

**Teacher Education Department
Supplemental Handbook 2015-2016**

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Teacher Education Department Contact Information

Teacher Education Department (TED)

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Dr. Judith Pace	(414) 422-5189	pace@usfca.edu	Rm. 215
Dr. Sumer Seiki	(415) 422-4306	sseiki@usfca.edu	Rm. 304A

To contact TED by mail, address your correspondence to:

University of San Francisco
Attn: Teacher Education Department
2130 Fulton Street
San Francisco, CA 94117

Relationship of Teacher Education - Hilltop Campus Program to Branch Campus Programs

While students enrolled in the Hilltop Campus credential programs of the Teacher Education Department and those enrolled in programs at branch campuses, in general, are subject to the same guidelines and procedures related to the Credential, the programs are distinct. Students enrolled on Hilltop Campus are **not** eligible to participate in classes held in the regions. Students enrolled at branch campuses are **not** eligible to participate in classes on Hilltop Campus. Students who wish to transfer program sites must formally petition the Teacher Education Department for such a transfer. In all such instances, approval of the Chair and Faculty of the Teacher Education Department is required before a student can change program sites.

Individual Advisors

Each student in the Teacher Education Credential Program is assigned an advisor. The advisor is a member of the Teacher Education Department faculty who will help the student with the plan of study over the course of the credential program. Students should meet each semester with their advisors before registering on-line for courses in the succeeding semester. If a student registers for courses without consultation with and approval of his/her advisor, the student must accept responsibility for any errors or courses taken that do not meet requirements of the program. Advisors are available for additional consultation throughout the semester. Please contact your advisor to make an appointment.

Students enrolled in a Master's degree program outside of Teacher Education (e.g., *Master of Arts in Teaching English to Speakers of Other Languages*) are initially assigned an advisor within the Teacher Education Department with whom they are to work **until their credential course work is completed**. Subsequently, they are assigned an advisor from the appropriate department outside of Teacher Education.

Course Descriptions

TEC-600 Teaching, Learning and Technology (2 units)

Explores state subject matter standards and the use of technology as a tool to support student learning and expression and teacher productivity. **Pre-requisites: USF Connect account, Taskstream account.**

TEC-602 Multiple Subject Curriculum and Instruction: Visual and Performing Arts (1 unit)

Study of research and practice related to subject-matter content, instructional methods, materials, and media appropriate for teaching visual and performing arts within the elementary school curriculum.

TEC-605 Multiple Subject Student Teaching II – Fieldwork (3 units)

Full-time classroom teaching and other related school activities carried out under the supervision of a master teacher and a university supervisor. Done at a different school and grade level than Student Teaching I. Includes a weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

TEC-606 Multiple Subject Student Teaching III – Fieldwork (3 units)

Continuation of Student Teaching II. Includes weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

TEC-610 Learning and Teaching (3 units)

Explores key elements of learning and teaching in socio-culturally diverse classrooms. Provides opportunities for candidates to practice curriculum design, assessment, approaches to discussion, collaborative learning, and problem-solving related to classroom dynamics. Draws connections between learning theories and teaching practices. Topics include: purposes of schooling; addressing diverse needs, backgrounds, and strengths of students; engaging students in meaningful learning experiences; and developing as a reflective practitioner. **Requires additional fieldwork such as classroom observations at a school site.**

TEC-611 The Education of Bilingual Children: Theory and Practice (3 units)

Examination of key aspects of bilingual cross-cultural education: theories of first and second language development; legal basis and evaluation; school programs for English language learners; effective instructional strategies; empowerment and deficit issues. **Requires additional fieldwork at an approved school site, arranged with course instructor.**

TEC-612 Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades (3 units)

Focuses on theoretical principles, relevant curriculum, and pedagogical strategies necessary for developing and maintaining a balanced comprehensive literacy program that addresses the full range of learners in grades 4-8 and includes reading, writing, listening, speaking and critical literacy. Includes reading and writing workshop. Candidates learn to design small group and whole-class teaching grounded in assessment and based on students' strengths, interests, and needs.

TEC-613 Multiple Subject Curriculum and Instruction: Math & Science (4 units)

Study of research and practice related to subject-matter content, instructional methods, materials, and media for mathematics, science, and physical education within the elementary school curriculum.

TEC-615 Single Subject Curriculum and Instruction I: Math & Science (3 units)

Study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching Math and Science within the middle and high school curriculum. There are two sections of this course: one for Science and the other for Math. **(Offered Fall semester only).**

TEC-616 Multiple Subject Student Teaching I – Fieldwork (2 units)

Methodological principles and teaching practices from Curriculum and Instruction courses will be applied in field placement. Observation and participation two half-days per week (8 hours total) for 12 weeks in elementary classrooms (K-2 or 3-5 grade level), culminating in the development and teaching of at least one unit of instruction. Includes a weekly on-campus seminar. **Students must be cleared/authorized by Field Placement Director before registering for this course.**

TEC-617 Single Subject Curriculum and Instruction: Teaching Field (3 units)

Study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching within the middle and high school curriculum areas. Note: Course content will be designed to address specific subject areas other than English, social studies, math, and science. Separate sections will be presented for each subject content area required. Branch campuses only. Hilltop students must be authorized by the department.

TEC-618 Teaching for Diversity & Social Justice (3 units)

What does it mean to teach for diversity and social justice? This course analyzes the forces that contribute to educational injustices, and how we as teachers can work against these injustices through culturally responsive teaching, transformative curriculum, and other anti-oppression practices. The key purpose is for teachers to develop as change agents and advocates for historically marginalized students.

TEC-621 Multiple Subject Curriculum and Instruction: Early Literacy (3 units)

Focuses on theoretical principles, relevant curriculum, and pedagogical strategies necessary for developing and maintaining a balanced comprehensive literacy program that addresses the full range of learners in grades PK-3 and includes reading, writing, listening, speaking and critical literacy. Topics include emergent literacy, word analysis, fluency, vocabulary development, comprehension strategies; use of digital resources. Candidates will gain experience in PK-3 literacy assessment and planning instruction based students' strengths and needs. **Fifteen (15) hours of fieldwork required, to be arranged with course instructor.**

TEC-622 Single Subject Curriculum and Instruction: Academic Literacy (3 units)

Focuses on the academic skills and practices in middle and high schools to strengthen the reading, writing, listening, speaking, and critical thinking abilities essential for functioning in an increasingly complex world. Exploration of the development of reading and writing proficiently for acquiring knowledge across all content areas.

TEC-625 Teaching Adolescents (3 units)

Exploration of adolescence as a unique stage of life between childhood and adulthood which presents today's youth – as well as their teachers – with challenges and opportunities. Study of the theoretical and practical tools to understand adolescence as experienced by students in the U.S. secondary schools. Central themes addressed in this course are: examining adolescent

development, exploring cultural identity, valuing youth popular culture, getting to know students and their interests, creating an engaging curriculum, and building a safe classroom community. **(Offered Spring semester only)**

TEC-628 Single Subject Curriculum and Instruction I: English (3 units)

Introduction to the study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching English within the middle and high school curriculum. **(Offered Fall semester only)**

TEC-629 Single Subject Curriculum and Instruction I: Social Science (3 units)

Introduction to the study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching history and the social sciences within the middle and high school curriculum. **(Offered Fall semester only)**

TEC-630 Multiple Subject Curriculum and Instruction: Social Studies (2 units)

In this course credential candidates will discuss the mission of social studies education, consider the diversity of children in today's social studies classrooms, address the social studies curriculum, and explore effective social studies instruction, including using technology as a means to social studies learning, and expanding social studies across the curriculum. Emphases on the California and NCSS standards and their classroom applications. Participants will apply educational concepts with specific classroom examples and field-tested lesson plans.

TEC-631 Single Subject Curriculum and Instruction II: English (2 units)

Continuation of topics previously studied in TEC 628, with further investigation of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching English writing, grammar, and literature within middle and high school curriculum. **(Offered Spring semester only) Pre-requisite: A grade of B or higher in C&I course.**

TEC-632 Single Subject Curriculum and Instruction II: Math (2 units)

Continuation of topics previously studied in TEC 615, with further investigation of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching mathematics within middle and high school curriculum. **(Offered Spring semester only) Pre-requisite: A grade of B or higher in C&I course.**

TEC-633 Single Subject Curriculum and Instruction II: Science (2 units)

Continuation of topics previously studied in TEC 615, with further investigation of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching the sciences within middle and high school curriculum. **(Offered Spring semester only) Pre-requisite: A grade of B or higher in C&I course.**

TEC-634 Single Subject Curriculum and Instruction II: Social Science (2 units)

Continuation of topics previously studied in TEC 629, with further investigation of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching history and the social sciences within middle and high school curriculum. **(Offered Spring semester only) Pre-requisite: A grade of B or higher in C&I course**

TEC-642 Health Education (1 unit)

Study of the subject-matter content and instructional methods, materials, and media used in teaching personal, family, and community health, including hygiene, nutrition, and the psychological and social effects of the abuse of alcohol, tobacco, and drugs. CPR certification **not** included.

TEC-643 Education of Exceptional Children (3 units)

Introduction to special education that recognizes the differences and the similarities of the needs of exceptional and non-exceptional pupils, utilizes nondiscriminatory assessment of such needs, and applies diagnostic information toward modification of school curricula and instructional methods and materials, including study of assistive and adaptive technologies for the classroom.

Note: This course must be taken prior to or concurrently with Student Teaching I.

TEC-660 Single Subject Student Teaching I – Fieldwork (2 units)

Methodological principles and teaching practices from Curriculum and Instruction courses will be applied to field placement. Observation and participation two half-days per week (8 hours total) for 12 weeks, in middle or high school classrooms, culminating in the development and teaching of at least one unit of instruction. Includes a weekly on-campus seminar. **Students must be cleared/authorized by Field Placement Director before registering for this course.**

TEC-655 Single Subject Student Teaching II – Fieldwork (3 units)

Full-time classroom teaching and other related school activities carried out under the supervision of a master teacher and a university supervisor. Includes weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

TEC-656 Single Subject Student Teaching III – Fieldwork (3 units)

Continuation of Student Teaching II. Includes weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

Multiple / Single Subject Credential with Bilingual Authorization Emphasis

Candidates who satisfy language proficiency requirements (FSI Level 3) are eligible to pursue a Bilingual Authorization emphasis credential in Spanish. Language proficiency must be demonstrated in order to enroll in Bilingual Authorization courses. In addition to demonstrating language proficiency, candidates must successfully complete two additional courses to be taken prior to or concurrently with student teaching, part of which must be done in an approved Bilingual Authorization classroom.

TEC-635 Language and Culture of Emphasis (Spanish) (2 units) (Fall semester only)

Study of the language and culture of Latino populations in the U.S. Focuses on Spanish language characteristics and Latino culture, both origin and contemporary: origins and characteristics, migration and immigration in U.S. and California, contributions, relationship between Latino culture and the dominant culture, relationships among different Latino groups. Instruction is conducted bilingually in English and Spanish.

TEC-636 Methods and Materials in Language of Emphasis (Spanish) (2 units) (Spring Semester only)

Study of methodology and materials in primary language instruction. Focuses on the teaching of Spanish as a subject and using it as a medium of instruction. Instruction is conducted solely or primarily in Spanish.

TEC-607 Multiple Subject Student Teaching III – Bilingual Authorization (3 units)
Continuation of Student Teaching II for Bilingual Authorization candidates, which **must be done in an approved Bilingual Authorization classroom**. Instruction must be delivered in the language of emphasis. Prerequisites include completion of or concurrent enrollment in the Bilingual Authorization courses, as well as demonstrating proficiency (FSI Level 3) in the language of emphasis. Includes a weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

TEC-657 Single Subject Student Teaching III – Bilingual Authorization (3 units)
Continuation of Student Teaching II for Bilingual Authorization candidates, which **must be done in an approved Bilingual Authorization classroom**. Instruction must be delivered in the language of emphasis. Prerequisites include completion of or concurrent enrollment in the Bilingual Authorization courses, as well as demonstrating proficiency (FSI Level 3) in the language of emphasis. Includes a weekly on-campus seminar. **Students must be cleared/authorized by the Field Placement Director before registering for this course.**

Master's Degree Options

The following Master's degrees are offered in conjunction with the Teaching Credential Program. In order to enroll in the programs as described below, students must apply to and be accepted into the Credential and Master's programs simultaneously. Students may choose to change their Master's program with approval from the Program Coordinator, Advisor, and Department Chair. (Note: Additional coursework may be required for students for whom credential coursework is waived or substituted for by courses taken at another university)

Master of Arts in Teaching (MAT)

The MAT program has an emphasis on curriculum. Two courses (six credits) build on credential coursework to prepare teachers to critically examine, and develop, curricula that address the needs of a democratic society, diverse student populations in K-12 schools, and content standards. **Student Teaching I must be completed BEFORE 673 or 674. TEC 674 must be taken concurrently with or AFTER 673.** (Note: Students in the Dual Degree program may follow a different course sequence arranged by their DDTP Advisor.)

TEC-673 Curriculum: Currents and Controversies (3 units)

What should schools teach? This course focuses on the forces and conflicts that have shaped K-12 public school curricula, including the standards based accountability movement. We relate curriculum history, theory, and policy to contemporary classroom teaching. This course may be taken prior to, or concurrently with TEC 674 Curriculum Development and Design.

TEC-674 Curriculum Development and Design (3 units)

What do educators select to teach, and how do they adapt and develop curricula that can provide all students with equal access to rich learning opportunities? This course focuses on curriculum development and is the capstone experience for the Masters of Arts in Teaching. The core project is designing a cohesive instructional unit that addresses students' diverse learning needs. Students must take this after Student Teaching II/III and concurrently with or after Curriculum: Currents and Controversies

Master of Arts in Urban Education and Social Justice (UESJ)

The Master of Arts in Teaching: Urban Education and Social Justice (UESJ) is designed to prepare candidates to teach K-12 students in urban schools. This degree program focuses on issues of diversity and equity with the specific aim of helping candidates practice transformative teaching.

