission and registration deadlines
- Orientation schedule

- Processing forms: applications, course substitution
- Advisement procedures (pre-admissions advisement)
- 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
- Documents in candidate's TED File
- Change of address, name, and program forms
- Foreign transcript analysis procedures
- 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 for walk-in advising Tuesday-Thursday 3:30pm-4:30pm. Credential personnel may be reached at (310) 243-3353 Monday-Thursday from 8-6pm and Fridays from 8-5pm. Credential analysts assist with the following:

- Transfer from out of state/country
- Change in credential option/program
- Credential request 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, including updates to this handbook. 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. 40) 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

Each of 13 TPEs below contains detailed elements that guide instruction and assessment (see Appendix C p. 45 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.

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</i> in a Multiple Subject Assignment
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Mathematics</i> in a Multiple Subject Assignment
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Science</i> in a Multiple Subject Assignment
	1A. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching History-Social Science</i> in a Multiple Subject Assignment
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching English-Language Arts</i> in a Single Subject Assignment
	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

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 a CD.

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. TPE 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 *TPE Performance Tasks Guidelines* for each program option can be found in Appendix D p. 50 and should be used by the candidate to prepare for the field observations. 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 to rate candidates' performance of the tasks are found in Appendix E p. 61. 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 Seminar for each program option. The Signature Assignments in selected courses form the basis for these tasks.

VI. SUPERVISED FIELD EXPERIENCE - FORMATIVE ASSESSMENT

A. Overview of Procedures and Sequence

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. The supervised field experience consists of courses taken *after Phase 1* 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. 40).** 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 2 semesters of supervised field experience in Phase 2 and Phase 3 in their K-12 classrooms.
- Complete the program in 1 ½ years if they take the maximum course load allowed during supervised field experience.

2. Student Teachers

- Complete a minimum of 1 semester of Student Teaching Practices Seminar in Phase 2.
 - Multiple Subject: Phase 2 consists of observation and participation in lower and/or upper elementary grades.
 - Single Subject: Phase 2 consists of observations and participation in middle and/or high school.
- Complete a minimum of 1 semester of supervised student teaching in a master teacher's classroom in Phase 3.
 - Multiple Subject: Phase 3 consists of one full semester of student teaching. It includes full-time student teaching (5 days a week) in a lower elementary classroom AND full-time student teaching (5 days a week) in an upper elementary classroom.
 - Single Subject: Phase 3 consists of one full semester of student teaching. It includes full-time student teaching (5 days a week) in a middle school classroom AND full-time student teaching (5 days a week) in a high school classroom.

3. Non-Public School Candidates

- In addition to early fieldwork, non-public school candidates complete one semester 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 in a public school.

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 observations of candidates performance (assigned by Fieldwork Coordinator)
- Provide support and feedback
- Review candidate's lesson plan and related material prior to or at each classroom visit
- Review candidate's field experience journal at time of classroom visit
- Assess candidate's performance during field experience using the DOTI forms
 - Conduct three formal assessment observations using the university DOTI forms (each formal assessment consists of a pre-observation consultation, a formative observation/reflective conversation, and a post-observation conference)
- Maintain a file for each candidate containing all field assessment documents:
 - Assessment/observation documents/lesson plan (see DOTI forms explanation below)
 - ASTP form
 - BCLAD competencies assessment (if candidate is BCLAD)
 - Supervisor program evaluation (survey)
- Provide copies of completed assessment forms to candidate
- Assign candidate's field experience course grade
- Letter of recommendation

NOTE: Student Teaching Option only

- 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 that contains all assessment information (listed above) and the following items:
 - Master Teacher Information Form
 - Student Teacher Information Form
 - Bulletin Board Form
 - Parent Conference Form
 - Supervisor recommendation letter for candidate on university letter head
 - Master teacher recommendation letter for candidate on school site letter head
 - LAUSD Form (if applicable)

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:
 - LAUSD Checklist
 - A letter of recommendation on school site letterhead
 - Master Teacher Program Evaluation
 - Sign the ASTP form

4. Assessor

- Conduct a summative assessment (Teaching Event) completed in the last phase of the program.

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, coordinator, 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
- Adhere to all school district requirements (see Section VIII E). If a candidate is dismissed by a school district during the field experience, a grade of No Credit for the course may result.

NOTE 1: All candidates must meet TPEs at the required proficiency rating (see Section VIII E 6). Candidates who do not meet these ratings after the second formal observation (see C 1 below) will be placed on a contract that outlines specific TPEs that need to be met within a specific timeframe (see Appendix F p. 78)

NOTE 2: 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 or assignment and remain at school until a half hour after the closing of the school day or assignment

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. 40) 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 8 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 Phase 2 and 3 for a total of 2 observations
- Minimum of 3 formal assessment observations by the university supervisor in Phase 2 and 3, for a total of 6 observations

NOTE: Supervisors may conduct 2 additional non-assessment observations

2. Multiple/Single Subject - Student Teaching Option

Formal assessment observations--total of 5 formative assessment observations by program completion:

- Minimum of 3 formative assessment observations by the supervisor and master teacher concurrently in the First Field Experience (first half of the semester) in Phase 3
- Minimum of 2 formative assessment observations by the university supervisor and master teacher concurrently in the Second Field Experience (second half of the semester) in Phase 3

NOTE: Supervisors may conduct additional non-assessment observations

3. BCLAD Emphasis

In order to meet the BCLAD competencies, BCLAD candidates will have one additional formal observation of an EDL lesson, This will be in effect until the new BCLAD regulations are established by CCTC.

D. Supervised Field Observation Assessment Documents

1. Description of Teaching Index (DOTI)

The DOTI is a three-part document used by the **observer (university supervisor or master teacher)**. All **DOTI** Forms I through III can be found in Appendix G p. 80. Each of the three parts is sequential and interrelated. Each page has an original and one copy as

follows: *white* = university file, *yellow* = 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 III 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 III-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; and
- Phase—1, 2, & 3.

