

**UNIVERSITY OF CALIFORNIA
SANTA CRUZ
MASTER OF
ARTS/CREDENTIAL
PROGRAM**

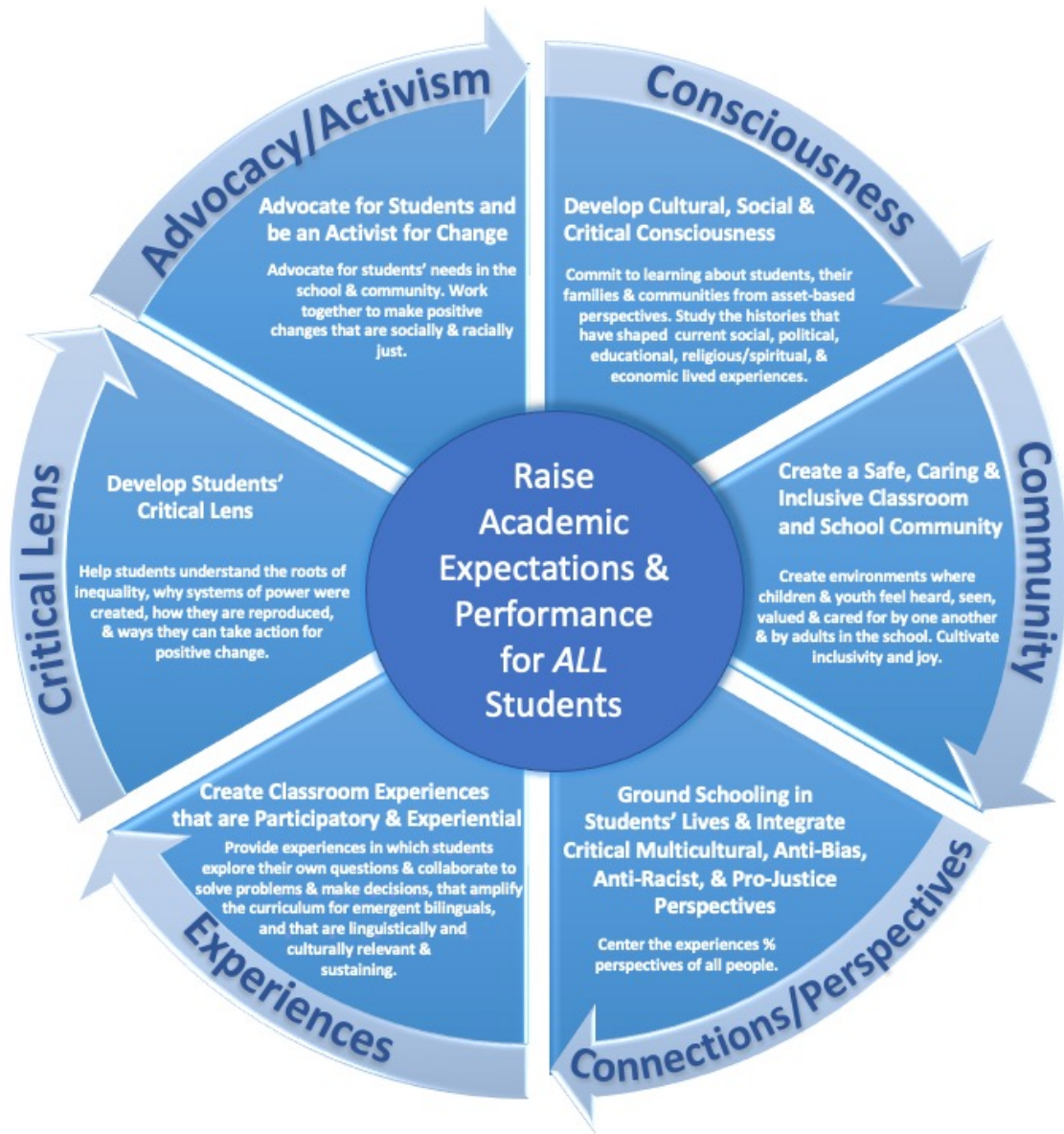


**COOPERATING
TEACHER
HANDBOOK**

2024-2025

UCSC MA/CREDENTIAL PROGRAM

WHEEL OF SOCIAL JUSTICE



*Adapted from "Introduction: Creating Classrooms for Social Justice and Equity."
 Classrooms, Vol. 1, 2007.*

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WELCOME

Dear UCSC Cooperating Teacher,

Thank you for supporting UCSC teacher candidates! Candidates pass through beginning, intermediate and advanced stages during Fall, Winter and Spring Quarters, respectively, with increasing responsibilities and expectations each quarter.