Students in the UESJ cohort enroll in special sections of two credential courses:

TEC-618 Teaching for Diversity and Social Justice (Fall)

TEC-611 The Education of Bilingual Children: Theory and Practice (Spring)

In addition to the Teacher Education credential coursework, students enroll in two post-credential masters courses:

TEC-658 Critical Pedagogy & Cultural Studies in Urban Education (Fall)

This course is designed to give students access to theoretical and grounded research in the field of critical pedagogy. Special attention is given to enacting research and teaching tools to create pedagogical units that align theory and practice with a focus on examining and achieving social equity. Students will be given access to research and examples of advanced pedagogies that stimulate the cognitive and academic development of historically marginalized students.

TEC-659 Action Research & Service Learning for Urban Teachers (Spring)

Students are also required to attend UESJ cohort activities while they are in the program.

For more information, contact Dr. Patrick Camangian at (415) 422-4386 or

pcamangian@usfca.edu.

Information is available online at <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice>

Master of Arts in Teaching Reading (MATR) and CTC Reading Certificate

To meet the need for teachers with special training in teaching reading, the Teacher Education Department offers a course series leading to a Master of Arts in Teaching Reading (MATR) as well as a Reading Certificate. Candidates who complete the program and meet other State requirements are eligible for the Certificate in Teaching K–12 Reading issued by the California Commission on Teacher Credentialing (CTC).

Required Coursework:

In addition to the Teacher Education credential coursework, students enrolled in the MATR/Reading Certificate Program are required to take the following seven additional courses over a calendar year:

TEC-661 Assessment And Intervention With Struggling Readers (3 Units)

Topics in this course will include the planning and delivery of appropriate reading and writing instruction based on formal and informal assessment of students. Students will develop a knowledge base for selection, use and interpretation of reading and writing assessment instruments for students, including English language learners, and students with reading disabilities and difficulties.

TEC-662 Tutoring Practicum - Primary Level (1 Unit)

This course provides supervised field experience that enables MATR students to integrate reading theory and practice regarding assessment and intervention strategies for struggling readers.

Tutoring fieldwork will include individualized reading instruction for both primary and

intermediate level students. Course requires tutoring fieldwork during the Fall and Spring semesters of the academic year.

TEC-663	Tutoring Practicum - Intermediate Level (1 Unit)
TEC-664	Developing Fluent Readers (2 Units)
TEC-668	Teaching Comprehension Strategies (3 Units)
TEC-670	Issues In Reading Research: Theories & Practice (3 Units)
TEC-671	Reading Practicum (3 Units)

For more information, contact Dr. Helen Maniates, MATR coordinator at (415) 422-5917 or hmaniates@usfca.edu.

Information is available online at: <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-reading>

Master of Arts in Digital Technologies for Teaching and Learning (DTTL)

The Master of Arts in Digital Technologies for Teaching and Learning (DTTL) program prepares students to become sophisticated technology-using professionals who can provide leadership by integrating technology to achieve the goals of local and extended learning communities. The program will accept up to 15 units from the Teacher Credential program toward the 30 unit DTTL degree.

Required Coursework:

In addition to the Teacher Education credential coursework, students enrolled in the DTTL Program are required to take any 5 of the following 8 courses:

- DTTL 614 – Navigating the Divide: Digital Leadership (3 credits)**
- DTTL 602 – Digital Leadership Lab (3 credits)**
- DTTL 603 – Made to Stick: Teaching with the Brain in Mind (3 credits)**
- DTTL 604 – Digital Storytelling Lab (3 credits)**
- DTTL 605 – Multimedia Learning (3 credits)**
- DTTL 606 – Media Lab (3 credits)**
- DTTL 607 – Learning Designs (3 credits)**
- DTTL 608 – Design Lab (3 credits)**

No Master's Thesis is required, because in each course in the DTTL program, products are created which can build a professional portfolio.

For more information, contact Dr. Mathew Mitchell, program coordinator, at (415) 422-2794 or mitchellm@usfca.edu.

Information is available on line at: <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-digital-technologies-teaching-learning>

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Students in the basic teaching credential programs at USF may wish to simultaneously complete a Master's degree in Teaching English as a Second Language (TESL) in place of the Master of Arts

degree in Teaching. This degree is designed for individuals who may wish to live abroad and teach English or who wish to be eligible to teach ESL at the community college level. In addition to credential courses taken, the following courses are required:

- IME-630 Teaching ESL (3 Units)**
- IME-632 Structure of American English (3 Units)**
- IME-633 Preparation and Evaluation of ESL Instructional Materials (3 Units)**
- IME-603 Methodology of Educational Research (3 Units)**
- IME-638 Masters Thesis/Field Project (3 Units)**

For more information, contact Carla Echevarria at 415-422-2059 or clechevarria@usfca.edu. Information is available on line at <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-tesol>

Master of Arts in Teaching (MAT) with a Concentration in Catholic Education (CED)

For candidates who complete all teaching credential program requirements at USF, the M.A. in Teaching with a Concentration in Catholic Education may be obtained by successfully completing the following three additional core courses (9 units):

- CEL-640 History and Principles of Catholic Education (3 units)**
- CEL-642 Moral Development (3 units)**
- CEL-648 Spirituality of the Educator (3 units)**

For more information, contact Rebekah Werth at (415) 422-6481 or teachered@usfca.edu. Information is available on line at <https://www.usfca.edu/education/programs/masters-credential-programs/teaching-concentration-catholic-education>

California Commission on Teacher Credentialing (CTC) Requirements

In addition to required coursework and fieldwork responsibilities, all students in California teaching credential programs must meet a number of additional requirements specified by the CTC. Below is a current requirement checklist with applicable due dates. **Several of these items are considered prerequisites for enrolling in Student Teaching courses, and students must be administratively withdrawn from the University if suitable documentation is not provided by the appropriate due dates.** Copies of all documentation should be sent to the TED Program Assistant.

Please note that the CTC reserves the right to alter or add to these requirements in response to state and federal legislative directives. For more information, please visit the CTC website: <http://www.ctc.ca.gov>

Important: Students must satisfy all requirements listed under items 1 and 2 in order to remain enrolled in the credential program at the beginning of the second semester!

1. PRIOR TO ADMISSION (In exceptional cases, by date given in admissions letter)

CBEST

- Passing CBEST Scores** (<http://www.ctcexams.nesinc.com>)

Multiple Subject candidates may take the CSET Writing Skills exam in conjunction with the Multiple Subject CSET exam (see below) in lieu of CBEST.

Subject Matter Competency

- Multiple Subject Credential** (<http://www.ctcexams.nesinc.com>)
 - **Passing CSET scores** on Multiple Subject subtests I, II and III
- Single Subject Credential** (<http://www.cset.nesinc.com>)
 - **Passing CSET scores** in subject area or
 - **100% Subject Matter Waiver** Submit a subject-matter preparation completion statement or letter from a California university with a CTC-approved preparation program in the relevant subject area. The Admissions committee may require passing CSETs as well (contact Helen Huynh at credentialanalyst@usfca.edu 415-422-2117).

BY STATE LAW, SUBJECT MATTER COMPETENCE MUST BE ESTABLISHED PRIOR TO ENROLLMENT IN STUDENT TEACHING I.

2. IMMEDIATELY FOLLOWING ORIENTATION AND REGISTRATION (due by Census Date)

Certificate of Clearance

- Livescan** form (41-LS)
- Certificate of Clearance Request form**
 - All Teacher Education students who do not already have a California credential (such as an emergency or substitute permit) on file with the School of Education are required by the CTC to apply for a *Certificate of Clearance* before being placed

in a school setting. Clearances obtained through districts, private schools, group homes, or childcare centers are not accepted by the CTC. A clearance application requires students to have their fingerprints taken at a Livescan center and to submit a Commission fee of \$52.50 (plus \$2 processing fee). Livescan service centers also charge a fee at the time of service. Certificate of Clearance instruction sheet and Livescan service form is available in the School of Education. You may also contact the Credential Analyst, Helen Huynh, with questions regarding the clearance process. You must complete the fingerprint process and online application through the CTC to receive a Certificate of Clearance.

- ❑ ***OR*** photocopy of valid 30-day sub permit or emergency credential

Tuberculosis

- ❑ **Negative TB results.** Submit evidence of negative results from a **tuberculin test** taken within the last three years

3. BILINGUAL AUTHORIZATION ONLY: Thirty (30) days prior to *registering* for Student Teaching II/III

Language Requirement

- ❑ **BILINGUAL AUTHORIZATION Language Exam** (FSL 3 passing rate) for students earning a bilingual credential
- ❑ Submit evidence of meeting the CTC's requirement for **BILINGUAL AUTHORIZATION language requirement** by taking and passing the two Bilingual Authorization courses prior to or concurrent with Student Teaching II/III

4. PRIOR TO APPLICATION FOR CREDENTIAL

U.S. Constitution (see Helen Huynh, Room ED 33, 415-422-2117)

- ❑ **Approved Undergraduate Course Satisfying U.S. Constitution Requirement**
OR
- ❑ **Passing score on U.S. Constitution Test** (free online test) Students must verify satisfactory completion of the **U.S. Constitution** requirement by submitting either: a) transcripts showing successful completion of a CTC-approved course in the provisions and principles of the United States Constitution (minimum two semester units, grade C or better), or b) passage of an examination on the Constitution offered by a regionally accredited university. An online exam is offered through USF. Contact the Credential Analyst at (415) 422-2117 or credentialanalyst@usfca.edu for details. Courses that satisfy the requirement are normally those in American Government or Constitutional Law, or in some cases, specialty history courses.

CPR Certification

- ❑ **CPR Training** which **must** cover **infant, child and adult** CPR

RICA

Passing Reading Instruction Competency Assessment (RICA) Score (Multiple Subject students only.) Students should register for a RICA examination following completion of two courses (TEC-621 Early Literacy and TEC-612 Curriculum and Instruction: Reading and Language Arts).. (<http://www.csetexams.com>) A free, one-day workshop is offered at USF to help prepare multiple subject candidates for the **RICA** exam. This is announced every semester in the appropriate classes.

Preparation Workshops

Kaplan Educational Center
2000 Center Street
Berkeley, CA 94704
(510) 849-4044

Bobrow Test Prep Services
(800) 426-2769
<http://www.bobrowtest.com>

College of Extended Learning
San Francisco State University
<http://www.sfsu.edu>
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1373

City College of San Francisco
www.ccsf.edu
50 Phelan Avenue
San Francisco CA 94112
(415) 239-3000

Check with local school districts, as well. The adult education division may offer CBEST preparation workshops.

RICA Preparation Textbooks

- *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competency Assessment* James J. Zarrillo; Merrill Prentice-Hall, 2005.
- *Preparation Guide for the California RICA: And a guideline for reading instruction in grades K-8:* Dye, Marilyn; Houghton Mifflin: 2001.

Teaching Performance Assessment

In California, all programs that recommend beginning teachers for credentials are required to administer a teaching performance assessment. These assessments are designed to make sure all graduates have the essential teaching skills needed to be successful in the classroom and in working with California's K-12 students.

At USF, candidates complete the CalTPA (California Teaching Performance Assessment). Your courses at USF will include opportunities to learn about the key elements of teaching measured in the CalTPA: learning about students, planning, instruction, assessment, adapting curriculum for English learners and students with special needs, academic language development, and reflection. You will synthesize your learning from courses and supervised student teaching and demonstrate your ability to teach by completing the CalTPA. You are required to submit your own independent, original work.

You will submit your tasks electronically through the Taskstream system at designated times announced in student teaching seminars. Once submitted, the work will be evaluated by teams of trained assessors using task-specific rubrics.

Getting started:

1. Subscribe to Taskstream (taskstream.com) for two years as directed in your admittance/enrollment packet from the Department of Teacher Education.
2. The TPA Coordinator will enroll you in the CalTPA program for the credential you are seeking.
3. You will then be able to access the task templates on Taskstream. These are Microsoft Word documents with prompts and directions that you will download and save. As you reply to each prompt, you will type directly into the document, saving often.
4. For more information or assistance getting enrolled in a CalTPA program on Taskstream, please contact Laura Hannemann, TPA Coordinator, at (415) 422-5487 or tpa@usfca.edu.

California Teaching Performance Assessment (CalTPA)

The California Teaching Performance Assessment requires the completion of four tasks:

Subject Specific Pedagogy (SSP)

1. You will demonstrate your knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy.
2. You will respond in writing to each of the four case studies that make up Subject Specific Pedagogy: developmentally appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs.
3. Each case study is based on a hypothetical classroom scenario, not on a real K-12 setting.

Designing Instruction (DI)

1. You will demonstrate your ability to learn important details about a classroom of students and two focus students (an English learner and a student who presents a different instructional challenge). You will plan instruction tailored to those student characteristics in the form of a structured lesson plan

2. You will demonstrate your ability to connect learning about students to instructional planning.
3. This task is based on your student teaching placement (ST I).

Assessing Learning (AL)

1. You will demonstrate your ability to align learning goals and assessment by selecting a standards-based, developmentally appropriate assessment instrument to measure student learning at a key point in time during a unit of study.
2. You will demonstrate your ability to make adaptations to the assessment for two focus students (an English learner and a student with identified special needs).
3. You will demonstrate your ability to analyze evidence of student learning and plan next steps of teaching based on the students' varying degrees of mastery of the learning goals.
4. This task is based on your student teaching placement (ST II/III).

Culminating Teaching Experience (CTE)

1. You will demonstrate your ability to design a lesson based on state-adopted academic content standards for students, implement that lesson, make appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson.
2. You will demonstrate your ability to make lesson adaptations for two focus students (an English learner and a student who presents a different instructional challenge).
3. You will demonstrate your ability to analyze evidence of student learning.
4. You will videotape yourself teaching and then assess and reflect upon your instruction.
5. This task is based on your student teaching placement (ST II/III).

Please note:

Of four tasks in total, only one (SSP) has pre-determined content areas. The other three tasks (DI, AL, and CTE) require candidates to choose a content area of focus. Please adhere to the guidelines below from the CalTPA Candidate Handbook:

- **Multiple subject candidates** must choose *English/Language Arts* for one task, *Math* for one task, and either *History/Social Studies* or *Science* for the remaining task.
- **Single subject candidates** must choose different standards within the content area in which they are pursuing a credential.
- **All candidates** must select different focus students for each task.