E. Formative 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 2). 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 III-(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 III; 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 elements 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 III.

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 III, and includes the following steps:

- 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 elements cannot be obtained from the observation, observer informs candidate of additional evidence sources required (refer to the completed DOTI Part I sheet during conference).
- 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 III). **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.
- Observer** and **candidate** record a mutually convenient time and date for the next assessment observation at the bottom of the DOTI Part I form.
- Observer** and **candidate** record signatures and date at the bottom of the DOTI Part I form.

4. Formative 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:

- Candidate** provides **observer** with lesson plan at the beginning of the observation and makes related evidence accessible (previously checked (✓) on DOTI Part I).
- 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 III) 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 III, 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 is *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 & III) used in the assessment observation.
- b. On the DOTI Part III 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 III.
 - 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. 61; 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 III (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 III 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 III

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. Field Experience TPE Scores

At the end of each supervised field experience (at the end of Phase 2 and 3 for University Interns and at the end of the first and second field experience in Phase 3 for Student Teachers), the **university supervisor** assigns a final score on DOTI Part III for each TPE using the following steps:

- Review the visit ratings for each TPE and determine a holistic *Final Rating* based on the candidate's developmental progress.
- Repeat Step a. above, for all assessed TPEs.
- 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.
- On the bottom line of the form **candidate** enters initials and **observer** enters signature and circles either Supervisor or Master Teacher.

- e. Candidates must receive a final TPE rating of 2.50 for the first field experience (first half of the semester) and 2.75 for the second field experience (second half of the semester) with no TPE rating below “2”.

NOTE: Any candidate who does not meet the minimal rating for either the first or second field experience, will receive a grade of NO CREDIT for the course and will be referred to the program coordinator to discuss options.

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 III to the **Assessment Summary of Teaching Practice (ASTP)** form (see Appendix H p. 85). 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 for both the first and second field experiences in Phase 3.
- 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 for both the first field experience in Phase 2 and the second field experience in Phase 3.
- 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 - PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)

A. PACT Complete Teaching Event Overview

This final assessment (*Teaching Event*) will take place in the last semester of the TED credential program. Throughout the program, candidates learn how to prepare for this summative assessment described below. Task #1-a, is introduced and assigned in TED/LBS 400.

The Teaching Event (TE) is a summative capstone assessment, taking place at the end of the credential program that requires novice teachers to *plan* a series of integrated lessons, video tape their *instruction*, *assess* and analyze student work, and *reflect* on their teaching. Task #1 of the TE, **Context for Learning**, provides relevant information about the instructional context and the students as learners within the learning environment. The central focus of the **Context for Learning** includes four key factors that influence planning and teaching: Academic Development, Language Development, Social Development, and Socio-economic and Cultural Context. The TE objectives for this course focus on the demographics of the students, classroom, school, and surrounding community in which the four key factors influence learning and instructional decisions (TPE 8).

1. Task 1. Context for Learning

- a. Context for Learning Form
- b. Commentary on your instructional context

2. Task 2. Planning for Instruction and Assessment

- a. Overview of Plans for Learning Segment Form
- b. Instructional materials, e.g., class handouts, overheads, assessments, and formal assessments (including evaluation criteria) labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used

- c. Commentary explaining your thinking behind your instruction and assessment plans
- 3. Task 3. Instructing Students and Supporting Learning**
 - a. Video clip(s)
 - b. Video Label Form
 - c. Lesson plan for video clip(s)
 - d. Commentary explaining and analyzing the teaching and learning portrayed in the video
- 4. Task 4. Assessing Student Learning**
 - a. Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand
 - b. Evaluative criteria or rubrics used to assess student performance on the assessment
 - c. Commentary analyzing student learning and identifying next steps in instruction
- 5. Task 5. Reflecting on Teaching and Learning**
 - a. Daily reflections for each lesson taught within your learning segment
 - b. Commentary analyzing what you learned about your students and your teaching practice from teaching the learning segment and identifying changes you might make in your teaching practice based on this analysis

B. PACT Complete Teaching Event Description

1. Focus on Student Learning

In this Teaching Event, you will show the strategies you use to make mathematics accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs

2. Select a Learning Segment

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach mathematics to more than one class of students, focus on only one class. For the Teaching Event, you will **plan a learning segment of about one week (approximately 3-5 lessons)** that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content

3. Submit Teaching Artifacts and Analysis

You will submit an overview of your instruction and assessment plan, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event

4. Assessment of Your Teaching Event

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at

the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers. To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at www.pacttpa.org.

C. PACT Teaching Event Overview for Task #1: Context for Learning

Classroom Context Commentary (This commentary is a TED 411 course assignment.)

1. **Purpose :** The Context for Learning task (Task #1) is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' learning and the school environment
2. **Tasks**
 - a. Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop your students' conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.
 - b. Provide descriptive information about your instructional context and instructional resources.
 - c. Describe important features of your class that will affect your instructional decisions.
3. **Context Commentary - Write a commentary of about three single-spaced pages that addresses the following prompts**
 - a. Briefly describe the following:
 - Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
 - Kind of class you are teaching (e.g., third grade self-contained, sixth grade core math/science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
 - Degree of ability grouping or tracking, if any
 - b. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
 - **Academic development.** Consider prior student knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
 - **Language development.** Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages. (TPE 7, 8)
 - **Social development.** Consider factors such as the students' ability and experience in working independently and with others. (TPE 8)
 - **Socio-economic and cultural context.** Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources.
 - c. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

D. Performance Assessment for California Teachers (PACT). Task #1: Context for Learning - Information Form (This is a TED/LBS 400 assignment to be attached to the Early Field Documentation Signature Form). Directions: Provide the context information for the class you have selected to practice for the summative Teaching Event. **The form below is a TED/LBS 400 course assignment that is attached to the Early Field Documentation form**

1. The Subject Area/Course You are Teaching

a. How much time is devoted each day to mathematics instruction in your classroom?