Beginning candidates are required to participate in your classroom for 15 hours total between the time school begins and Labor Day, and approximately 16 hours per week for the remainder of Beginning Student Teaching as partial fulfillment of the requirements for the SB2042 Preliminary Credential. During their Intermediate and Advanced Student Teaching, their required hours increase until Multiple Subjects candidates are student teaching full time and Single Subject candidates take on full responsibility for two courses for a minimum of one full grading period during the Spring Quarter.

Teacher candidates are expected to be on time and to communicate with you (via email, phone or text, whichever methods you prefer) if they will be late or are unable to attend placement. Teacher candidates should take an active role in your class, getting to know students' names, becoming familiar with classroom procedures, curriculum and instructional strategies, and assisting you in the classroom. Our expectation is that the Teacher Candidate will gain experience working with students initially in small-group and later in whole-class settings.

As the Beginning Placement progresses, candidates should **teach at least four lessons**—two lessons will be observed by you, and two by their Teacher Supervisor. At least one teaching event will be video recorded. A lesson plan is to be completed for each of the lessons taught. We strongly recommend that you review the plans together with the candidate before they are implemented.

We request that Cooperating Teachers (CTs) formally observe two lessons each quarter taught by the teacher candidate using either the observation form in this handbook or another if there is a different preferred form or format. Following the observation, we ask that CTs complete a **Collaborative Assessment Form** identifying any strengths and areas for growth, and discuss these with the Candidate in a conference format. The UCSC form lists the Teaching Performance Expectations for which the candidates are responsible. We also provide pre- and post-conference protocols to help guide the discussion of the lesson. The Teacher Supervisor will also observe minimally two lessons each quarter. CTs may be asked to join those conferences. Additionally, a candidate peer may observe one or more lessons, and each candidate is required to video record a minimum of one lesson for analysis. The Teacher Supervisor will assist candidates in making recording arrangements.

We ask that you meet with your candidate and their Teacher Supervisor before the end of the quarter to discuss their overall progress based upon the Teaching Performance Expectations (TPEs). This meeting will be arranged by the Teacher Supervisor. A description of the TPEs is included in this handbook. Note that not all TPEs are evaluated in the field placement.

Communication is key to a successful student teaching experience. We know that the more dialogue and feedback you can provide to teacher candidates, the better prepared they will be for teaching. Please schedule time each week to discuss planning, presentation and curriculum issues. Teacher candidates may also ask you to participate in interviews and conversations as part of university course assignments.

It is our goal to work in partnership with you to support the growth of the teacher candidates. As such, the Teacher Supervisors will be in regular contact with you by email or phone. Please do not hesitate to contact us with any questions or concerns you may have.

We welcome your feedback on our program. Please let us know via email or phone if there are any problems, questions, or suggestions regarding our program or your teacher candidate. Thank you again for your contribution to this important component of our teacher preparation program.

Sincerely,

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OVERVIEW OF UCSC STUDENT TEACHING

The Education Department at UC Santa Cruz offers the Masters of Arts in Education degree in conjunction with the Preliminary California 2042 Teaching Credential in both Multiple and Single Subject content areas. candidates fluent in Spanish may also earn the Bilingual Authorization after completing additional requirements. Single Subject programs include English, Social Studies, Science, and Mathematics. Our twelve-month, five-quarter Master of Arts/Credential Program prepares teachers to teach both English speaking and limited-English proficient students, while gaining an understanding of the rich cultural diversity in California public schools. All candidates earn an English Learner Authorization along with their credential. candidates complete a series of courses while progressing through a three-quarter student teaching sequence: Beginning in the fall and Intermediate/Advanced Student Teaching that begins in November or December and runs for the remainder of your school year.

Goals of Student Teaching

The student teaching program is designed to provide a coherent, integrated, pre-professional experience to develop informed, analytical, articulate, and caring school leaders. Students will understand the role of a teacher as an intellectual leader in the classroom, school and community.