More information:

Detailed information about the California Teaching Performance Assessment may be found in the CalTPA Candidate Handbook, which you can find by signing into taskstream.com, clicking your TPA Program, and then clicking the Resources tab.

Student Teaching and Fieldwork

Introduction

The School of Education expends a great deal of time and effort establishing relationships between the USF Teacher Education Program and various school districts in the Bay Area. When candidates are visiting schools in any capacity, they should recall that they are representatives of the Teacher Education Program. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the SOE Teacher Education Program. Accordingly, candidates should conduct themselves in a professional manner—in both appearance and deportment.

Professional Conduct

Professional conduct for USF Student Tutors and Teachers includes:

- Personal appearance and dress comparable to the standards and expectations for employed teachers at the assigned school site.
- Cooperation and professional interaction with colleagues, staff, parents, and students.
- Regular attendance and punctuality; the candidate should sign in/sign out each site day in the appropriate log in the school office. If a candidate is absent or anticipates being late to a school site, s/he should contact the teacher ahead of time, as well as inform the University Supervisor and Student Teaching Seminar instructor.
- Demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- Supervision: the Field Placement Director assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.
- Familiarity and compliance of the candidate with all applicable requirements and deadlines of the Teacher Education program related to Student Teaching.

Early Literacy

The Early Literacy course requires students to spend **15 hours** tutoring an emergent reader (grades K-2). Students are responsible for arranging their own placements, and may consult with the seminar instructor if they experience any difficulties.

Student Teaching I

During Student Teaching I, the USF teacher credential candidate begins the first stage of on-site teacher preparation. This is an opportunity for the candidate to put into action the skills and knowledge that have been acquired during previous semesters in the Credential Program. In large measure, this direct classroom observation/participation of Student Teaching I serves as the basis for advancement to Student Teaching II and III. Over the course of the Student Teaching I placement, a credential candidate must demonstrate that s/he understands and can assume the responsibilities required of a full-time Student Teacher.

Over the course of the Student Teaching I placement, it is assumed that candidates will take on the responsibilities of observing and participating in classroom activities. The USF requirement for those in Student Teaching I is that they are at the school site, engaged in the activities of the classroom/school for 8 hours a week for twelve weeks. Specifically for:

- Multiple Subject Credential Candidates – The candidate is engaged in observation and participation in the assigned Cooperating Teacher’s classroom, two mornings each week (4 hours each). This time block may include activities like recess, lunch duty, etc., as well as in the classroom.
- Single Subject Credential Candidates – Ordinarily, the candidate begins the first few weeks of the placement (2 days/week; 4 hours each day) actively observing a number of teachers/classrooms within the academic department, as well as all-school activities. Gradually the candidate begins to focus upon two teachers with whom the candidate would continue in the more participatory phase of Student Teaching I. The candidate is responsible for making such contacts and securing the two teachers with whom the candidate would complete the semester.
- FOR ALL CANDIDATES: Exceptions to the 2 day/week placement (i.e., extending or reducing the required hours per week) or the 12-week requirement, must be authorized by the Field Placement Director.
- FOR ALL CANDIDATES: Toward the end of the placement, the candidate is responsible for designing and delivering one classroom lesson, which is observed by the assigned USF Supervisor. The candidate is responsible for coordinating the date and time of this lesson with the Cooperating Teacher and the assigned USF Supervisor. At the request of the site administrator or the Cooperating Teacher(s), candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.
- Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only.
- Student Teaching I Seminar: a candidate may miss only two (2) seminar meetings and still receive a passing grade for the seminar course.
- Student Teaching Site Field Placement: The candidate is expected to complete the full 24-day requirement. A candidate may only reschedule two (2) school site days and still receive a passing grade for the seminar course.

For both the Seminar and Field Placement, arriving late three times (tardiness) constitutes the equivalent of one day of absence.

SUPERVISION: Both Multiple and Single Subject credential candidates are assigned a USF Supervisor. Once the assignments are announced, it is the responsibility of the candidate to contact the Supervisor and coordinate the two required site visits during the semester.

PLACEMENTS: All placements must be assigned/approved by the Field Placement Director. Field placements are rarely changed, and changes require prior approval by the Field Placement Director. Students are **not** permitted to change fieldwork assignments on their own. If a student has a serious concern about his or her school site and/or Cooperating Teacher, he or she should consult the Field Placement Director immediately.

Advancement to Student Teaching II and III

During Student Teaching II and III, the USF teacher credential candidate is engaged in the final, and perhaps most important, stage of the teacher preparation process. This stage presumes the student’s prior demonstrated mastery of skills and knowledge related to the profession of teaching, both in the credential course of studies as well as in the assigned fieldwork experiences. For this reason, advancement to full-time student teaching is not automatic. Authorization to enroll in Student Teaching II / III is granted only after consultation with members of the Teacher

Education faculty, instructors, supervisors, and site officials from the Student Teaching I placement, and the approval of the Field Placement Director.

Suitability for Advancement to Student Teaching II / III is based on a student successfully meeting the following requirements:

- Completion of all required courses (no “I” grades), prior to the semester of Student Teaching II/III:
 - MULTIPLE SUBJECT: Early Literacy; C&I: Reading/Language Arts, Math/Science, Social Studies, Student Teaching I.
 - SINGLE SUBJECT: Teaching Adolescents, Academic Literacy; C&I Field of Study Course; Student Teaching I.
 - BOTH: Education of Exceptional Children, Education of Bilingual Children, and if BCLAD candidate BCLAD courses (can be taking one BCLAD course concurrently)
- Positive assessments of the Student Teaching I assignment, by the University Supervisor and Site Cooperating Teacher.
- Submission of required Student Teaching I logs, *Request for Authorization*, and *Student Teaching II/III Agreement*, before the published deadline date.

In summary, a credential candidate must demonstrate that s/he understands and can successfully assume the responsibilities required of a full-time Student Teacher, with the reasonable expectation that the University would be able to recommend the candidate for the California Preliminary Teaching Credential at the successful conclusion of Student Teaching II/III.

Student Teaching II and III

Student Teaching II and III requires students to be in a classroom for a full academic semester (minimum of 18-weeks).

Multiple Subject Credential candidates must complete a full-time student teaching assignment at one primary level placement (K-3) or upper elementary placement (4-6), at a school site and grade level different from that of Student Teaching I.

Single Subject candidates usually complete the full semester assignment in public school classrooms, either middle or high school, to fulfill credential requirements. Ordinarily, students continue in the school in which they completed their Student Teaching I. Students are expected to be involved in two full prep/class periods each day, in the subject of emphasis if possible, as well as an equivalent third period to assist in whatever capacity is most beneficial for the teacher/school.

State regulations require each student to participate in at least one **public school** teaching experience. Candidates who work in a private school, either as the teacher of record or as a teaching assistant may use that experience to satisfy Student Teaching II/III. They must complete a public school experience in Student Teaching I during the summer prior to enrolling in Student Teaching II/III.

Students may use paid teaching positions to fulfill student teaching requirements. Please consult with the Field Placement Director for details.

The University is unable to assist students in securing paid positions. However, it will secure classroom placements for students in which they are paired with a Master Teacher at a particular

school. The School of Education must have a signed Memorandum of Understanding with a private school or public school district in order to place students in student teaching positions.

Master Teachers must have a minimum of three years' experience as a full-time teacher of record, as well as a California Teacher Credential. The Master Teacher at the school site is responsible for submitting four monthly evaluations of the student teacher. Students will also be assigned a University Supervisor who will observe the student teaching a lesson on seven separate occasions.

Over the course of the Student Teaching II/III placement, it is assumed that candidates will take on and complete teaching responsibilities. This means that candidates will organize their time, just as a full-time paid teacher would, to be sure that lessons meet curriculum standards and requirements and are adequately planned and taught within each school day and week. The USF requirement for candidates is that they keep the same hours as those expected of a full-time teacher and their Master Teacher. Specifically for:

- Multiple Subject Credential Candidates - Arriving at school at least 15 minutes prior to the start of school and remaining at least 15 minutes after the dismissal bell.
- Single Subject Credential Candidates - Arriving at school at least 15 minutes prior to the start of the first assigned period class and remaining at least 15 minutes after the last assigned period class.

Additional time may be required to cover the amount of planning and preparation needed to assume teaching responsibilities. Candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.

Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only.

- Student Teaching Seminar: For each nine-week student teaching seminar, a candidate may miss only one (1) seminar meeting and still receive a passing grade for the seminar course.
- Student Teaching Site Field Placement: For each nine-week student teaching field placement, a candidate may miss only two (2) school site days and still receive a passing grade for the seminar course.

For both the Seminar and Field Placement, arriving late three times (tardiness) constitutes the equivalent of one day of absence.

Field placements must be approved by the Field Placement Director. Field placements are rarely changed, and changes require prior approval by the Field Placement Director. **Students are not permitted to change fieldwork assignments on their own.** Students with a serious concern about their school site and/or Master Teacher should consult the Field Placement Director immediately.

For further information about student teaching, please visit the following website:

<http://socrates.usfca.edu/~dillon/TEDfield/>

Student Teaching Waiver Portfolio

In some cases, the Student Teaching II course may be waived for teachers with a minimum of two years of full-time teaching experience at the same school and grade level. In this case, substitute coursework is not required. In order to have a waiver petition reviewed/granted, students must

have completed all program and CCTC prerequisites required for enrollment in Student Teaching II (or be concurrently enrolled in prerequisite courses).

The most common request by students is that they be waived out of some portion of student teaching. Eight (8) units of student teaching are required: Student Teaching I, II, and III. It is possible to waive only one student teaching requirement, Student Teaching II (3 units).

In order to apply to waive Student Teaching II, a credential student must have completed two years of teaching as the instructor of record, in the same school, and at the “same level” (for Multiple Subject students) or “same subject area” (for Single Subject students) at the time of the waiver request. This means that, for the Multiple Subject candidates *both* years must have been at the K-3rd grade level (primary) or at the 4th - 8th grade level (upper elementary) and for Single Subject candidates both years must have been in the same subject area.

Please note that students who have worked as interns, teacher assistants, or resource teachers are *not* eligible for a waiver of Student Teaching II.

In addition to a Petition for Waiver of Course, an official Student Teaching Waiver Portfolio must be completed, signed by the advisor, and submitted to the Field Placement Director. The Student Teaching Waiver Portfolio includes:

- The Petition for Waiver of Courses;
- A letter from the Principal of the school where the student taught (on official school stationery) that states two (or more) years of teaching were completed as the “instructor of record” at the same grade level (K-3 or 4-8) or subject area; that performance evaluations were good, and that the Principal recommends the USF School of Education waive the Student Teaching II requirement;
- Exhibits of teaching-related work during this previous teaching experience, such as lesson plans and student work, which demonstrates significant work already as a teacher. Request and consult current Portfolio guidelines updates for the exact style and content for these supporting exhibits.

The completed Portfolio is then submitted to the Field Placement Director who consults with the Waiver Review Committee and recommends approval or denial of the petition to the Associate Dean. The Review Committee consists of the Associate Director of Teacher Education, the Field Placement Director, the TED department chair, and the Associate Dean of the School of Education.

The Committee reviews Student Teaching Waiver requests twice a year. For students who would ordinarily enroll in full-time Student Teaching in the FALL semester, the completed Portfolio must be submitted to the Associate Director of Teacher Education no later than the first Friday in April of the PREVIOUS Semester. For students who would ordinarily enroll in full-time Student Teaching in the SPRING Semester, all documentation must be submitted to the Field Placement Director no later than the last Friday in NOVEMBER of the PREVIOUS Semester.

Until a student has received notification from the Dean’s Office, s/he should not presume the waiver has been granted.

NOTE: In middle school grades a Multiple Subject credential candidate must teach multiple subjects (more than one).

Termination of Candidates from the USF Teaching Credential Program

The following constitute grounds for withdrawal or termination of a candidate from the Teacher Credential Program at the University of San Francisco:

- False reporting of attendance and activities at the school site (e.g., *Site Placement logs*; journals) or plagiarism in required written assignments (e.g., *Teaching Performance Assessments*);
- Change of status of the credential candidate with the CCTC; specifically, the suspension or revocation of the candidate's Certificate of Clearance;
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site;
- Sexual harassment or misconduct at the assigned school site;
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed;
- Request by the school site administration/master teacher to terminate the candidate's student teaching assignment prior to the scheduled end of the placement;
- Exceeding the allowed number of absences for student teaching seminars and field placements;
- Attempts to change an assigned school or teacher placement without prior consultation and approval by the USF Field Placement Director.

Strike Actions in Public School Districts

In the event of a strike action by classroom teachers in the public schools, the following guidelines apply to students enrolled in the School of Education's teaching credential program:

School assignments for USF Student Teachers (i.e., those who are placed as student teachers by the School of Education in a school site/classroom with a Cooperating Teacher or Master Teacher in a public school of the district) will be suspended for the duration of any strike or labor action by public school teachers and their union. Among these Student Teachers, those who have been granted a 30-day substitute permit may not accept any offer of day-to-day employment as a substitute teacher in the district during this time.

SOE teacher credential candidates who are employed (under contract) by the district as classroom teachers, either as Interns, or as long-term substitute teachers, may make their own decisions as to whether they will participate in any strike action of teachers of the district.

USF Teaching Internship Program

USF Teaching Internship Program

The USF Multiple and Single Subject Internship Program assists Bay Area public school districts in finding and preparing qualified teachers to serve in K-12 teaching positions. The University and partner public school districts collaborate to assign interns to positions. Interns are required to assume all teacher functions authorized by USF's California Commission on Teacher Credentialing-approved multiple and single subject credential programs.

Ordinarily, school districts do not advertise job openings as "intern positions." Rather, they ask for qualified, credentialed candidates. The district will determine if they are able to fill the position with someone who holds an intern credential or if they need someone with a preliminary or clear credential instead. In most instances, public school districts only hire interns in "high need" academic areas such as mathematics, science, and bilingual teaching positions.

When looking for a teaching job, it is best to start with the EdJoin website (<http://www.edjoin.org>) to determine what positions may be available in particular public school districts. While a candidate can apply for jobs on the EdJoin website, most districts near USF prefer that the candidate apply directly on their district web sites.

Obtaining the Intern Credential

A student must be concurrently employed by a public school district and enrolled in a California Commission on Teacher Credentialing approved University Internship program to obtain the Intern Credential.