2. The Students in Your Class

a. How many students are in the class you are documenting? _____

b. How many students in the class are: English learners _____ Proficient English speakers _____

c. How many students have Individualized Education Plans (IEPs) or 504 plans? _____

3. About the School Curriculum and Resources

a. Describe any specialized features of your classroom setting (e.g., bilingual, Structured English Immersion, team taught with a special education teacher).

b. If there is a particular textbook or instructional program you primarily use for mathematics instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)

c. What other major resources do you use for instruction in this class?

d. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., “a few” or “about 30.”

4. About the Community

a. Identify the ways in which the teacher and school communicate with parents

VIII. ADDITIONAL POLICIES AND PROCEDURES

A. Registration Holds

Prior to registration for each semester after Phase 1, 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 Student Services Center 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 as soon as possible. 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 as soon as possible. Candidates can obtain required forms at the Student Services Center.

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 = April 1; Spring re-entry = October 1; Summer Term= last Friday in March. NOTE: deadline dates are subject to change.

E. Unsatisfactory Field Experience

Candidates must adhere to all school district requirements. If a candidate is dismissed by a school district during the field experience, a grade of No Credit for the course may result. Candidates must receive a final TPE rating of 2.50 for the first field experience and 2.75 for the second field experience with no TPE rating below “2”. Any candidate who does not meet the minimal rating for either the first or second field experience will receive a grade of NO CREDIT for the course and will be referred to the program coordinator to discuss options.

In the event that a concern develops regarding the appropriate progress of the candidate by either the master teacher and/or university supervisor, a contract may be established that outlines specific TPE’s that need to be met within the desired timeline. Candidates who are placed on a contract must meet with the program coordinator. Additional strategies may include:

1. Observation of candidate by university supervisor followed by written observation and individual conference.
2. Conference between master teacher and/or university supervisor for concurrence.
3. Conference with candidates, university supervisor and coordinator to discuss contract.
4. Another university supervisor comes to observe if no credit is recommended.

Candidates who do not meet the terms of the contract must meet with the program coordinator to discuss options.

F. Work Stoppage

The following governs student teaching and intern field assignments during teacher strikes or work stoppages or other disruptions at public school sites: It will be the responsibility of each candidate to be in regular communication with his/her university supervisor to keep abreast of the situation. Student teachers, interns, and employees of the university are not to participate in the strike situation in any fashion as representatives of CSUDH. Should the strike situation continue for an extensive period of time, reassignment of candidates will be made as necessary to ensure that minimum State and university student teaching and university intern field experience requirements are met.. This policy would also apply if there were disruptions at a school site with a potential for violence involving issues other than employee-management relations.

G. 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.

H. 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.

I. Clear Credential

Individuals who complete a teacher preparation program and receive a five-year preliminary credential must earn a 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 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. 36-39)

**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 Basic Skills: *CBEST, SAT, ACT, or GRE* 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

Phase One		
<input type="checkbox"/> TED 400* <input type="checkbox"/> TED 402 <input type="checkbox"/> TED 407 <input type="checkbox"/> TED 411 <input type="checkbox"/> TED 420**	Seminar: Introduction to Education Educational Psychology Language Learning Classroom Management Computer Literacy for Teachers	2 units 3 units 2 units 3 units 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 Two		
<input type="checkbox"/> TED 403 <input type="checkbox"/> TED 410 <input type="checkbox"/> TED 415+ <input type="checkbox"/> TED 445.01 <input type="checkbox"/> TED 446	Elementary Reading/Language Arts I Elementary Mathematics Methods Multicultural Education: Urban Context Fieldwork I: Elementary Interns Introduction to Internship: MS	3 units 3 units 3 units 6 units 1 unit
Phase Three		
<input type="checkbox"/> TED 404 <input type="checkbox"/> TED 412 <input type="checkbox"/> TED 416 <input type="checkbox"/> TED 445.02 <input type="checkbox"/> TED 448	Elementary Reading/Language Arts II Elementary Social Studies Methods Elementary Science Methods Fieldwork II: Elementary Interns Teaching Event: Elementary	3 units 2 units 2 units 6 units 2 units
The courses below may be taken in any Phase:		
<input type="checkbox"/> TED 408*** <input type="checkbox"/> KIN 425***	Visual and Performing Arts Physical Education in Elementary Schools	2 units 3 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
 +TED 415 may be taken in either Phase One or Phase Two

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*.

Revised 1/18/07 for MS and SS candidates entering the TED programs in Spring 2007.

**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 Basic Skills: *CBEST, SAT, ACT, or GRE* Passed
- Verification of Subject Matter Competence (CSET 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

Phase One		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 407	Language Learning	2 units
<input type="checkbox"/> TED 411	Classroom Management	3 units
<input type="checkbox"/> TED 420**	Computer Literacy for Teachers	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 Two		
<input type="checkbox"/> TED 406	Teaching Secondary Reading	3 units
<input type="checkbox"/> TED 415+	Multicultural Education: Urban Context	3 units
<input type="checkbox"/> TED 465.01	Fieldwork I: Secondary Interns	6 units
<input type="checkbox"/> TED 466	Introduction to Internship	1 unit
<input type="checkbox"/> TED 467	Secondary Teaching Methods I	3 unit

Phase Three		
<input type="checkbox"/> TED 465.02	Fieldwork II: Secondary Interns	6 units
<input type="checkbox"/> TED 468	Secondary Methods II	3 units
<input type="checkbox"/> TED 488	Teaching Event: Secondary	2 units

The course below may be taken in any Phase:

<input type="checkbox"/> TED 460	Healthy Environments: Secondary	1 unit
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* All candidates must enroll in TED 420 and may meet course requirements by examination.

+TED 415 may be taken in either Phase One or Phase Two

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*.

Revised 1/18/07 for MS and SS candidates entering the TED programs in Spring 2007.