Student teaching should provide the Teacher Candidate with the opportunity to demonstrate competence in the following areas:

- Standards-based curriculum development
- Standards-based lesson planning and presentation
- Positive classroom management and student engagement strategies
- Student assessment and evaluation
- Communication with students, colleagues, and parents
- Connecting curriculum to students' lives and experiences

Placement of Teacher Candidates

Teacher candidates are placed with Cooperating Teachers in public elementary, middle and high school classrooms throughout Santa Cruz County and nearby counties. Teacher Supervisors work with school principals to identify prospective Cooperating Teachers and to make thoughtful student teaching assignments. Specific grade-level and subject area placements are informed by candidates' academic preparation, interests and goals as well as by state requirements. Because the student teaching experience is an important part of our students' professional preparation, every effort is made to place teacher candidates with exemplary Cooperating Teachers who meet the following criteria:

- Recommendation of the school principal
- Good relationships with pupils and colleagues
- Use of a diverse, balanced, standards-based instructional program
- Ability to model effective teaching practices and willing to accommodate program requirements
- Hold a valid California professional clear credential in the same content that the candidate is seeking
- Have at least three years of successful public-school teaching experience

Placement Requirements

Multiple Subjects	Single Subject
<p>First Placement (Beginning):</p> <ul style="list-style-type: none"> ▪ Begins first week of placement school calendar year ▪ Ends mid-December <ul style="list-style-type: none"> ○ 15 hours total from 1st week of school to Labor Day ○ 16 hours/week from Labor Day to end of placement mid-December 	<p>First Placement (Beginning):</p> <ul style="list-style-type: none"> ▪ Begins first week of placement school calendar year ▪ Ends at the end of October <ul style="list-style-type: none"> ○ 15 hours total from 1st week of school to Labor Day <p>15 hours/week from Labor Day to end of placement end of October</p>
<p>Second Placement (Int/Adv):</p> <ul style="list-style-type: none"> ▪ Begins 2nd week in December ▪ Ends at end of placement school calendar year ▪ 12-16 hours/week until <i>placement</i> winter break ▪ 16 hours /week in UCSC Winter Quarter ▪ Full time¹ in Spring Quarter 	<p>Second Placement (Int/Adv):</p> <ul style="list-style-type: none"> ▪ Begins after the Thanksgiving holiday ▪ Ends at end of placement school calendar year ▪ 20-25 hours/week (5 days/week) through remainder of UCSC Fall Quarter and UCSC Winter and Spring Quarters <p>Full responsibility for two courses for at least one full placement grading period</p>

Placement schools are selected that demonstrate commitment to collaborative, evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, permit video capture for candidate reflection and TPA completion, and have a fully qualified site administrator.

¹ Full time: Student teachers are at placement the number of hours practicing teachers are on site.

Evaluating Teacher Candidate Progress

Throughout the time that the Teacher Candidate is working with you, we ask that you provide formal and informal feedback using such tools as a dialogue journal, lesson planning conferences, conversations, and oral and written feedback on your teaching observations.

Toward the end of the quarter we will ask that you complete an online evaluation of the Teacher Candidate based on the TPEs using our Teacher Performance Assessment Rubric (TPE Rubric).

Teacher candidates are required to complete a Performance Assessment, the edTPA, which includes planning and videotaping a sequence of lessons and analysis of student work. Teacher candidates' progress towards this important assessment begins in the Fall Quarter. In this handbook we include *Tips for Supporting Your Student Teacher with the edTPA*.

ROLES AND RESPONSIBILITIES:

Cooperating Teacher, Student Teacher, Teacher Supervisor

BEGINNING PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide a space for TC to keep materials, items, etc. - Provide information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Provide information about school procedures and personnel. 	<ul style="list-style-type: none"> - Schedule weekly planning meetings with CT. - Become familiar with classroom community and structures, as well as school support structures and procedures. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. - Share curriculum and lesson planning; model teaching strategies. - Provide feedback! 	<ul style="list-style-type: none"> - Meet placement requirement of 15 hours in the classroom from the first day of school to Labor Day. - Meet placement requirement of 16 hours per week after Labor Day in Fall Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide worthwhile opportunities for TC to teach (individual, small group, whole class). - Provide opportunities for the TC to take on lead and independent daily teaching for one or more content areas. 	<ul style="list-style-type: none"> - Participate in classroom formal and informal assessment practices. - Create lesson plans and write reflections for formal observations by Teacher Supervisor. - Take on lead and independent daily teaching for one or more content areas. 	<ul style="list-style-type: none"> - Formally and informally observe TC's teaching. Provide feedback, guidance, and coaching.