Before seeking an intern position, it is recommended that candidates verify their qualification for intern status. Prior to applying for employment (or USF admission to the credential program if not a current student) candidates must:

- Possess a B.A. or B.S. from a regionally accredited institution
- Possess passing **CBEST** Scores
- Verify subject matter competency by passing the appropriate CSET exam(s) or via transcript evaluation by a CTC approved credential analyst
- Obtain CTC Certificate of Clearance (**fingerpr**int** clearance**) or provide a photocopy of prior California credential or permit
- Verify current TB testing with negative results; must be within past year (varies by district - some may require current results)
- Fulfill the U.S. Constitution requirement (by course work or on-line examination).
- Successful completion of 120 hours of pre-service instruction (see below)

Beginning in June, 2008, the CCTC mandated a minimum of 120 hours of pre-service instruction, prior to being eligible for the intern credential. In certain instances, a public school district may offer a teaching position to a non-credentialed candidate enrolled in a recognized teacher preparation program, who has not yet fulfilled the pre-service instruction requirements. In such instances, the individual is issued a **Provisional Internship Permit (PIP)**. With a fall hiring, the individual has until May to meet the pre-service instruction requirements and be recommended for the formal Intern Credential.

Therefore, those USF/TED students teaching in a public school district with a PROVISIONAL INTERNSHIP PERMIT (PIP) must enroll in and complete the following courses during their first two semesters in the Credential Program:

Multiple Subjects Candidates:

Learning & Teaching- Multiple Subjects: TEC 610

Education of Bilingual Children: TEC 611

Early Literacy: TEC 621

Teaching for Diversity & Social Justice: TEC 618

Single Subject Candidates:

Learning & Teaching- Single Subject: TEC 610

Education of Bilingual Children: TEC 611

C&I Course: Candidate's Subject Area: TEC 615 or TEC 628 or TEC 629

Teaching for Diversity & Social Justice: TEC 618

USF Credential Students who receive offers of employment from a public school district should contact the Field Placement Director, to see if they are eligible for the USF Internship Program.

Students who are eligible for the Internship program should contact the USF Credential Analyst, Helen Huynh (415-422-2117) (credentialanalyst@usfca.edu), who will assist them in applying to the CCTC for an Intern Credential.

Significant Features of the USF Teaching Internship Program

USF Teacher Credential candidates may use their intern teaching assignments to fulfill the requirements of Student Teaching I, II, and III. Because of the special status of interns, multiple subject candidates may remain in the same school and same grade level for all three phases of student teaching.

Ongoing collaboration with the school districts for USF Interns includes regular supervision visits from a University Supervisor, who monitors intern performance towards meeting the instructional and service needs of the district. Mentoring support is also provided to the intern via a local site mentor, selected by the intern after consultation and approval of the school administration. The University Supervisor consults with the site administrators and mentor/advisors during visitations. Each semester a group consultation is conducted that may include the intern/candidate, university supervisor, district administrator and district advisor/mentor in an evaluative process. USF Interns are required to attend all district workshops and fulfill whatever additional requirements their school or district may mandate.

General information about the Internship Program is available at:

<https://www.usfca.edu/education/programs/masters-credential-programs/teaching/internships>

Specific questions should be addressed to Teacher Education Department offices at 415-422-6481 or teachered@usfca.edu.

Academic Policies

Attendance Policies

Attendance policies governing students in the USF Teacher Education program are dictated by the requirements of California law for state credential programs (CTC). Punctual attendance for all TED courses and field placements is assumed. In the case of illness or emergency, students are responsible for contacting the course instructor and completing work missed due to absence.

Students who are absent for more than the following amount of time will not receive credit for a course:

- 1 unit course = 2 hours
- 2 unit course = 4 hours
- 3 unit course = 6.25 hours

Four (4) instances of incomplete attendance for any given class period (arriving late or leaving early) constitutes 2 hours of absence.

Students who exceed the maximum amount of absence time allowed will be required to withdraw from a course, re-enroll and pay course tuition again in a subsequent semester.

For attendance policies related to Student Teaching seminars and fieldwork, please see pages 24 - 26.

Instruction and Academic Expectations

Instruction in the various courses for each program is offered either by full-time faculty members in the School of Education or by highly qualified adjunct instructors, many of them practitioners in the field. Students are expected to participate fully in class activities, and to fulfill, in a scholarly and professional manner, the requirements of each course. Students must maintain a "B" average in all work undertaken in the degree and credential programs of the School or be subject to academic probation. The grading policy of the School is designed to provide feedback on the quality of the student's work. Symbols A, B, C, F, I and IP are used in grade reporting as defined below:

A (+/-) Distinguished, clearly superior work showing high quality of insight, depth of knowledge, and with no fundamental deficiencies

B (+/-) Fully acceptable acquisition of basic subject and/or skill mastery

C (+) Does not show graduate level mastery of the full range of knowledge and skills; the course must be repeated.

F Inadequate work or the absence of work

I An Incomplete (I) grade is only assigned when required student work is not completed before the end of the course, and there is a reasonable expectation that such work can be completed in a timely manner over the following semester. Incomplete grades may only be issued after consultation with, and approval by, the instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and instructor, and submitted to the Dean's Office. Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full

semester unless the Incomplete Grade/Course Completion Form stipulates a longer period of time. If the Incomplete Grade/Course Completion plan is not completed before the agreed upon deadline, the Failing (F) grade will stand, and the student must re-enroll in the course and pay tuition. **Students who exceed the maximum number of hours for absences in a course ARE NOT ELIGIBLE to receive an Incomplete grade** (see *Attendance Policies*, page 33).

IP Work for the course is "In Progress" due to the nature of the particular course or course schedule. (Allowed only for Student Teaching and Master's Thesis/Field Project courses)

W "Withdrawal": student drops a course after the University census date.

NR Grade "Not Reported" by instructor within 15 days after the examination period. To correct the transcript the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given.

RC "Registration Canceled" put on transcript when the Bursar cancels registration due to nonpayment of tuition and fees.

Students who, because of the demands of their professional workload, anticipate problems in meeting timelines set by a particular instructor should discuss the problem in a timely and professional manner with the instructor. If a student has other course-related problems such as a difficulty with the classroom instruction or assignments or disagreement with the instructor over grading, the issue should be discussed with the instructor.

Grade Reports

Grade reports are available to students about three weeks after the official end of each term or session. Students may view their own grades and print an unofficial transcript via the USF Connect web system. If a student receives an "Incomplete" or "In Progress" for a particular course and subsequently makes up the work, the instructor submits a Change of Grade Form to the Dean's Office.

Academic Withdrawal from the Program

A student must maintain a Grade Point Average (GPA) of at least 3.0 in all graduate work. If the GPA falls below 3.0 for one term, the student will be placed on academic probation. If the subsequent term's GPA remains below 3.0, the student will be withdrawn from the Teacher Education program. Withdrawal on the grounds of poor scholarship is at the discretion of the Dean of the School of Education.

Taskstream Mentoring Services

Taskstream's Mentoring Services is available to all subscribers to support the use of Taskstream's tools and resources. Mentoring Services can be contacted by phone, email, or by filling out a support request form.

help@taskstream.com

800-311-5656

M-Th 5:00am - 8:00pm (PT), F 5:00 a.m.-4:00 p.m. (PT), Sunday 3a.m. – 8p.m. (PT)

No Saturday hours

name, USF ID number, and a PIN. See the *Reference Databases* web page for further information.

Applying for Credentials

All California educational credentials are issued by the State of California, Commission on Teacher Credentialing (CTC). After completing a credential program at USF, students may apply for the Preliminary Teaching Credential, through the University's Credential Analyst, to the Commission. Credential applications will be distributed at the end of the program and should be submitted to the Credential Analyst accompanied by photocopies of all required documents. Each request will be submitted to the CTC on-line by the Credentials Analyst. Applicants will then receive an email from the CTC asking them to complete their portion of the on-line application and to pay the appropriate fee. As soon as this has been done the applicant will receive a verification email from the CTC stating that the credential is in process. If an employer requests verification of credential status, this email can be submitted as proof of USF's credential recommendation. Students are advised to submit the application as soon as possible after completing the credential requirements. Credentials are mailed to each applicant from the CTC upon verification of the fulfillment of all credential requirements.

USF students have the option to obtain both the Multiple and Single Subject credentials without having to complete two separate programs. For more information on how to obtain both credentials, please contact our Credential Analyst at credentialanalyst@usfca.edu or (415) 422-2117.

Other Information and Student Teaching Forms



Project Learn Belize seeks to build upon the success of the Arrupe Immersion Program in Belize, sponsored by University Ministry at USF, which began in January 2004. The original Program brought 10-12 USF students, along with staff and faculty, to the town of Dangriga. As part of the Immersion Program, USF students worked at Sacred Heart Elementary School, one of the largest primary schools in the town (with more than 700 "K-8" students), for two weeks in early January. With the generous assistance of ITS at USF, a state-of-the-art computer center was established at Sacred Heart, with over 30 computers. Beyond the work of the school, the USF participants were invited to immerse themselves in, and grow in solidarity with, the rich culture and diversity of this unique town of 11,600.

Project Learn Belize / USF TEACHER ASSISTANT PROGRAM provides students in the Teacher Education program with an education-focused experience outside the usual confines of American education. Belize provides such a unique opportunity, as it is English-speaking, as well as situated in Central America. The previous ties that have formed between USF and the town of Dangriga and Sacred Heart School provide a solid basis for this project.

Project Learn Belize is currently seeking participants from students in the Teacher Education Program for January 2 – 16, 2016 (Intersession). There may be additional one-week trips during Spring Break and at the end of May.

The program is limited to Seniors in the Dual Degree program (DDPT) and SOE graduate students in Teacher Education. Priority will be given to those whose progress in the Credential Program would not allow for subsequent trips (e.g., those who will be finishing Student Teaching II/ III in December, 2015).

The first weekend, participants will be oriented to the school and town, as well as preparing lessons. During the schools weeks, beginning January 4, TED students will work alongside faculty at Sacred Heart Primary School as teaching assistants.

Beside their talents and energies, these Teacher Education students are able to share their recently acquired knowledge and passion for teaching with the faculty and staff of Sacred Heart School. Outside of the school day, there will be opportunities to meet health & civic leaders of the community. Reflective of its name, participants in *Project Learn Belize* are exposed to, and hopefully transformed by, the realities of cultural diversity, tradition, and challenges of education, health, and governance in this developing country in the Caribbean Basin.

Along with the application process and personal interview, prospective participants are required to participate in one pre-service orientation meeting Sunday, November 15: 1:00- 5:00 pm, prior to traveling to Belize.

Those selected for the *Project Learn Belize* / USF TEACHER ASSISTANT PROGRAM are responsible for securing and purchasing air transportation to/from Belize City (airlines include American, Delta, and Continental). They will also need to provide proof of health insurance. A current US passport is required. Participants will also need to complete liability waivers and emergency information forms.

Ground transportation, room, and board are \$700. Financial aid to help defray these expenses may be available, up to \$350. While every effort will be made to assist participants with financing their trip, it may be necessary to give priority to those able to meet the financial obligations associated with this trip. Additional expenses for incidentals and voluntary excursions are NOT included in this fee (approx. \$100).

INFORMATION MEETINGS (optional) are scheduled:
+ Monday, Sept. 14:– SOE Room TBA – 4 pm
+ Tuesday, Sept. 15 - SOE Room TBA – 12 noon

Applications for the January trip are available online at: <http://socrates.usfca.edu/~dillon/PLB/AppJan16.doc>

Potential applicants should familiarize themselves with the contents of the *Participant Handbook* at: <http://socrates.usfca.edu/~dillon/PLB/ParticipantWeb.pdf>

DEADLINE for Applications is Friday, October 2nd.

PERSONAL INTERVIEWS will be scheduled October 5 - 13.

FINAL NOTIFICATION of SELECTION will be November 2.

MANDATORY ORIENTATION for PARTICIPANTS will be on Sunday, November 15: 1:00-5:00 pm.

Fees & Required Documentation due: Monday, November 30.

Additional information about *Project Learn Belize* is available at the website: <http://socrates.usfca.edu/~dillon/PLB/>
Any questions or concerns should be forwarded to Dr. Dillon (dillon@usfca.edu).



Office of the Dean

School of Education
2130 Fulton Street
San Francisco, CA 94117-1071
TEL 415 422-6525
FAX 415 422-2677

**University of San Francisco
School of Education**

**Petition for Interprogram Transfer
M.A. / Credential**

- Step 1 Student and Advisor fill out side one
- Step 2 Attach a copy of student transcript
- Step 3 Chairperson of "new" program completes side two
- Step 4 Submit materials to Associate Dean for review and final approval

Name: _____
(Last, First, Middle Initial)

USF Student ID Number: _____

Address (Street, City, State, Zip Code): _____

Current Program: _____

Petition to transfer to: _____

Reason for Request: _____

Student's Signature Date

Student's Current Advisor's Signature Date:

The student needs to attach a current transcript (unofficial is ok) to this Petition.

Please turn over



University of San Francisco
School of Education

Petition to Enroll at Another Institution

DIRECTIONS

- 1. Attach evidence that course is a graduate level course from an accredited institution.
2. Attach evidence that course is a graded course (NOI Pass/fail; NOT credit/no credit)
3. Attach to this form a copy of the catalog description of the course you wish to take. The course should NOT be one that is offered by USF School of Education.
4. Obtain the approval of your faculty advisor.
5. Return form and attachments to the USF School of Education Dean's Office for Associate Dean's approval prior to enrolling
6. You must achieve a grade of B or better in the course(s) in order for the course(s) to be accepted at the USF School of Education.
7. When you have completed the course, obtain an official transcript and submit it to the Dean's Office, USF School of Education
8. A maximum of six (6) semester units at the Master's level and a maximum of twelve (12) semester units at the doctoral level may be transferred and/or waived

TO BE FILLED OUT BY STUDENT (please print)

- Credential Program, M.A Program, Ed D Program

Name (Last First, Middle Initial) USF Student ID Number

Address (Street) (City) (State/Zip Code)

Phone (Work) Phone (Home)

AUTHORIZATION IS REQUESTED TO TAKE THE FOLLOWING COURSE(S):

Institution Semester (Quarter)/Year

Table with 3 columns: COURSE NUMBER AND TITLE, UNITS*, USF EQUIVALENT (if applicable)

* Please indicate if units are semester (S) or quarter (Q) units.