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

Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and Student Teaching Option
- 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 Basic Skills: *CBEST, SAT, ACT, or GRE* 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

Phase One		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 407	Language Learning	2 units
<input type="checkbox"/> TED 411	Classroom Management	3 units
<input type="checkbox"/> TED 420**	Computer Literacy for Teachers	1 unit
Approved Student Teaching Application prior to advancement to Phase One Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only)		
Phase Two		
<input type="checkbox"/> TED 403	Elementary Reading/Language Arts I	3 units
<input type="checkbox"/> TED 410	Elementary Mathematics Methods	3 units
<input type="checkbox"/> TED 415+	Multicultural Education: Urban Context	3 units
<input type="checkbox"/> TED 416	Elementary Science Methods	2 units
<input type="checkbox"/> TED 433	Teaching Practices Seminar: Multiple Subject	3 unit
Phase Three		
<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 435S	Student Teaching	12 units
OR	OR	
<input type="checkbox"/> TED 437S	Student Teaching: Integrated	9 units
<input type="checkbox"/> TED 448	Teaching Event: Elementary	2 units
The courses below may be taken in any Phase:		
<input type="checkbox"/> TED 408***	Visual and Performing Arts	2 units
<input type="checkbox"/> KIN 425***	Physical Education in Elementary Schools	3 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

+TED 415 may be taken in either Phase One or Phase Two

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.

Revised 1/18/07 for MS and SS candidates entering the TED programs in Spring 2007.

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

Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and Student Teaching Option
- 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 Basic Skills: *CBEST, SAT, ACT, or GRE* Passed
- Verification of Subject Matter Competence (CSET 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

Phase One		
<input type="checkbox"/> TED 400* <input type="checkbox"/> TED 402 <input type="checkbox"/> TED 407 <input type="checkbox"/> TED 411 <input type="checkbox"/> TED 420**	Seminar: Introduction to Education Educational Psychology Language Learning Classroom Management Computer Literacy for Teachers	2 units 3 units 2 units 3 units 1 unit

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

Phase Two		
<input type="checkbox"/> TED 406 <input type="checkbox"/> TED 415+ <input type="checkbox"/> TED 453 <input type="checkbox"/> TED 467	Teaching Secondary Reading Multicultural Education: Urban Context Teaching Practices Seminar: Single Subject Secondary Teaching Methods I	3 units 3 units 3 units 3 unit

Phase Three		
<input type="checkbox"/> TED 455S <input type="checkbox"/> TED 468 <input type="checkbox"/> TED 488	Student Teaching: Single Subject Secondary Methods II Teaching Event: Secondary	12 units 3 units 2 units

The course below may be taken in any Phase:

<input type="checkbox"/> TED 460	Healthy Environments: Secondary	1 unit
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* All candidates must enroll in TED 420 and may meet course requirements by examination.

+TED 415 may be taken in either Phase One or Phase Two

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*.

Revised 1/18/07 for MS and SS candidates entering the TED programs in Spring 2007.

Appendix B

TEACHING PERFORMANCE ASSESSMENT SYSTEM (TPAS) CHARTS

(pp. 41-44)

TPAS Charts

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

Program Courses (Units)	Course Signature Assignments	TPE #	Formative & Summative Assessments
Phase One			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ♦ TED 420 Computer Literacy for Teachers (1)	<ul style="list-style-type: none"> • Student Observation ■ Language Proficiency Assessment ♦ Classroom Management Plan 	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
Phase Two			Field Performance Tasks
TED 403 Elementary Reading/Language Arts I (3) • TED 410 Elementary Mathematics Methods (3) ■ TED 415 Multicultural Education: Urban Context (3) ♦ TED 445.01 Fieldwork I: Elementary Interns (6) TED 446 Introduction to Internship (1)	<ul style="list-style-type: none"> • Reading Diagnosis & Reading/ELD Lesson Plan ■ Mathematics Diagnosis, Multi-day Lesson Plan, Related Lesson Plan, & Assessment ♦ Multicultural Autobiography 	1A, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> • Diagnose Students, Create Reading Lesson Plan, Teach to Plan ■ Conduct Language Proficiency Assessment, Create ELD Lesson Plan, Teach to Plan ♦ Diagnose Students, Create Multi-Day Lesson Plan, Teach Related Lesson, Assess Student Learning
Phase Three			Field Performance Tasks & Teaching Event
TED 404 Elementary Reading/Language Arts II (3) • TED 412 Elementary Social Studies Methods (2) ■ TED 416 Elementary Science Methods (2) ♦ TED 445.02 Fieldwork II: Elementary Interns (6) TED 448 Teaching Event: Elementary (2) ▲	<ul style="list-style-type: none"> • Student Work Samples Analysis: Reading & Writing in Content Areas ■ Integrated Social Studies Unit Plan, Related Lesson, & Assessment ♦ Science Diagnosis, Unit Plan, Related Lesson Plan & Assessment 	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11, 12, 13	<ul style="list-style-type: none"> • 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 Integrated Unit Plan, Teach Related Lesson, Assess Student Learning ♦ Diagnose Students, Create Science Unit Plan, Teach Related Lesson, Assess Student Learning <p>▲ Summative Assessment: Teaching Event</p>

The courses below may be taken in any Phase:

TED 408 Visual and Performing Arts (2)

KIN 425 Physical Education in Elementary School (3)

TED 415 may be taken in either Phase One or Two

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

Program Courses (Units)	Course Signature Assignments	TPE #	Formative & Summative Assessments
Phase One			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ◆ TED 420 Computer Literacy for Teachers (1)	<ul style="list-style-type: none"> • Student Observation ■ Language Proficiency Assessment ◆ Classroom Management Plan 	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
Phase Two		Field Performance Tasks	
TED 406 Teaching Secondary Reading (3) • TED 415 Multicultural Education: Urban Context (3) ■ TED 465.01 Fieldwork I: Secondary Interns (6) TED 466 Introduction to Internship (1) TED 467 Secondary Teaching Methods I (3) ◆	<ul style="list-style-type: none"> • Student Work Samples Analysis: Reading and Writing in Content Areas ■ Multicultural Autobiography ◆ Diagnosis & Content/SDAIE Lesson Plan 	1B, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> • Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis ■ Conduct Language Proficiency Assessment, Create SDAIE Lesson Plan, Teach to Plan ◆ Diagnose Students, Create Lesson Plan, Teach to Plan
Phase Three		Field Performance Tasks & Teaching Event	
TED 465.02 Fieldwork II: Secondary Interns (6) TED 468 Secondary Teaching Methods II (3) • TED 488 Teaching Event: Secondary (2) ▲	<ul style="list-style-type: none"> • Diagnosis, Unit Plan, Related Lesson Plan, & Assessment 	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	<ul style="list-style-type: none"> • Diagnose Students, Create Unit Plan in Authorized Subject, Teach Related Lesson, Assess Student Learning ▲ Summative Assessment: Teaching Event