BEGINNING PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation. 	<ul style="list-style-type: none"> - Provide copies of lesson plans to CT and Teacher Supervisor 24 hours prior to observations. - (Multiple Subject) Plan, teach and analyze four lessons that will be observed by CT or Teacher Supervisor. - (Single Subject) Teach two lessons to be observed by CT, two by Teacher Supervisor and one by a peer. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Complete two formal written observations by mid-November. - Complete and provide to Teacher Supervisor observation notes and Collaborative Assessment forms. 	<ul style="list-style-type: none"> - Observe CT's planning, teaching strategies, classroom management strategies and teach partial and full lessons. - (Single Subjects) Arrange for one lesson to be videotaped for peer evaluation. 	<ul style="list-style-type: none"> - Formally observe and evaluate Teacher Candidate a minimum of two times. Conduct additional informal classroom placement observations, as needed. - Conference with Teacher Candidate following observed lesson. Guide reflection, provide feedback, support.
<ul style="list-style-type: none"> - Invite TC to parent conferences, Back to School Night, and/or other school and community events. 	<ul style="list-style-type: none"> - (Multiple Subjects) Attend one parent conference. Complete Parent Conference Reflection as directed by Teacher Supervisor. Single Subject: Attend a school meeting (e.g. faculty, department). 	<ul style="list-style-type: none"> - (MS TCs) Provide guidance on TCs reflection on a parent conference.
<ul style="list-style-type: none"> - Complete evaluation of TC's progress using the TPE Rubric. TC may request a letter of recommendation. 	<ul style="list-style-type: none"> - Complete self-evaluation using the TPE Rubric. 	<ul style="list-style-type: none"> - Provide formal feedback and evaluate TC using the TPE Rubric.
<ul style="list-style-type: none"> - Communicate regularly with Teacher Candidate and Teacher Supervisor. 	<ul style="list-style-type: none"> - Communicate regularly with Teacher Supervisor and CT. 	<ul style="list-style-type: none"> - Communicate regularly with CT and Teacher Candidate. - Provide weekly updates/check-in's (in person or via email) to TCs and CTs.

MULTIPLE SUBJECTS INTERMEDIATE/ADVANCED PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide information about school procedures and personnel. - Provide TC with information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Share curriculum and model teaching strategies for TC. 	<ul style="list-style-type: none"> - Become familiar with classroom community and structures, as well as school support structures and procedures. - Schedule weekly planning meetings with CT. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. Provide feedback! Provide a space for TC to keep materials, items, etc. 	<ul style="list-style-type: none"> - Meet the placement requirement of 16 hours per week during Winter Quarter. - Meet the full-time placement requirement for Spring Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide opportunities for student teacher to plan and lead portions of the day, to co-plan and co-teach 2 content areas in the Spring Quarter, and to teach independently for 2 full days in Winter Quarter and 5 full days in Spring Quarter. - Provide advice and feedback on TC's lessons, classroom management and participation strategies. - With TC, identify best week for TPA lessons to be taught. 	<ul style="list-style-type: none"> - Take responsibility for lesson planning, instruction and transitions. - Co-plan and co-teach portions of the day, 2 content areas in the Spring Quarter, and to teach independently for 2 full days in Winter Quarter and 5 full days in Spring Quarter. - Provide copies of plans to CT and Teacher Supervisor 24 hours in advance. 	<ul style="list-style-type: none"> - Formally observe Teacher Candidate two or more times each quarter. - Conduct additional informal classroom placement observations as deemed appropriate.
<ul style="list-style-type: none"> - Complete two formal written observations each quarter. - Complete and provide Observation Notes and Collaborative Assessment forms to supervisor. 	<ul style="list-style-type: none"> - Complete two formal lessons each quarter for CT and two for Supervisor. - Plan and implement TPA lessons: Series of 3-5 lessons (Plan, Teach, Film, Assess, Reflect). 	<ul style="list-style-type: none"> - Conference with Teacher Candidate following observed lessons. Guide reflection, provide feedback, support.

MULTIPLE SUBJECTS INTERMEDIATE/ADVANCED PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<p>- Complete quarterly evaluation of TC's progress using the TPE Rubric. TC may request a letter of recommendation at a later date.</p>	<p>- Complete quarterly self-evaluations using the TPE Rubric.</p>	<p>- Schedule quarterly TPE conferences with CT and TC. - Provide formal feedback and evaluate TC using the TPE Rubric.</p>
<p>- Communicate regularly with Teacher Candidate and Teacher Supervisor.</p>	<p>- Communicate regularly with Teacher Supervisor and CT.</p>	<p>- Communicate regularly with CT and Teacher Candidate. - Provide weekly email update/check-in to TCs and CTs.</p>