REASON FOR MAKING THIS REQUEST:

Student's Signature Date

Recommended for Approval by: Faculty Advisor Date

Approved Denied by: Associate Dean Date

- Student Notified of Approval/Denial, Transcript Received, Transfer Credit Posted



School of Education
Petition for Transfer of Credit
(Master's/Credential Program)

DIRECTIONS

1. Attach to this form a copy of the catalog description of the course to be transferred.
 - The course must be equivalent to a course in USF's program.
 - The course **cannot** be supervised fieldwork, field practice, a practicum, independent study, or Continuing Education.
2. Attach to this form an **Official Transcript** which shows:
 - evidence that this is a post-master's graduate level course offered by an accredited institution of higher education, and not already applied to a degree.
 - evidence that course is a **graded** course (NOT Pass/Fail; NOT Credit/No Credit), with a grade of "B" or better.
 - that the course was taken within seven years immediately preceding the date of petition.
3. Transfer courses cannot replace General Education core requirements.
4. A maximum of twelve (6) semester units may be transferred and/or waived.
5. **Note to Counseling Psychology Students:** Please be advised that courses transferred in from other colleges and universities may not meet the requirements of the BBS.
6. Obtain the approval of your faculty advisor.
7. Submit signed form and attachments to the Dean's Office for the Associate Dean's approval.

TO BE FILLED OUT BY STUDENT (please print)

MA Program: _____ Credential Program: _____ Off-Campus Site: _____

 Name (Last, First, Middle Initial) USF Student ID Number

 Address (Street) (City) (State) (Zip Code)

 Phone (Home) Phone (Work)

I request the course(s) listed below be considered for transfer:

1. _____
 University Course # Title Year Q/S* Grade

Apply units to USF course:

070 _____
 USF Course Number Exact USF Catalog Title Units

2. _____
 University Course # Title Year Q/S* Grade

Apply units to USF course:

070 _____
 USF Course Number Exact USF Catalog Title Units

*Indicate whether quarter units or semester units.

Student's Signature: _____ Date: _____

FOR USE BY ADVISOR ONLY

Courses Petitioned for Transfer:

 Course Number # of units Recommend Do not recommend 070 _____ USF Equivalent # of units

 Course Number # of units Recommend Do not recommend 070 _____ USF Equivalent # of units

Remarks / Reasons: _____

Total # of units transferred: _____ Signature of Advisor: _____ Date: _____

FOR USE BY DEAN'S OFFICE ONLY

1. _____
 Course Number Units USF Course # Course Title Units

APPROVED / NOT APPROVED

2. _____
 Course Number Units USF Course # Course Title Units

APPROVED / NOT APPROVED

Reason for disapprovals: _____

Additional Requirements: _____

Number of previously approved transferred/waived units: _____ Total # of units accepted for this transfer: _____

Associate Dean's Signature: _____ Date: _____



Incomplete Grade Form

School of Education

Doctoral Program: _____ MA Program: _____ Credential Program: _____

Student's Name

USF Student ID Number

USF Course Number

Semester/Year

Work left to complete: _____

Completion deadline: _____

If work is not completed by the deadline, a grade of _____ will be entered for the course.

Instructor's signature

Date

Student's signature

Date

Return form to the USF School of Education Dean's Office

Copy to Student

Copy to Advisor



Information for the Cooperating Teacher
Mentoring a USF Student: STUDENT TEACHING I
(Multiple Subject Credential)

The USF Multiple Subjects Credential candidate, during STUDENT TEACHING I, enters the classroom in order to become involved in the teaching and learning process therein. S/He observes, and then participates, in the classroom of a cooperating teacher who, along with the school's administration, has consented to the presence of the USF participant in the classroom. Prior to the Spring of 2002, this period of field work was commonly referred to as Student Observation / Participation.

This stage of *STUDENT TEACHING I* occurs in the semester immediately before the credential candidate becomes a full-time student teacher. As such, what the student experiences during this period constitutes a proximate preparation for full-time student teaching.

The STUDENT TEACHING I course has two specific components:

- (1) Each student attends a weekly on-campus seminar that includes assignments designed to lead the student from systematic observation of teaching/learning toward participation in the classroom including planning and teaching some lessons.
- (2) Each student spends two half-days (approximately 8 hours total) per week in one school site for a twelve-week period. This introductory phase of student teaching is done in a primary (K-3) or upper elementary (4-6) level classroom.

The USF student's experiences in the classroom:

- (I) begin with an **observation phase** (1-2 weeks). The goal of this phase is to familiarize the student with the school site, the cooperating teacher, the class, and school / classroom procedures.
- (II) lead into a **period of activity** (6 weeks). Within this period the student participant can assist in the classroom much like an instructional aide. As such, the student can:
 - tutor individual students or groups of students
 - help students who were absent to catch up
 - assist students to find resources or reference materials
 - check student work
 - prepare instructional materials
 - help with record keeping, portfolio assembly, etc.
 - arrange bulletin boards or displays for teaching purposes
 - work with small groups directing an activity

- reading a story or leading sharing time
- assist with lesson planning and presentation

The possibilities for the active involvement of the USF student participant are numerous. It is left to the cooperating teacher to decide the ways in which the USF student can contribute and learn from the classroom experiences during this phase. A USF University Supervisor will make an introductory visit during this time, when you will have an opportunity to meet the supervisor.

- (III) conclude with a **period of planning and teaching lessons** (4 weeks). During this period the student should work closely with the cooperating teacher to gain experience in the planning and delivery of instruction. The cooperating teacher and student participant should select specific lessons in each subject area (Language Arts, Math, Science and Social Studies) that the student can prepare and teach while the cooperating teacher observes and provides feedback. The goal of this four-week block of time is to provide the student with an initial experience preparing and delivering lessons (1-2 lessons per week), as preparation for the extended responsibilities for planning and teaching during full-time student teaching. A USF University Supervisor will also observe at least one lesson presentation before the end of the semester.

The Cooperating Teacher is asked to complete a *Cooperating Teacher Evaluation Form* at the middle and end of the semester. The Field Placement Office will provide forms with self-addressed postal paid envelopes at the appropriate time.

As a Cooperating Teacher, you share in the teacher preparation program at the University of San Francisco. It is through your competence, professionalism, and sensitivity that our students are introduced to the “real world” of teaching. You play a vital role in preparing our students to continue with the credential program. As a Cooperating Teacher your evaluation forms and observations, along with the observations of the University Supervisor, will provide information to be used in recommending a student proceed to the Student Teaching II & III phase of the USF credential program.

If you have any questions or concerns, please contact the USF Field Placement Director, Dr. Geoffrey Dillon, S.J. (415)422-5489 or email: dillon@usfca.edu.

Thank you for sharing your classroom and your expertise.



Mentoring a USF Student: Student Teaching I Placement (Single-Subject Credential)

The USF Single Subject Credential candidate, during STUDENT TEACHING I, enters the classroom in order to become involved in the teaching and learning process therein. S/He observes, and then participates, in the classroom of a cooperating teacher who, along with the school's administration, has consented to the presence of the participant in the classroom. Prior to the Spring of 2002, this period of field work was commonly referred to as Student Observation / Participation.

This stage of *Student Teaching I* usually occurs in the semester immediately before the credential candidate becomes a full-time student teacher. As such, what the candidate experiences within this period constitutes a proximate preparation for full-time student teaching. A Cooperating Teacher who receives a student for Student Teaching I is not committing to anything beyond that particular semester. At the same time, with a positive appraisal by the school site / teacher and a willingness to continue with the student, we would hope that Student Teaching II & III might be within the realm of possibility.

The STUDENT TEACHING I course has two specific components:

- (1) Each student attends a weekly on-campus seminar that includes assignments designed to lead the student from systematic observation of teaching/learning toward participation in the classroom including planning and teaching some lessons
- (2) Each student is assigned to a middle school or high school placement. The student spends the equivalent of two half-days (eight hours) per week at the assigned school for twelve weeks. The student observer / participant is ordinarily placed with one or more California-credentialed cooperating teacher(s), who have a minimum of three years full-time teaching experience in the classroom.

The student participant's involvement in the classroom:

- (I) Begins with an **observation phase** (2 weeks / four half-days). The goal of this phase is to familiarize the student with the school, the academic department, the cooperating teacher(s), the class(es), and school / classroom procedures.
- (II) The observation phase leads into a **period of activity** (6 weeks / twelve half-days). During this period, the student participant can assist the cooperating teacher in the classroom, much like an instructional aide. As such, the student can:

- tutor individual students or groups of students
- help students who were absent to catch up
- assist students to find resources or reference materials
- check student work
- prepare instructional materials
- help with record keeping, portfolio assembly, etc.
- work with small groups directing an activity
- assist with lesson planning and presentation

The possibilities for the active involvement of the USF student participant are numerous. It is left to the cooperating teacher to decide the ways in which the USF student can contribute and learn from the classroom experiences during this phase. A USF University Supervisor will make an introductory visit during this time, when you will have an opportunity to meet the supervisor.

(III) Student Teaching I concludes with **a period of planning and teaching lessons** (4 weeks / eight half-days). During this period the student should work closely with the cooperating teacher to gain experience in the planning and delivery of instruction. The cooperating teacher and student participant should select specific lessons that the student can prepare and teach while the cooperating teacher observes and provides feedback. The goal of this four-week block of time is to provide the student with an initial experience of preparing and delivering lessons (1-2 lessons each week) as preparation for the extended responsibilities of planning and teaching during student teaching. A USF University Supervisor will also observe at least one lesson presentation before the end of the semester.

The Cooperating Teacher is asked to complete a *Cooperating Teacher Evaluation Form* at the middle and end of the semester. The Field Placement Office will provide forms with self-addressed postage paid envelopes at the appropriate time.

As a Cooperating Teacher, you share in the teacher preparation program at the University of San Francisco. It is through your competence, professionalism, and sensitivity that our students are introduced to the “real world” of teaching. You play a vital role in preparing our students to continue with the credential program. As a Cooperating Teacher your evaluation forms and observations, along with the observations of the University Supervisor, will provide information to be used in recommending a student proceed to the Student Teaching II & III phase of the USF credential program.

If you have any questions or concerns, please contact the USF Field Placement Director, Dr. Geoffrey Dillon, S.J. (415 / 422-5489 or email: dillon@usfca.edu).

Thank you for sharing your classroom and your expertise.

8/2014

Print First & Last Name: _____



STUDENT TEACHING AGREEMENT for USF Teacher Credential Candidates Student Teaching I

Introduction

During Student Teaching I, the USF teacher credential candidate (termed “candidate” below) begins the first stage of on-site teacher preparation. It is an opportunity for the candidate to put into action the skills and knowledge that have been acquired during previous semesters in the Credential Program. In large measure, this direct classroom observation / participation of Student Teaching I serves as the basis for advancement to Student Teaching II and III.

Accordingly, there are a number of responsibilities that the candidate must assume as s/he begins Student Teaching I. As part of the school placement assignment, the candidate should read carefully the following guidelines, sign the agreement, and return it to the Office of Field Placement / Teacher Education Department. The candidate must also be officially enrolled in Student Teaching I.

Professional Conduct

A great deal of time and effort is expended establishing relationships between the USF Teacher Education Program and various school districts in the Bay Area. When candidates are visiting schools in any capacity, they should recall that they are representatives of the Teacher Education Program. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the SOE Teacher Credential Program. Accordingly, candidates should conduct themselves in a professional manner—in both appearance and deportment.

Professional conduct for USF Student Teachers includes:

- personal appearance and dress, comparable to the standards and expectations for employed teachers at the assigned school site.
- cooperation and professional interaction with colleagues, staff, parents, and students.
- regular attendance and punctuality (see *Attendance* below); the candidate should sign in / sign out each site day in the appropriate log in the school office. If a candidate is absent or anticipates being late to a school site, s/he should contact the teacher ahead of time, as well as inform the University Supervisor and Student Teaching Seminar instructor.
- demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- supervision: the Field Placement Director assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.
- familiarity and compliance of the candidate with all applicable requirements and deadlines of the Teacher Education program related to Student Teaching.

In summary, over the course of the Student Teaching I placement, a credential candidate must demonstrate that s/he understands and can assume the responsibilities required of a full-time Student Teacher.

Attendance

- Over the course of the Student Teaching I placement, it is assumed that candidates will take on the responsibilities of observing and participating in classroom activities. The USF requirement for those in Student Teaching I is that they are at the school site, engaged in the activities of the classroom / school for 8 hours a week for twelve weeks. Specifically for:
 - Multiple Subject Credential Candidates – The candidate is engaged in observation and participation in the assigned Cooperating Teacher’s classroom, two mornings each week (4 hours each). This time block may include activities like recess, lunch duty, etc., as well as in the classroom.

Continued on next page →

Print First & Last Name: _____

- Single Subject Credential Candidates – Ordinarily, the candidate begins the first few weeks of the placement (2 days / week; 4 hours each day) actively observing a number of teachers /classrooms within the academic department, as well as all-school activities. Gradually the candidate begins to focus upon two teachers, with whom the candidate would continue in the more participatory phase of Student Teaching I. The candidate is responsible for making such contacts and securing the two teachers with whom the candidate would complete the semester.
- FOR ALL CANDIDATES: Exceptions to the 2 day/week placement (i.e., extending or contracting the required hours per week) or the 12-week requirement, must be authorized by the Field Placement Director.
- FOR ALL CANDIDATES: Toward the end of the placement, the candidate is responsible for designing and delivering one classroom lesson, which is observed by the assigned USF Supervisor. The candidate is responsible for coordinating the date and time of this lesson with the Cooperating Teacher and the assigned USF Supervisor.

At the request of the site administrator or the Cooperating Teacher(s), candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.

- Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only.
 - Student Teaching I Seminar: a candidate may miss only two (2) seminar meetings and still receive a passing grade for the seminar course.
 - Student Teaching Site Field Placement: The candidate is expected to complete the full 24 -day requirement; a candidate may only reschedule two (2) school site days and still receive a passing grade for the seminar course.
- For both the Seminar and Field Placement, arriving late three times (tardiness) constitutes the equivalent of one day of absence.
- SUPERVISION: Both Multiple and Single Subject credential candidates are assigned a USF Supervisor. Once the assignments are announced, it is the responsibility of the candidate to contact the Supervisor and coordinate the two required site visits during the semester.

Termination of Candidates from the USF Teaching Credential Program

The following constitute grounds for withdrawal or termination of a candidate from the Teacher Credential Program at the University of San Francisco:

- False reporting of attendance and activities at the school site (e.g., *Site Placement logs*; journals) or plagiarism in required written assignments (e.g., *Teacher Performance Assessments*);
- Change of status of the credential candidate with the CCTC; specifically, the suspension or revocation of the candidate's Certificate of Clearance;
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site;
- Sexual harassment or misconduct at the assigned school site;
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed;
- Request by the school site administration / master teacher to terminate the candidate's student teaching assignment, prior to the scheduled end of the placement;
- Exceeding the allowed number of absences for student teaching seminars and field placements;
- Attempts to change an assigned school / teacher placement without prior consultation / approval by the USF Field Placement Director.

I have reviewed this Student Teaching Agreement. I understand and agree to abide by the terms, conditions, and policies set forth above, related to Student Teaching I.

Print full name

Signature

Date

THIS AGREEMENT MUST BE SIGNED and RETURNED to the TEACHER EDUCATION OFFICE before the candidate can be authorized to begin the Student Teaching I placement.



SITE PLACEMENT LOG
USF Teacher Credential Candidates
Student Teaching I

Students enrolled in Student Teaching I are required to spend a minimum of two mornings a week (approximately 4 hrs./day) for 12 weeks at their assigned school / classroom site. **At the end of each four week period**, this site placement log should be submitted to the Field Placement Office.

STUDENT Name: _____ Multiple Subject Single Subject

School: _____ Grade (MS) or Department (SS): _____

Status at this school:

Student Teacher Para/Teaching Assistant District Intern Full time teacher

Name(s) of Cooperating Teacher(s): _____
(if you are Single Subject & have not been assigned specific teachers, leave this blank) _____

REPORT for WEEKS (provide beginning and ending dates): _____ to _____

Please provide the date, times, and observations / activities in which you participated for each day that you were present at your school site:

DATE	Time IN	Time OUT	ACTIVITIES

ADDITIONAL INFORMATION / CONCERNS:

Student Signature: _____ Date: _____

Part of the expectations of professionalism among USF Teacher Credential Candidates assumes honesty in student reporting attendance at assigned school sites. False reporting on this, or other documents, may constitute grounds for suspension or administrative withdrawal from the USF Teacher Education Program.



Student Teaching I / First Supervisory Visit

STUDENT PREPARATION for FIRST VISIT

MULTIPLE SUBJECT CREDENTIAL

I. Coordination of Visit

The Student Teacher will be responsible for coordinating the site visit of the Supervisor. During the visit, time should be allotted for:

- a. Conversation between Supervisor and Cooperating Teacher (5-10 minutes)
- b. Conversation between Supervisor and Student Teacher (5-10 minutes)
- c. Classroom observation of Student Teacher (10 minutes)

Because of the required conversation between Supervisor and Cooperating Teacher, the site visit should occur in tandem with: the beginning of the school day; during recess, lunch, or planning time during the school day; or near the end of the school day (in any instance, this would allow the Supervisor to meet with the Cooperating Teacher outside of class time).

II. Contacting the Supervisor

The process begins with the Student Teacher contacting the assigned Supervisor (by email or phone). The Student Teacher should be prepared to provide initial information about the location and scheduled days of the field placement. In turn, the Supervisor will indicate some possible dates for the first visit.

After conferring with the Cooperating Teacher, the Student Teacher should contact the Supervisor with times / days that the visit could occur. The date and time of the visit is then confirmed.

III. Pre-Visit Profile

The Student Teacher will be responsible for providing a written profile to the Supervisor before the visit occurs. The profile should be emailed to the Supervisor **at least three days prior to the date of the visit**. This narrative is intended to provide the Supervisor with basic information about the school / class / teacher, as well to provide the Student Teacher with an opportunity to indicate issues or concerns that might be addressed with the Cooperating Teacher at the time of the site visit. The Student Teacher's report should provide the following information:

- School, Address, Telephone Number, Name of Cooperating Teacher, Grade Level, Class Room location. Indicate any potential parking problems / delays the Supervisor might incur.
- Weekly Days and Times of the placement.
- Date, time, location of First Visit.
- Summary of Student Teacher's observation and participation in the class (to date). Is there a plan for increasing incorporation / participation of the Student Teacher into the classroom, leading toward presenting lessons? If so, give a brief description.
- Summary description of the classroom setting and "climate".
- Summary profile of the students in the class, including special needs, etc.
- Concerns and questions Student Teacher wishes to discuss with the Supervisor.
- Concerns or issues the Student Teacher would like the Supervisor to discuss with the Cooperating Teacher.

NOTE WELL: (a) Students must have completed their first supervisory visit, BEFORE they can register for Student Teaching II / III. (b) You also must have submitted your first two Site Placement Logs for Student Teaching I, to be authorized for Student Teaching II / III. (c) The mid-term report from your cooperating teacher must have been completed and returned to the Field Placement Office.



Student Teaching I / First Supervisory Visit

STUDENT PREPARATION for FIRST VISIT SINGLE SUBJECT CREDENTIAL CANDIDATES

I. Coordination of Visit

The Student Teacher will arrange for the Supervisor to visit ONE of the two Cooperating Teachers / classes for the purposes of the first visit. Ideally, it will be the same Cooperating Teacher / Class in which the Student Teacher will be presenting a lesson, to be observed by the Supervisor, at the end of the field placement.

The Student Teacher will be responsible for coordinating the site visit of the Supervisor. During the visit, time should be allotted for:

- d. Conversation between Supervisor and Cooperating Teacher (5-10 minutes)
- e. Conversation between Supervisor and Student Teacher (5-10 minutes)
- f. Classroom observation of Student Teacher (10 minutes)

Because of the required conversation between Supervisor and Cooperating Teacher, the site visit should occur in tandem with: the beginning of the school day; during recess, lunch, or planning time during the school day; or near the end of the school day (in any instance, this would allow the Supervisor to meet with the Cooperating Teacher outside of class time).

II. Contacting the Supervisor

The process begins with the Student Teacher contacting the assigned Supervisor (by email or phone).

This should be done as soon as possible. If a student is still in the process of choosing their cooperating teachers, this should be mentioned in this first correspondence (and an estimation of when the first visit might be considered).

The Student Teacher should be prepared to provide initial information about the location and scheduled days of the field placement. In turn, the Supervisor will indicate some possible dates for the first visit.

After conferring with the “targeted” Cooperating Teacher, the Student Teacher should contact the Supervisor with times / days that the visit could occur. The date and time of the visit is then confirmed.

III. Pre-Visit Profile

The Student Teacher will be responsible for providing a written profile to the Supervisor before the visit occurs. The profile should be emailed to the Supervisor **at least three days prior to the date of the visit**. This narrative is intended to provide the Supervisor with basic information about the school / class / teacher, as well to provide the Student Teacher with an opportunity to indicate issues or concerns that might be addressed with the Cooperating Teacher at the time of the site visit. The Student Teacher’s report should provide the following information:

- School, Address, Telephone Number, Name of Cooperating Teacher, Grade Level, Class Room location. Indicate any potential parking problems / delays the Supervisor might incur.
- Weekly Days and Times of the placement.
- Date, time, location of First Visit.
- Summary of Student Teacher’s observation and participation in the class (to date). Is there a plan for increasing incorporation / participation of the Student Teacher into the classroom, leading toward presenting lessons? If so, give a brief description.
- Summary description of the classroom setting and “climate”.
- Summary profile of the students in the class, including special needs, etc.
- Concerns and questions Student Teacher wishes to discuss with the Supervisor.
- Concerns or issues the Student Teacher would like the Supervisor to discuss with the Cooperating Teacher.

NOTE WELL: Students must have completed their first supervisory visit, **BEFORE** they can register for Student Teaching II / III. You also must have submitted your

first two Site Placement Logs for Student Teaching I, to be authorized for Student Teaching II / III.



Student Teaching I – First Visit Supervisory Report

To the Supervisor: It is the responsibility of the Student Teacher to coordinate the time and date of the first supervisory visit. Three days prior to the visit, the student should provide you with a copy of the Pre-Visit Profile. The actual visit should include a brief conversation with the Student Teacher, and a separate conversation with the Cooperating Teacher. You should also spend some time visiting the classroom, although the Student Teacher does not have to be involved in any formal activity during this first visit. Note: ST = Student Teacher / CT = Cooperating Teacher

Supervisor: _____ Student Teacher: (ST) _____

School: _____ Cooperating Teacher: (CT) _____

Date/Time of Visit: _____ Did ST provide you with Pre-Visit Profile? _____ On time? _____

Based on the conversation with ST, please comment briefly on:

ST: Appearance/attire: _____

ST: Participation to date: _____

ST: Enthusiasm/ease in working in classroom: _____

ST: Enthusiasm/ease in working w/CT: _____

ST: Concerns/other comments: _____

Based on the conversation with CT:

CT: Concerns about ST—appearance, attendance, punctuality: _____

CT: Rapport of ST w/students: _____

CT: Willingness of ST to participate /assume tasks: _____

CT: Other comments about ST: _____

Based on the classroom observation:

Comment on the classroom/climate (anything worth noting): _____

For this visit, the ST is not required to be engaged in any particular form of participation. If the ST does participate during the visit, briefly describe / comment on the activity:

Summary: Are there any issues /concerns that need to be addressed further with the ST at this time?

While the Student Teacher does not receive a copy of this report from you, please review its contents, either at the end of the visit, or in a follow-up phone call or email. Please return this form (with a copy of the student’s Pre-Visit Profile) to the Field Placement Office in the Teacher Education Department.

Supervisor’s signature: _____ Date: _____

Teacher Education Department + School of Education + University of San Francisco
2130 Fulton Street ~ San Francisco, CA 94117 ~ (415) 422-6525

Name of USF Student Teacher: _____

Please check / indicate the applicable responses to the following statements:

Thus far, the student teacher has worked with me to plan and present lessons to:	Individual students (tutoring)	<input type="checkbox"/>			
	Small groups	<input type="checkbox"/>			
	Whole class	<input type="checkbox"/>			
Thus far, the student teacher has assisted me in planning / presenting lessons in the following subject areas:	English / Language Arts			Mathematics	
	Reading			Science	
	Phonics / Spelling			Social Studies	

<i>Please rate your student teacher's performance up to this point in the semester, using the following scale:</i>					
"N/O" – Not observed / demonstrated			"3" – Satisfactory for a beginning teacher		
"1" – Unsatisfactory			"4" – Consistently reflected professional behavior/practice.		
"2" – Inconsistent, with room for improvement					
Professional dress & appearance (TPE 13)			Regular and punctual attendance (TPE 13)		
Initiative in assuming responsibilities (TPE 13)			Openness to suggestions for improvement (TPE 13)		Ability to implement suggestions for improvement (TPE 13)
Sound judgment (TPE 13)			Planning lessons and instructional activities (TPE 1, 4, 6, 10)		Techniques/strategies to promote thinking skills (TPE 1,4,6)
Techniques/strategies for motivating students (TPE 5, 8, 11)			Building rapport/mutual respect with students (TPE 5, 11)		Classroom management techniques and strategies (TPE 4,5, 9, 10)
Exhibits positive attitudes toward students, their language, and culture (TPE 4,7,8,9,11)			Teaching reading in the content areas (TPE 1, 4, 6)		(Bilingual Candidates only) : Use of Spanish as a medium of instruction

Please comment on this student's strengths and weakness in planning and teaching lessons under your guidance:

Please comment on how prepared this student is to enter full-time student teaching (Student Teaching II & III) next semester:

AT THIS POINT IN TIME IN THE SEMESTER, I:

would recommend would NOT recommend

that this student be considered for full-time student teaching next semester.

_____ (Signature)

_____ (Date)

Please print your Name: _____

Classroom Grade Level: _____ School: _____

Email: _____ Home phone: _____

THANK YOU! Please return this form, in the self-addressed envelope provided, or you may fax it (415) 422-5526



Name of USF Student Teacher: _____

Please check / indicate the applicable responses to the following statements:

The student teacher worked with me to plan and present lessons to:	Individual students (tutoring)		<input type="checkbox"/>
	Small groups		<input type="checkbox"/>
	Whole class		<input type="checkbox"/>
The student teacher assisted me in planning / presenting lessons in the following subject areas (indicate number of lessons in each area):	English / Language Arts		Mathematics
	Reading		Science
	Phonics / Spelling		Social Studies

Please rate your student teacher's performance over the course of this semester, using the following scale:

"N/O" – Not observed / demonstrated		"3" – Satisfactory for a beginning teacher	
"1" – Unsatisfactory		"4" – Consistently reflected professional behavior/practice.	
"2" – Inconsistent, with room for improvement			
Professional dress & appearance (TPE 13)		Regular and punctual attendance (TPE 13)	Self-confidence (TPE 13)
Initiative in assuming responsibilities (TPE 13)		Openness to suggestions for improvement (TPE 13)	Ability to implement suggestions for improvement (TPE 13)
Sound judgment (TPE 13)		Planning lessons and instructional activities (TPE 1, 4, 6, 10)	Techniques/strategies to promote thinking skills (TPE 1,4,6)
Techniques/strategies for motivating students (TPE 5, 8, 11)		Building rapport/mutual respect with students (TPE 5, 11)	Classroom management techniques and strategies (TPE 4,5, 9, 10)
Exhibits positive attitudes toward students, their language, and culture (TPE 4,7,8,9,11)		Teaching reading in the content areas (TPE 1, 4, 6)	(Bilingual Candidates only) : Use of Spanish as a medium of instruction

Please comment on this student's strengths and weakness in planning and teaching lessons under your guidance:

I would recommend / would NOT recommend / that this student be admitted to full-time student teaching next semester.

I would be willing / would NOT be willing / to serve as a Cooperating Teacher again next semester.