The course below may be taken in any Phase:

TED 460 Healthy Environments: Secondary (1)

TED 415 may be taken in either Phase One or Two

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

Program Courses (Units)	Course Signature Assignments	TPE #	Formative & Summative Assessments
Phase One			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ◆ TED 420 Computer Literacy for Teachers (1)	<ul style="list-style-type: none"> • Student Observation ■ Language Proficiency Assessment ◆ Management Plan 	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
Phase Two		Field Performance Tasks: Practiced in TED 433	
TED 403 Elementary Reading/Language Arts I (3) • TED 410 Elementary Mathematics Methods (3) ■ TED 415 Multicultural Education: Urban Context (3) ◆ TED 416 Elementary Science Methods (2) ▲ TED 433 Teaching Practices Seminar (3)	<ul style="list-style-type: none"> • Reading Diagnosis & Reading/ELD Lesson Plan ■ Mathematics: Diagnosis, Multi-day Lesson Plan, Related Lesson Plan, & Assessment ◆ Multicultural Autobiography ▲ Science Diagnosis, Unit Plan, Related Lesson Plan, & Assessment 	1A, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> • Conduct a reading diagnosis, conduct a language proficiency assessment (TED 407), create a reading lesson plan that includes an English Language Development component, implement the plan, and reflect on student learning. (practiced in Phase Two, assessed by supervisor in Phase Three) ■ Diagnose Students, Create Mathematics Multi-day Lesson Plan, Teach Related Lesson, Assess Student Learning (practiced in Phase Two, assessed by supervisor in Phase Three) ▲ Diagnose Students, Create Science Unit Plan, Teach Related Lesson, Assess Student Learning (practiced in Phase Two, assessed by supervisor in Phase Three)
Phase Three		Field Performance Tasks & Teaching Event	
TED 404 Elementary Reading/Language Arts II (3) • TED 412 Elementary Social Studies Methods (2) ■ TED 435s Student Teaching (12) OR TED 437s Student Teaching (Integrated Only) (9) TED 448 Teaching Event: Elementary (2) ▲	<ul style="list-style-type: none"> • Student Work Samples Analysis: Reading & Writing in Content Areas ■ Integrated Social Studies Unit Plan, Related Lesson, & Assessment 	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11, 12,13	<ul style="list-style-type: none"> • 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 Integrated Unit Plan, Teach Related Lesson, Assess Student Learning ▲ Summative Assessment: Teaching Event

The courses below may be taken in any Phase:
 TED 408 Visual and Performing Arts (2)
 KIN 425 Physical Education in Elementary School (3)
TED 415 may be taken in either Phase One or Two

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

Program Courses (Units)	Course Signature Assignments	TPE #	Formative & Summative Assessments
Phase One			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ♦ TED 420 Computer Literacy for Teachers (1)	<ul style="list-style-type: none"> • Student Observation ■ Language Proficiency Assessment ♦ Classroom Management Plan 	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
Phase Two		Field Performance Tasks: Practiced in TED 453	
TED 406 Teaching Secondary Reading (3) • TED 415 Multicultural Education: Urban Context (3) ■ TED 453 Teaching Practices Seminar (3) TED 467 Secondary Teaching Methods I (3) ♦	<ul style="list-style-type: none"> • Student Work Samples Analysis: Reading & Writing in Content Areas ■ Multicultural Autobiography ♦ Diagnosis & Content/SDAIE Lesson Plan 	1B, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> • Analyze Students' Work Samples using Evaluation Rubric, Create and Teach Reading/Writing Lesson Plan in a Content Area Based on the Analysis (practiced in Phase Two, assessed by supervisor in Phase Three) * Conduct Language Proficiency Assessment Create SDAIE Lesson Plan, Teach to Plan (practiced in Phase Two, assessed by supervisor in Phase Three) ♦ Diagnose Students, Create Lesson Plan in Authorized Subject, Teach to Plan (practiced in Phase Two, assessed by supervisor in Phase Three) *[Relates to TED 407 content in Phase One]
Phase Three		Field Performance Tasks & Teaching Event	
TED 455s Student Teaching (12) TED 468 Secondary Teaching Methods II (3) • TED 488 Teaching Event: Secondary (2) ▲	<ul style="list-style-type: none"> • Diagnosis, Unit Plan, Related Lesson Plan, & Assessment 	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	<ul style="list-style-type: none"> • Diagnose Students, Create Unit Plan in Authorized Subject, Teach Related Lesson, Assess Student Learning ▲ Summative Assessment: Teaching Event

The course below may be taken in any Phase:
 TED 460 Healthy Environments: Secondary (1)
TED 415 may be taken in either Phase One or Two

APPENDIX C

TEACHING PERFORMANCE EXPECTATIONS (TPE) ELEMENTS

(pp. 46-49)

TEACHER PERFORMANCE EXPECTATIONS (TPE) ELEMENTS

TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subject: 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 Subject: 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 Subject: 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 Subject: 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

TPE PERFORMANCE TASKS GUIDELINES for Supervised Field Experience in Phase Two and Three for University Intern Option and Phase Three for the Student Teaching Option

(pp. 51-63)