I would be willing / would NOT be willing / to serve as a Master Teacher next semester (i.e., full-time student teaching: full semester / 5 days a week).

(Signature)

(Date)

Please print your Name: _____

Classroom Grade Level: _____ School: _____

Email: _____ Home phone: _____

THANK YOU! Please return this form, in the self-addressed envelope provided, or you may fax it (415) 422-5526



Name of USF Student Teacher: _____

Please check / indicate the applicable responses to the following statements:

Course(s) student teacher has observed with you, thus far:		
If applicable, indicate any lessons the student teacher has worked with you to plan and present:	Individual students (tutoring)	<input type="checkbox"/>
	Small groups	<input type="checkbox"/>
	Whole class	<input type="checkbox"/>

Please rate your student teacher's performance up to this point in the semester, using the following scale:

"N/O" – Not observed / demonstrated		"3" – Satisfactory for a beginning teacher	
"1" – Unsatisfactory		"4" – Consistently reflected professional behavior/practice.	
"2" – Inconsistent, with room for improvement			
Professional dress & appearance (TPE 13)		Regular and punctual attendance (TPE 13)	Self-confidence (TPE 13)
Initiative in assuming responsibilities (TPE 13)		Openness to suggestions for improvement (TPE 13)	Ability to implement suggestions for improvement (TPE 13)
Sound judgment (TPE 13)		Planning lessons and instructional activities (TPE 1, 4, 6, 10)	Techniques/strategies to promote thinking skills (TPE 1,4,6)
Techniques/strategies for motivating students (TPE 5, 8, 11)		Building rapport/mutual respect with students (TPE 5, 11)	Classroom management techniques and strategies (TPE 4,5, 9, 10)
Exhibits positive attitudes toward students, their language, and culture (TPE 4,7,8,9,11)		Teaching reading in the content areas (TPE 1, 4, 6)	(Bilingual Candidates only) : Use of Spanish as a medium of instruction

Please comment on this student's strengths and weakness in planning and teaching lessons under your guidance:

Please comment on how prepared this student is to enter full-time student teaching (Student Teaching II & III) next semester:

AT THIS POINT IN TIME IN THE SEMESTER, I:

would recommend would NOT recommend

that this student be considered for full-time student teaching next semester.

(Signature)

(Date)

Please print your Name: _____

Subject Area: _____ School: _____

Email: _____ Home phone: _____

THANK YOU! Please return this form, in the self-addressed envelope provided, or you may fax it (415) 422-5526



Name of USF Student Teacher: _____

Please check / indicate the applicable responses to the following statements:

Course(s) student teacher observed/participated in, with you:		
The student teacher worked with me to plan and present lessons to:	Individual students (tutoring)	<input type="checkbox"/>
	Small groups	<input type="checkbox"/>
	Whole class	<input type="checkbox"/>

Please rate your student teacher's performance over the course of this semester, using the following scale:

"N/O" – Not observed / demonstrated		"3" – Satisfactory for a beginning teacher	
"1" – Unsatisfactory		"4" – Consistently reflected professional behavior/practice.	
"2" – Inconsistent, with room for improvement			
Professional dress & appearance (TPE 13)		Regular and punctual attendance (TPE 13)	Self-confidence (TPE 13)
Initiative in assuming responsibilities (TPE 13)		Openness to suggestions for improvement (TPE 13)	Ability to implement suggestions for improvement (TPE 13)
Sound judgment (TPE 13)		Planning lessons and instructional activities (TPE 1, 4, 6, 10)	Techniques/strategies to promote thinking skills (TPE 1,4,6)
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Exhibits positive attitudes toward students, their language, and culture (TPE 4,7,8,9,11)		Teaching reading in the content areas (TPE 1, 4, 6)	(Bilingual Candidates only) : Use of Spanish as a medium of instruction

Please comment on this student's strengths and weakness in planning and teaching lessons under your guidance:

I would recommend / would NOT recommend / that this student be admitted to full-time student teaching next semester.

I would be willing / would NOT be willing / to serve as a Cooperating Teacher again next semester.

I would be willing / would NOT be willing / to serve as a Master Teacher next semester (i.e., full-time student teaching: full semester / 5 days a week).

(Signature)

(Date)

Please print your Name: _____

Subject Area: _____ School: _____

Email: _____ Home phone: _____

THANK YOU! Please return this form, in the self-addressed envelope provided, or you may fax it (415) 422-5526



U.S.F. Teacher Credential Program: Multiple-Subject: Student Teaching II & III
**ROLES AND RESPONSIBILITIES OF THE MASTER
TEACHER**

As a master teacher, you share in the final stages of the teacher preparation process at the University of San Francisco. It is through your competence, professionalism and sensitivity that our students are introduced to the "real world" of teaching. We recognize the vital role you play in forming the dispositions, enhancing the knowledge, and refining the skills within these pre-service teachers. Thank you for sharing your classroom and your expertise.

Getting Ready for a Student Teacher

Before your student teacher arrives at the school, there are several things that can be done. Arrange a place in the room for the student teacher to work and keep her/his supplies. Begin assembling a packet of useful materials including curriculum guides, textbooks, seating chart, course outlines, school handbook, school calendar / schedule, your specific duty schedule (recess, lunch, etc.).

It is important that the student teacher is an active participant in her/his teaching experience. She/he should be at school during the same times you are and should actively participate in all school meetings and events. In addition, please set aside specific times each day when the two of you can talk together. These discussions should include time for planning lessons and an integrated unit the student teacher will be planning and presenting, feedback on lesson presentation, and questions related to teaching practice.

Getting Acquainted and the First Week of School

During the semester that the student teacher is in your class, she/he should progress through a sequence of orientation, observation, participation and full teaching responsibility. As master teacher, you provide the orientation describing the district guidelines and curriculum, touring the school building with the student, making introductions to school personnel, explaining classroom policies and procedures, and discussing the scope and sequence of the curriculum to be taught. During the first week, the student teacher will become acquainted with your class by observing you as you plan and teach. She/he can also begin to take on responsibilities during the school day including:

- Checking attendance
- Assisting with the collection, assessment and distribution of student work
- Working with students in small groups
- Assisting with supervision during lunch and recess
- Planning and creating a display, bulletin board or learning center
- Reading a story or leading sharing time
- Explaining a specific procedure or technique

Please assist the student in her/his observations and orientation into the teaching profession by providing information, through modeling and sharing of personal experiences/ methods, of specific topics such as:

- Motivation techniques
- Approaches to use in developing learner confidence
- Giving rewards and feedback
- Classroom management techniques
- Planning teaching-learning strategies in each curriculum area
- Provisions for individual differences
- Management of multiple groups
- Student assessment

The Teaching Schedule

A general pattern for a student teacher will begin with a period of observation for one or two weeks, the length depending on the student's readiness. By the third week, the student may take on

responsibility for one curriculum area or class period per day, with gradual addition of curriculum areas or class periods leading to full responsibility. The goal is for the student teacher to assume full-time teaching responsibilities for at least one week during the first nine-week period and at least two weeks by the end of the semester placement. This does not preclude team-teaching between you and the student. The planning and organization, however, should be primarily the student teacher's responsibility during these "solo" weeks.

Planning and Preparation

The student teacher will keep a lesson plan book as well as lesson/activity planning notes, in a manner that is most useful for her/him, throughout the student teaching placement. However, the plans made by the student teacher should be more detailed than those the master teacher ordinarily writes. Formal lesson plans need only be written out for the University Supervisor during her/his observation visits.

Time should be set aside daily (at least 15-20 minutes) for planning meetings. The student should work closely with you in planning the daily and weekly lessons. Please allow time for you to review and make comments on her/his plans. She/he will also need your guidance in developing long-range plans, based upon your experiences with the broader curriculum and grade level. One requirement during the placement is the development of a literature-based, integrated, thematic unit to be taught during the student teacher's solo week(s). Please work closely with the student teacher so the unit developed is appropriate for the students in your class and fits smoothly into your curriculum.

On-Campus Seminars

During the student teaching experience, student teachers are concurrently registered in a seminar that meets every Monday evening. In addition to providing time for reflection on their teaching experiences, the seminar focuses on topics such as classroom management, current issues in education, curriculum and instructions strategies for today's schools, and career search strategies.

Observation and Conferences with the Student Teacher

One of the most important aspects of student teaching is the benefit the student teacher receives from conferences with the master teacher (Please note: these conferences are in addition to daily planning meetings and have a different focus). The ideal conference is a cooperative effort. Both the student teacher and the master teacher prepare for the conference; both come with ideas to improve instruction. It is hoped that these conferences will occur frequently, at the very minimum at least once a week. It is likely that brief, informal encounters and meetings would take place often, especially for a question or concern that needs attention. By whatever means, it is essential that master teacher and student teacher keep communicating with one another. The importance of this constant and close communication cannot be overemphasized.

University Supervisor's Visits

The University Supervisor will visit your classroom a minimum of seven times during the semester-long student teaching placement, to observe and provide feedback to the student teacher. These visits will be arranged in advance. The student teacher will hold a pre-visit conference, usually by phone or email, with the Supervisor to provide information about the lesson to be observed. During the visit the Supervisor will record observations on a form with a copy going to the student teacher. The Supervisor will need to hold a post-observation conference, 10-15 minutes, with the student teacher following the observation. *While the Supervisor may speak briefly with you at each visit to share successes and concerns, please feel free to contact the Supervisor at any time during the course of the semester placement.* A more formal, three-way conference is needed following the second, fourth, sixth, and seventh observation. The scheduling of these conferences will be coordinated with you and the Supervisor by the student teacher.

Assessment

You are asked to provide a written assessment of the student teacher four times during the semester: three monthly reports and one final evaluation. The form to be used is essentially the same for all four assessments. Your student teacher will provide you with the forms and self-addressed

envelopes to mail to the School of Education. If it is more convenient, you can fax the assessments to (415) 422-5526, attn: Dr. Dillon.

This form can also provide the basis for conferences with your student teacher throughout the placement to assess development and to set goals. Please feel free to share your assessment with your student teacher as a means of helping her/him grow in her/his teaching skills. In addition to the University of San Francisco evaluation form, the student teacher may be asking you for a letter of recommendation. This letter is an important part of the student's Professional Portfolio and job search documents.

Questions and Concerns

Please contact the Field Placement Director for the Teacher Education Program at the University of San Francisco (Dr. Geoffrey R. Dillon, S.J./ 415-422-5489 / email: dillon@usfca.edu) if you have any comments, questions, or concerns. You will receive contact information from your student's University Supervisor and should feel free to communicate with the supervisor at any time. Again, thank you for sharing your classroom and your expertise!



**U.S.F. Teacher Credential Program: Single-Subject
ROLES AND RESPONSIBILITIES
OF THE MASTER TEACHER**

As a master teacher, you share in the final stages of the teacher preparation process at the University of San Francisco. It is through your competence, professionalism, and sensitivity that our students are introduced to the "real world" of teaching. We recognize the vital role you play in forming the dispositions, enhancing the knowledge and refining the skills within these pre-service teachers. Thank you for sharing your classroom and your expertise.

Getting Ready for a Student Teacher

Before your student teacher arrives at the school, there are several things that can be done. Arrange a place in the room for the student teacher to work and keep her/his supplies. Begin assembling a packet of useful materials including curriculum guides, textbooks, seating chart, course outlines, school handbook, school calendar/schedule, your specific duty schedule (prep-periods, lunch, etc.).

It is important that the student teacher is an active participant in her/his teaching experience. S/he should be at school three full class-periods each day and should actively participate in all school meetings and events. In addition, please set aside specific times each day when the two of you can sit down to talk together. These discussions should include time for planning lessons, feedback on lesson presentation, and questions related to teaching practice.

Getting Acquainted and the First Week of School

As master teacher, you provide the orientation describing the district guidelines and curriculum, touring the school building with the student, making introductions to school personnel, explaining classroom policies and procedures, and discussing the scope and sequence of the curriculum to be taught. From the outset, you are asked to assist the student in her/his orientation into the teaching profession by providing information, through modeling and sharing of personal experiences/methods, of specific topics such as:

- classroom management techniques
- planning teaching-learning strategies
- provisions for individual differences
- adapting lessons for ESL students
- student assessment

The Teaching Schedule

If your student teacher has worked with you or others at the school during the previous semester (Student Teaching I), s/he should be ready to assume full-time teaching responsibilities for the assigned class period(s) [the USF student teacher is expected to take on the daily equivalent of two full periods of planning, instruction, and assessment – this second “period” may be done with you, or another faculty member]. During a daily third period, the student teacher should be engaged in activities supportive of you or the school (e.g., study halls, extracurriculars, tutorials, department planning, etc.). Even as the student teacher has assumed full responsibility for a class, it is presumed that the master teacher will continue to mentor and assist the student teacher on a regular basis throughout the placement. This includes providing opportunities for the student to observe you model lessons in other classes, team teaching experiences, collaboration in planning and assessment of lessons, and your observation and constructive critique of lessons presented by the student teacher.

Under special circumstances (e.g., the student teacher is new to the school, the second assigned period placement is in a different department, etc.), provisions can be made, in consultation

with the master teacher, school, and the Director of Field Placements at USF, to grant an exception to the general pattern of participation by the student teacher during the semester (described above). Such instances would allow for an initial period of observation and/or team-teaching, with the goal of the student teacher assuming full-time teaching responsibilities for the class (with a minimum of three “solo” weeks). As much as possible, details of such exceptions should be discussed and determined before the start of the semester with the master teacher, student teacher, and the USF Field Placement Director, as well as appropriate local department/school officials.

Planning and Preparation

The student teacher should keep a lesson plan book as well as lesson/activity planning notes, in a manner that is most useful for her/him, throughout the student teaching placement. While formal lesson plans are required for the University Supervisor during her/his observation visits, you may also request such plans on occasion from your student teacher, at your discretion.

Time should be set aside daily for planning meetings. The student should work closely with you in planning the daily and weekly lessons. Please allow time for you to review and make comments on her/his plans. She/he will also need your guidance in developing long-range plans, based upon your experiences with the broader curriculum and grade level.

On-Campus Seminars

During the student teaching experience the student teachers are concurrently registered in a seminar that meets every Monday evening. In addition to providing time for reflection on their teaching experiences, the seminar will focus on topics such as classroom management, current issues in education, curriculum and instructions strategies for today's schools, and career search strategies.