TPE Performance Task Guidelines: Multiple Subject – University Intern Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase Two		
Task # 1		
<p>TPE # 1A, 5, 8, 9</p>	<p>Conduct a reading diagnosis, create a reading lesson plan, implement the plan, and reflect on student learning. (related to TED 403)</p>	<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		
<p>TPE # 1A, 5, 7, 8, 9</p>	<p>Conduct a language proficiency assessment, create an English Language Development lesson plan, implement the plan, and reflect on student learning. (related to TED 407)</p>	<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	
TPE # 1A, 2, 3, 4, 5, 7, 8, 9, 11	Diagnose students' knowledge and skills in mathematics, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning. (related to TED 410)
<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 • 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 	
Phase Three	
Task #1	
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. (related to TED 404)
<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 #2		<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 #	<p>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. (related to TED 416)</p>	
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 w/ Special Needs) • Describe student assessment results at end of unit • 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
TPE #	<p>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. (related to TED 412)</p>	
PACT Teaching Event - Mathematics		See specific PACT tasks provided in Section VII of this Handbook and in TED 448
TPEs #1-11	PACT Teaching Event	

TPE Performance Task Guidelines: Single Subject - University Intern Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase Two		
Task #1		
<p>TPE # 1B, 5, 8, 9</p>	<p>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. (related to TED 406)</p>	<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		
<p>TPE # 1B, 5, 7, 8, 9</p>	<p>Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning. (related to TED 407)</p>	<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	
<p>TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11</p>	<p>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. (related to TED 467)</p>
<p>1. Conduct Diagnosis:</p> <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 <p>2. Create a unit plan:</p> <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 <ul style="list-style-type: none"> • 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 <p>4. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task</p>	
Phase Three	
Task # 1	
<p>TPE # 1B, 2, 3, 4, 5, 7, 8, 9, 11</p>	<p>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. (related to TED 468)</p>
<p>1. Develop a rubric to evaluate writing and reading comprehension in students' work samples</p> <p>2. Evaluate the student writing using the rubric</p> <p>3. Record results</p> <p>4. Prescribe next steps for growth based on results</p> <p>5. Plan a lesson based on prescription for growth</p> <p>6. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task.</p>	

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 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 • 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 student's knowledge and skills, create a unit plan in the authorized credential subject, teach a related lesson, assess and reflect student learning. (related to TED 468)	
1B, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13		
Task # 3		See specific PACT tasks provided in Section VII of this Handbook and in TED 488
TPEs 1-11	PACT Teaching Event	

Performance Task Guidelines: Multiple Subject - Student Teaching Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Phase Three		
Task # 1		
TPE # 1A, 4, 5, 7, 8, 9	Conduct a reading diagnosis, conduct a language proficiency assessment, create a reading lesson plan that includes an English Language Development component, implement the plan, and reflect on student learning. (Must be done at the K-3 level.)	<ol style="list-style-type: none"> 1. Conduct reading diagnosis: <ul style="list-style-type: none"> • Select specific diagnostic strategies • Diagnose students and record results 2. Conduct English Language Diagnosis: <ul style="list-style-type: none"> • 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 3. 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 4. Implement the plan: <ul style="list-style-type: none"> • Teach the lesson • Record results of student performance 5. Reflection in Field Experience Journal: Analyze the effectiveness of your teaching practice in relation to this performance task
Task #2		
TPE # 1A,4, 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.	<ol style="list-style-type: none"> 1. Conduct Science Diagnosis: <ul style="list-style-type: none"> • Identify the developmentally and sequentially appropriate science standards • Select specific diagnostic strategies • Diagnoses student and record results 2. Create a 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 lesson: <ul style="list-style-type: none"> • 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		
TPE #	Diagnose students'	<ol style="list-style-type: none"> 1. Conduct Mathematics Diagnosis: <ul style="list-style-type: none"> • Identify the developmentally and sequentially appropriate mathematics standards

1A, 4, 5, 7, 8, 9	knowledge and skills in mathematics, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning	<ul style="list-style-type: none"> • Select specific diagnostic strategies • Diagnose students and record results <ol style="list-style-type: none"> 2. Create a lesson 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 w/ Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students in the group 3. Implement the lesson: <ul style="list-style-type: none"> • 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 #4		<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 the 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, 5,6 A/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. (Must be done in 4-8 grade level.)	
Task #5		<ol style="list-style-type: none"> 1. Conduct Social Studies Diagnosis: <ul style="list-style-type: none"> • 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 lesson 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 w/ Special Needs) • Modify the lesson to meet the needs of English Language learners and/or special needs students 3. Implement the lesson: <ul style="list-style-type: none"> • 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, 2, 3, 4, 5,6 A/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 #6		See specific PACT tasks provided in Section VII of this Handbook and in TED 488
TPEs 1-11	PACT Teaching Event	

Performance Task Guidelines: Single Subject - Student Teaching Option

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
Task # 1		
<p align="center">TPE # 1B, 4, 5, 7, 8, 9</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Conduct a diagnosis: <ul style="list-style-type: none"> • 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		
<p align="center">TPE # 1B, 4, 5, 7, 8, 9</p>	<p>Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning.</p>	<ol style="list-style-type: none"> 1. Conduct English Language diagnosis: <ul style="list-style-type: none"> • 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 #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, 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 #4		<ol style="list-style-type: none"> 1. Conduct Diagnosis: <ul style="list-style-type: none"> • 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.
TPE # 1B,2,3, 4, 5, 7, 8, 9, 10, 11,12	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 #5		See specific PACT tasks provided in Section VII of this Handbook and in TED 488
TPEs 1-11	PACT Teaching Event	

APPENDIX E
TPE PERFORMANCE TASKS RUBRICS
(pp. 62-77)