Observation and Conferences with the Student Teacher

One of the most important aspects of student teaching is the benefit the student teacher receives from regular conferences with the master teacher (Please note: these conferences are in addition to daily planning meetings and have a different focus). The ideal conference is a cooperative effort. Both the student teacher and the master teacher prepare for the conference; both come with ideas to improve instruction. These conferences should occur weekly, since on-going, regular communication between master teacher and student teacher is essential to a successful student teaching placement. The importance of this constant and close communication cannot be overemphasized.

University Supervisor's Visits

The University Supervisor will visit the class a minimum of seven times during the semester-long student teaching placement, to observe and provide feedback to the student teacher. These visits will be arranged in advance. The student teacher will hold a pre-visit conference, usually by telephone or email, with the Supervisor to provide information about the lesson to be observed. During the visit the Supervisor will record observations on a form with a copy going to the student teacher. The Supervisor will need to hold a post-observation conference, 10-15 minutes, with the student teacher following the observation. While the Supervisor may speak briefly with you at each visit to share successes and concerns, *please feel free to contact the Supervisor at any time during the course of the semester placement.* A more formal, three-way conference is needed following the second, fourth, sixth, and seventh observation. The scheduling of these conversations will be coordinated with you and the Supervisor by the student teacher.

Assessment

You are asked to provide a written assessment of the student teacher four times during the semester: three monthly reports and one final evaluation. The form to be used is essentially the same for all four assessments. Your student teacher will provide you with the forms and self-addressed envelopes to mail to the School of Education. If it is more convenient, you can fax the assessments to (415) 422-5526, attn: Dr. Dillon.

This form can also provide the basis for conferences with your student teacher throughout the placement to assess development and to set goals. Please feel free to share your assessment with your student teacher as a means of helping her/him grow in her/his teaching skills.

In addition to the University of San Francisco evaluation form, the student teacher may be asking you for a letter of recommendation. This letter is an important part of the student's Professional Portfolio and job search documents.

Questions and Concerns

Please contact the Field Placement Director for the Teacher Education Department at the University of San Francisco, Dr. Geoffrey R. Dillon, S.J. at (415)422-5489 or dillon@usfca.edu if you have any comments, questions, or concerns. You will receive contact information from your student's University Supervisor and should feel free to communicate with the supervisor at any time. Again, thank you for sharing your classroom and your expertise!

8/2014



STUDENT TEACHING AGREEMENT
for USF Teacher Credential Candidates
Student Teaching II / Student Teaching III

Introduction

During Student Teaching II and III, the USF teacher credential candidate (termed “**candidate**” below) is engaged in the final, and perhaps most important, stage of the teacher preparation process. It is an opportunity for the candidate to put into action the skills and knowledge that have been acquired during previous semesters in the Credential Program. In large measure, the direct classroom experience of student teaching serves as the basis for the University’s recommendation of the candidate for the California Preliminary Teaching Credential.

Accordingly, there are a number of responsibilities that the candidate must assume as s/he begins Student Teaching II. As part of the authorization process to enroll in Student Teaching II and/or III, the candidate should read carefully the following guidelines, sign the agreement, and return it to the Office of Field Placement / Teacher Education Department. The candidate must also complete the on-line *Request for Authorization to Register* form, found on the TED Field Placement website.

Professional Conduct

A great deal of time and effort is expended establishing relationships between the USF Teacher Education Program and various school districts in the Bay Area. When candidates are visiting schools in any capacity, they should recall that they are representatives of the Teacher Education Program. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the SOE Teacher Credential Program. Accordingly, candidates should conduct themselves in a professional manner – in both appearance and deportment.

Professional conduct for USF Student Teachers includes:

- personal appearance and dress, comparable to the standards and expectations for employed teachers at the assigned school site.
- cooperation and professional interaction with colleagues, staff, parents, and students.
- regular attendance and punctuality (see *Attendance* below); The candidate should sign in / sign out each day in the appropriate log in the school office. If a candidate is absent or anticipates being late to a school site, s/he should contact the teacher ahead of time, as well as inform the University Supervisor and Student Teaching Seminar instructor.
- demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- supervision: the Field Placement Director assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.
- familiarity and compliance of the candidate with all applicable requirements and deadlines of the Teacher Education program related to Student Teaching.

In summary, over the course of the Student Teaching II / III placement(s), a credential candidate must demonstrate that s/he understands and can assume the responsibilities required of a full-time teacher.

Attendance

- Over the course of the Student Teaching II/III placement, it is assumed that candidates will take on / complete teaching responsibilities. This means that candidates will organize their time, just as a full-time paid teacher would, to be sure that lessons meet curriculum standards/ requirements and are adequately planned and taught within each school day and week. The USF

Continued →

requirement for candidates is that they keep the same hours as those expected of a full-time teacher/their Master Teacher. Specifically for:

- Multiple Subject Credential Candidates - Arriving at school at least 15 minutes prior to the start of school and remaining at least 15 minutes after the dismissal bell.
- Single Subject Credential Candidates - Arriving at school at least 15 minutes prior to the start of the first assigned period class and remaining at least 15 minutes after the last assigned period class.

Additional time may be required to cover the amount of planning and preparation needed to assume teaching responsibilities. Candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.

- Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only.
 - Student Teaching Seminar: For each nine-week student teaching seminar, a candidate may miss only one (1) seminar meeting and still receive a passing grade for the seminar course.
 - Student Teaching Site Field Placement: For each nine-week student teaching field placement, a candidate may miss only two (2) school site days and still receive a passing grade for the seminar course.
- For both the Seminar and Field Placement, arriving late three times (tardiness) constitutes the equivalent of one day of absence.

Termination of Candidates from the USF Teaching Credential Program

The following constitute grounds for withdrawal or termination of a candidate from the Teacher Credential Program at the University of San Francisco:

- False reporting of attendance and activities at the school site (e.g., *Site Placement logs*; journals) or plagiarism in required written assignments (e.g., *Teacher Performance Assessments*);
- Change of status of the credential candidate with the CCTC; specifically, the suspension or revocation of the candidate's Certificate of Clearance;
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site;
- Sexual harassment or misconduct at the assigned school site;
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed;
- Request by the school site administration / master teacher to terminate the candidate's student teaching assignment, prior to the scheduled end of the placement;
- Exceeding the allowed number of absences for student teaching seminars and field placements;
- Attempts to change an assigned school / teacher placement without prior consultation / approval by the USF Field Placement Director.

I have reviewed this Student Teaching Agreement. I understand and agree to abide by the terms, conditions, and policies set forth above, related to Student Teaching II and III.

Print full name

Signature

Date

THIS AGREEMENT MUST BE SIGNED and RETURNED to the TEACHER EDUCATION OFFICE before a potential student teacher can be authorized to register for Student Teaching II or III.



Student Teacher: _____ Date: _____

Master Teacher: _____ School: _____

Instructions: *Please rate the student teacher, using the scales provided to describe the student teacher's performance to date.*

Rating scale: Section I		
"N/O" - Not yet observed / demonstrated	"3" - Satisfactory for a beginning teacher.	
"1" - Unsatisfactory	"4" - Consistently reflective of professional behavior.	
"2" - Inconsistent, with room for improvement		
Section I		
Student teacher's appearance, behavior, & affect	Rating	Additional Comments
Personal dress and appearance (TPE 13)		
Punctuality and regularity of attendance (TPE13)		
Speech is clear and appropriate (TPE 13)		
Exhibits self-confidence (TPE 13)		
Demonstrates sound judgment (TPE 13)		
Demonstrates ability to be flexible and adaptable (TPE 4,5,7,8,13)		
Willingness to seek assistance (TPE 13)		
Evidence of personal growth and self -assessment (TPE 12, 13)		

Rating scale: Section II		
"ND" - not yet demonstrated	"3" - Relies on limited repertoire of routines, in familiar or simple contexts.	
"1" - At this point, unable to attempt this competency	"4" - Repeatedly demonstrates this competency successfully for a beginning teacher, with room for improvement.	
"2" - Limited performance, reliant on coaching or highly scripted approaches	"5" - Skilled competency demonstrated confidently in a variety of appropriate & demanding contexts.	
Section II		
Competency	Rating	Additional Comments
Overall long-term planning (TPE 3, 4, 9)		
Uses methods to promote thinking skills (TPE 1,4,6)		
Well-prepared for each class (TPE 13)		
Demonstrates skill in the use of technology (TPE 1,4,6)		
Motivates student interest (TPE 5,8,11)		
Provides for individual differences (TPE 7,8,9)		
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)		
Varies teaching method (TPE 1,4,9)		

Continued on reverse side →

Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)		
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)		
Builds rapport/mutual respect with students (TPE 5,11)		
Acts as an appropriate role-model for students (TPE 5, 13)		
Maintains accurate records (TPE 2,3,13)		
Management of learning activities (TPE 4,5,9,10)		
Promotes student self-discipline (TPE 8, 11)		
Encourages positive interactions (TPE 7,8,11)		
Demonstrates kindness, compassion, understanding, and justice (TPE 5, 6, 11, 13)		
Cooperates with adults and grows professionally through collegial interaction (TPE 12, 13)		
Knowledge of and adherence to school policies (TPE 12, 13)		

Additional Comments

FINAL REPORT ONLY:
 If you were in charge of hiring a beginning teacher for your school, would you hire this person? _____
 Would you be willing to take a USF Student Teacher or Observer/ Participant next semester? _____
 If Yes, how may we contact you: _____

Signed: _____ (Master teacher) **Date:** _____

Email: _____

Please return in the self-addressed envelope provided, or fax to: (415) 422-5526.

Student Teacher: _____ Master/Cooperating Teacher: _____

Date: _____ ST I ST II/III School: _____ Supervisor: _____

Supervisor Visit # _____ Grade: _____ Lesson Subject: _____ Did ST provide SUPER w/ Lesson Plan? _____ On time (prior to visit)? _____

FOCUS of CURRENT VISIT <check all the apply>:

<input type="checkbox"/> Connecting students' prior knowledge and interests with learning goals	<input type="checkbox"/> Engaging students in problem solving, critical thinking	<input type="checkbox"/> Promoting social development & group responsibility	<input type="checkbox"/> Demonstrating knowledge of subject matter	<input type="checkbox"/> Establishing & articulating goals for student learning	<input type="checkbox"/> Involving/guiding students in assessing their own learning
<input type="checkbox"/> Using variety of instructional strategies	<input type="checkbox"/> Creating effective physical environment	<input type="checkbox"/> Establishing standards for student behavior	<input type="checkbox"/> Differentiated Instruction	<input type="checkbox"/> Short & long term plans to foster student learning	<input type="checkbox"/> Reflecting on teaching practices
<input type="checkbox"/> Experiences that promote autonomy, interaction	<input type="checkbox"/> Climate that promotes fairness & respect	<input type="checkbox"/> Using instructional time effectively	<input type="checkbox"/> Using materials, resources to make matter accessible	<input type="checkbox"/> Group activities & collaborative learning	<input type="checkbox"/> Other: _____

Current Focus ~ Positive Behaviors Observed: <please print>

Current Focus ~ Challenges - Concerns: <please print>

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Student Teacher Focus for Next Visit:

Supervisor-Next Visit:

Master Teacher- Next Visit:

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{In the following table, a check mark indicates the specific competency was observed/demonstrated during the visit, and meets the TPE Standards expectation}

Making Subject Matter Comprehensible to Students (TPE 1):	Assessing Student Learning (TPE 2,3)	Engaging Supporting Students in Learning (TPE 4, 5, 6, 7)	Making content accessible	Plan Instruction / Design Learning Experiences for all Students (TPE 8, 9)	Create/ Maintain Effective Environment for Student Learning (TPE 10, 11):	Developing as a Professional Educator (TPE 12, 13)
<input type="checkbox"/> Demonstrates knowledge of subject matter <input type="checkbox"/> Organizes curriculum to support student understanding <input type="checkbox"/> Integrates ideas & information within/across subject areas <input type="checkbox"/> Develops student understanding of subject matter thru instructional strategies. <input type="checkbox"/> Uses materials, resources, & technologies to make matter accessible to students.	<input type="checkbox"/> Establishes/ communicates learning goals for all students <input type="checkbox"/> Uses multiple sources of information to assess learning <input type="checkbox"/> Supports student learning during instruction. <input type="checkbox"/> Involves/ guides students to assess their own learning <input type="checkbox"/> Understands, uses & interprets assessments to guide instruction <input type="checkbox"/> Communicates with students, families, and other audiences about student progress	<input type="checkbox"/> Sequences skills- strategies <input type="checkbox"/> Strategies facilitate learning <input type="checkbox"/> Student engagement <input type="checkbox"/> Active & equitable participation <input type="checkbox"/> Monitors student progress <input type="checkbox"/> Developmentally appropriate teaching practices	<input type="checkbox"/> Draws on & values students' backgrounds, interests, developmental needs of students <input type="checkbox"/> Establishes / articulates goals for student learning <input type="checkbox"/> Designs short & long term activities & materials to foster learning <input type="checkbox"/> Modifies instructional plans to adjust for student needs <input type="checkbox"/> Connects content-standards <input type="checkbox"/> Selects appropriate strategies / activities / materials	<input type="checkbox"/> Allocates/manages instructional time <input type="checkbox"/> Organizes the physical environment to engage all students <input type="checkbox"/> Promotes social development & responsibility in independent & group work <input type="checkbox"/> Establishes / maintains climate of fairness and respect <input type="checkbox"/> Establishes / supports positive environment for student learning <input type="checkbox"/> Establishes / maintains standards for student behavior	<input type="checkbox"/> Demonstrates professional, legal & ethical obligations <input type="checkbox"/> Reflects on teaching practice & planning professional development <input type="checkbox"/> Engages families in student learning <input type="checkbox"/> Pursuing opportunities to contribute and grow professionally <input type="checkbox"/> Works cooperatively with other faculty and staff <input type="checkbox"/> Utilizes community resources to support student learning <input type="checkbox"/> Balances professional responsibilities & maintains motivation	

Next Visit (date) : _____ SIGNATURES ~ Supervisor: _____ Student Teacher: _____

TOP PAGE(white); provide to Student Teacher