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>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to teach content with no monitoring of progress <input type="checkbox"/> Address students misunderstanding upon request with inappropriate comments 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress to determine the skill level of students' proficiency after instruction using end of chapter review <input type="checkbox"/> Address students misunderstanding upon request 	<ul style="list-style-type: none"> <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: <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) <input type="checkbox"/> Anticipate, check for, and address students misunderstandings 	<ul style="list-style-type: none"> <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: <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) <input type="checkbox"/> Anticipate, check for, and address students misunderstandings and allow for student feedback
<p>TPE 3 Interpretation and Use of Assessment</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"/> Use district mandated assessments <input type="checkbox"/> Administer state-adopted assessment program with no accommodations 	<ul style="list-style-type: none"> <input type="checkbox"/> Use district and textbook assessments to determine students' progress <input type="checkbox"/> Administer the state-adopted assessment program with accommodations for special needs students 	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Administer the state-adopted assessment program with accommodations for special needs students, interpret results to modify instruction 	<ul style="list-style-type: none"> <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 <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>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
PROGRAM CONTRACT

(p. 79)

**Program Contract
Student Teaching/University Intern**

Candidates Name: _____ **Fall** **Spring** **Year** _____

Course involved in contract: Multiple Subject _____ Single Subject _____

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> TED 435s | <input type="checkbox"/> TED 455s |
| <input type="checkbox"/> TED 437s | <input type="checkbox"/> TED 465.01 |
| <input type="checkbox"/> TED 445.01 | <input type="checkbox"/> TED 465.02 |
| <input type="checkbox"/> TED 445.02 | |

Teacher Performance Expectations to be met:

TPE: 1. **2.** **3.** **4.** **5.** **6.** **7.** **8.** **9.** **10.** **11.** **12.** **13.**

Other: _____

Focus for Improvement:

Terms of Contract:

Date by which terms of contract are to be met: _____

Note: If the above named Candidate does not meet course requirements by the terms of this contract, the Candidate will receive **NO CREDIT** for the semester/course indicated above. **Candidates must receive a final TPE rating of 2.50 for the final filed experience and 2.75 for the second filed experience with no TPE rating below “2”.** Candidates who are placed on contract must meet with the program coordinator. Candidates who do not meet the terms of the contract must meet with a program coordinator to discuss options.

Signatures

Candidates Name: _____ Date: _____

University Supervisor: _____ Date: _____

Master Teacher(s) 1st experience: _____ Date: _____
2nd experience: _____ Date: _____
3rd experience: _____ Date: _____

CC: Student Teacher's Permanent File
Program Coordinator
University Supervisor
Master Teacher
Candidate

APPENDIX G
DESCRIPTION OF TEACHING INDEX
(DOTI FORMS)

(pp. 81-84)

Description of Teaching Index (DOTI®)

Candidate Name: _____	Field Experience: 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		
o 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
o Informal Assessment: learning logs quick-writes, anticipation-reaction guides, oral questions (criterion referenced)		1,2,3,8
o Diagnosis & evaluation data from assessments		1,2,3,7,8
o Assessment records: legal grade book, teacher computer recording system, student files		3,8
Curriculum Plans		
o Lesson plan: single or multi-day plan (referenced to California content standards)		1,3,4,5,6,7,8,9
o Unit plan: approximately 2 to 6 weeks (referenced to California content standards)		1,3,4,5,6,7,8,9
o Long/short range goals & objectives: syllabus, daily agenda, bulletin board, parent communication		1,3,5,6,8,9,11
Classroom Management Plan & Classroom Environment		
o Rules, routines, procedures, discipline plan, schedules, grouping, student seating placement		6,8,9,10,11
o Diagram of classroom: desks, learning centers, resource centers, bulletin boards, storage		10,11
o Learning materials meeting student needs		1,2,3,4,6,7,9
Student Work/Records		
o Portfolios, work samples, reflective journals, products		2,3,6,9
Parent Communication Records		
o Letters, telephone logs, newsletters, signed notices of academic and behavioral expectations, e-mails		5,8,9,11
Professional Development Growth and Obligations		
o Reflective Journal for Field Experience		12,13
Focus for Assessment Observation (see DOTI Part IIIA-Recommendations Section): 		
Next Assessment Observation: Date ___/___/___ Time _____		
Signatures: Candidate _____	Observer _____	Date _____
_____/_____/_____		

White: Candidate's Program File Yellow: Candidate Pink: Observer

Description of Teaching Index (DOTI©)

Candidate Name: _____	Field Experience: 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** _____

White: Candidate's Program File Yellow: Candidate Pink: Observer

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

Formative Assessment

Candidate Name: _____ **Student Teaching / Intern** **MS / SS** **Field Experience:** 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 #1A/B - Specific Pedagogical Skills for Multiple/Single Subject Matter Instruction	TPE Ratings				Visit #2
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):					
1. Language Arts (listening, speaking, reading, writing, and language conventions).					
2. Mathematics (basic mathematical computation, concepts, symbols, and graphic representations to solve novel and real world problems from multiple perspectives).					
3. Science (concepts, investigations, experimentation, and a balanced focus between scientific inquiry and information).					
4. History/Social Science (analytical thinking skills and demonstration of insights into historical periods and cultures from multiple perspectives).					
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.					
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.					

Candidate Initials: _____ **Observer Signature:** _____ **(Circle One):** Supervisor / Master Teacher

White: Candidate's Program File Yellow: Candidate Pink: Observer

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

Formative Assessment

Candidate Name: _____ **Student Teaching / Intern** **MS / SS** **Field Experience** 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					
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.					Visit #3	
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.			→			
Average final ratings scores from page 1 and 2 and enter that average here:						

Candidate Initials: _____ **Observer Signature:** _____ **(Circle One):** Supervisor / Master Teacher

White: Candidate's Program File Yellow: Candidate Pink: Observer

APPENDIX H

ASSESSMENT SUMMARY OF TEACHING PRACTICE (ASTP)

(pp. 86-89)

Assessment Summary of Teaching Practice Multiple Subject- University Intern Option

Candidate: _____ Date: _____ Select one: 1st Experience 2nd Experience

Experience 1 School: _____ **Grade Level:** _____ **Supervisor:** _____

Experience 2 School: _____ **Grade Level:** _____ **Supervisor:** _____

Rating Scale: 4= Constantly Meets Standards 3= Usually Meets Standards 2= Occasionally Meets Standards 1= Rarely meets Standards

TPE Domain Category	Teacher Performance Expectations		Rating							
	#	Description	1st Exp.				2nd Exp.			
			1	2	3	4	1	2	3	4
<input type="checkbox"/> A. Making Subject Matter Comprehensible	1A	Subject-Specific Pedagogical Skills Select one: Multiple Subject <input type="checkbox"/> Single Subject <input type="checkbox"/>	○○○○				○○○○			
<input type="checkbox"/> B. Assessing Student Learning	2	Monitoring Student Learning During Instruction					○○○○			
	3	Interpretation & Use of Assessments					○○○○			
<input type="checkbox"/> C. Engaging and Supporting Students in Learning	4	Making Content Accessible	○○○○				○○○○			
	5	Student Engagement	○○○○				○○○○			
	6A	Developmentally Appropriate Practice <input type="checkbox"/> 6-8					○○○○			
	6B	Developmentally Appropriate Practice <input type="checkbox"/> 9-12					○○○○			
	7	Teaching English Learners	○○○○				○○○○			
<input type="checkbox"/> D. Planning Instruction and Designing Learning Experience for Students	8	Learning About Students	○○○○				○○○○			
	9	Instructional Planning	○○○○				○○○○			
<input type="checkbox"/> E. Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time					○○○○			
	11	Social Environment	○○○○				○○○○			
<input type="checkbox"/> 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 Experience #1 or #2 column and enter average score in Final Rating. 3. SAST: Transfer TPE final ratings & final average rating from DOTI to 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 Anyone TPE below "2" = grade of NC C / NC <input type="checkbox"/> <input type="checkbox"/>	Minimum Final Rating= 2.75 for Credit Grade Anyone TPE below "2" = grade of NC C / NC <input type="checkbox"/> <input type="checkbox"/>

Verification Signatures

Fieldwork Supervisor #1 _____ Date _____ School-Site Admin. Designee _____ Date _____

Fieldwork Supervisor #2 _____ Date _____ School-Site Admin. Designee _____ Date _____

Assessment Summary of Teaching Practice Single Subject- University Intern Option

Candidate: _____ Date: _____ Select one: 1st Experience 2nd Experience

Experience 1 School: _____ **Grade Level:** _____ **Supervisor:** _____

Experience 2 School: _____ **Grade Level:** _____ **Supervisor:** _____

Rating Scale: 4= Constantly Meets Standards 3= Usually Meets Standards 2= Occasionally Meets Standards 1= Rarely meets Standards

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

Final Rating

Directions:

1. Complete required information at top of this form.
2. Transfer final TPE ratings from DOTI IIIA to Experience #1 or #2 column and enter average score in Final Rating.
3. SAST: Transfer TPE final ratings & final average rating from DOTI to 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

Anyone TPE below "2" = grade of NC

Anyone TPE below "2" = grade of NC

C / NC

C / NC

Verification Signatures

Fieldwork Supervisor #1 _____ Date _____ School-Site Admin. Designee _____ Date _____

Fieldwork Supervisor #2 _____ Date _____ School-Site Admin. Designee _____ Date _____

Assessment Summary of Teaching Practice Multiple Subject- Student Teaching Option

Candidate: _____ **Date:** _____ **Select one:** 1st Experience 2nd Experience

Experience 1 School: _____ **Grade Level:** _____ **Supervisor:** _____

Experience 2 School: _____ **Grade Level:** _____ **Supervisor:** _____

Rating Scale: 4= Constantly Meets Standards 3= Usually Meets Standards 2= Occasionally Meets Standards 1= Rarely meets Standards

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

Final Rating

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Minimum Final Rating= 2.50 for Credit Grade

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Any one TPE below "2" = grade of NC

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C / NC

C / NC

Verification Signatures

Fieldwork Supervisor #1 _____ Date _____ School-Site Admin. Designee _____ Date _____

Fieldwork Supervisor #2 _____ Date _____ School-Site Admin. Designee _____ Date _____

Assessment Summary of Teaching Practice Single Subject- Student Teaching Option

Candidate: _____ **Date:** _____ **Select one:** 1st Experience 2nd Experience

Experience 1 School: _____ **Grade Level:** _____ **Supervisor:** _____

Experience 2 School: _____ **Grade Level:** _____ **Supervisor:** _____

Rating Scale: 4= Constantly Meets Standards 3= Usually Meets Standards 2= Occasionally Meets Standards 1= Rarely meets Standards

TPE Domain Category	Teacher Performance Expectations		Rating							
	#	Description	1st Exp. 2nd Exp.							
			1	2	3	4	1	2	3	4
A. Making Subject Matter Comprehensible	1A	Subject-Specific Pedagogical Skills	○	○	○	○	○	○	○	○
		Select one: Multiple Subject <input type="checkbox"/> Single Subject <input type="checkbox"/>								
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	Developmentally Appropriate Practice <input type="checkbox"/> K-3	○	○	○	○	○	○	○	○
	6C	Developmentally Appropriate Practice <input type="checkbox"/> 4-6	○	○	○	○	○	○	○	○
	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

<p>Directions:</p> <ol style="list-style-type: none"> Complete required information at top of this form. Transfer final TPE ratings from DOTI IIIA to Experience #1 or #2 column and enter average score in Final Rating. SAST: Transfer TPE final ratings & final average rating from DOTI to column on this form. Determine course grade of Credit or No Credit and circle C or NC at the bottom of the correct column. 	<p>Minimum Final Rating= 2.50 for Credit Grade</p> <p>Any one TPE below "2"= grade of NC</p> <p style="text-align: center;">C / NC</p> <p style="text-align: center;">○ ○</p>	<p>Minimum Final Rating= 2.75 for Credit Grade</p> <p>Any one TPE below "2"= grade of NC</p> <p style="text-align: center;">C / NC</p> <p style="text-align: center;">○ ○</p>
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Verification Signatures

Fieldwork Supervisor #1 _____ Date _____ School-Site Admin. Designee _____ Date _____

Fieldwork Supervisor #2 _____ Date _____ School-Site Admin. Designee _____ Date _____