SINGLE SUBJECT INTERMEDIATE/ADVANCED PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide information about school procedures and personnel. - Provide TC with information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Share curriculum and model teaching strategies for TC. 	<ul style="list-style-type: none"> - Become familiar with classroom community and structures, as well as school support structures and procedures. - Schedule weekly planning meetings with CT. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. Provide feedback! - Provide a space for TC to keep materials, items, etc. 	<ul style="list-style-type: none"> - Meet placement requirement of 20-25 hours per week M-F in placement during Winter Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide opportunities for student teacher to teach partial and full lessons. - Provide advice and feedback on TC's lessons, classroom management and participation strategies. -With TC, identify best week for TPA lessons to be taught 	<ul style="list-style-type: none"> - Teach partial lessons, small groups, and then whole class lessons. - Use CT's lessons and adopted curriculum and begin writing own lessons plans. 	<ul style="list-style-type: none"> - Formally observe Teacher Candidate two or more times each quarter. - Conduct additional informal classroom placement observations as deemed appropriate.
<ul style="list-style-type: none"> - Complete two formal written observations each quarter. - Complete and provide Observation Notes and Collaborative Assessment forms to Teacher Supervisor. 	<ul style="list-style-type: none"> - Complete two formal lessons for CT and two for Supervisor. - Plan and implement TPA lessons. 	<ul style="list-style-type: none"> - Conference with Teacher Candidate following observed lessons. - Guide reflection, provide feedback, and support. - Evaluate Teacher Candidate on TPEs.

SINGLE SUBJECT INTERMEDIATE/ADVANCED PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide guidance and support as needed as TC gradually takes responsibility for teaching two periods. - Guide TC to plan lessons and curriculum reflecting standards-based instruction, give feedback on lessons and classroom management, provide direction in grading, etc. 	<ul style="list-style-type: none"> - Gradually assume teaching and co-teaching responsibilities for two periods of instruction including planning and grading with guidance and support from CT. 	<ul style="list-style-type: none"> - Conduct formal and informal visits to classroom.
<ul style="list-style-type: none"> - Provide support and guidance as needed as TC takes full responsibility for teaching two periods. 	<ul style="list-style-type: none"> - Continue responsibility for two periods of instruction including planning and grading with support from CT. 	<ul style="list-style-type: none"> - Conduct regular observations/ evaluations (two per quarter)
<ul style="list-style-type: none"> - Complete quarterly evaluation of TC's progress using the TPE Rubric (TC may request a letter of recommendation at a later date). 	<ul style="list-style-type: none"> - Complete quarterly self-evaluations using the TPE Rubric. 	<ul style="list-style-type: none"> - Schedule quarterly TPE conferences with CT and TC. - Provide formal feedback and evaluate TC using the TPE Rubric.
<ul style="list-style-type: none"> - Communicate regularly with Teacher Candidate and Teacher Supervisor. 	<ul style="list-style-type: none"> - Communicate regularly with Teacher Supervisor and CT. 	<ul style="list-style-type: none"> - Communicate regularly with CT and Teacher Candidate. - Provide weekly email update/check-in to TCs and CTs.

UCSC STUDENT TEACHING POLICIES

Supervision

The resident Cooperating Teacher will leave the teacher candidate in charge of the classroom for progressively longer periods of time as the teacher candidate develops competency in their ability to lead classroom activities. However, the Cooperating Teacher *must* remain on the school grounds on all such occasions.

Teacher candidates are **not** legal teachers of record. Therefore, a credentialed substitute teacher must be in the school building with the teacher candidate when the Cooperating Teacher is absent or away from the school grounds. Teacher candidates may apply for a substitute permit and, if qualified, may substitute on a limited basis if their Cooperating Teacher is absent. Such arrangements must be approved in advance by the School Principal, Teacher Supervisor and Program Director.

Field Trip Policy

Teacher candidates are not permitted to lead student field trips off campus. candidates may accompany Cooperating Teachers on field trips if the role of the candidate is secondary supervision to support the Cooperating Teacher. When candidates accompany a Cooperating Teacher and TK-12 students to off-campus events and field trips, all school rules for both the school district of the Cooperating Teacher and the University of California will apply.² candidates may transport students on off-campus field trips *only* if approved according to school/district procedures. These provisions will apply at all times, including the portion of student teaching when the candidate is acting as the sole teacher in the classroom.

Policy on Professional Standards and Norms at School Sites

Candidates enrolled in Education Department programs must perform their responsibilities in a professional manner with respect to dress, language, punctuality and behavior. In addition, candidates must be sensitive to the expectations for behavior and professional responsibilities specific to the school site where the candidate is placed.

Character and Identification Clearance (fingerprints)

All teacher candidates are required to obtain a Certificate of Clearance and have it approved prior to entering the program. If at any time the Clearance is rejected or revoked, the candidate will be removed from the classroom immediately and will be withdrawn from the credential program.

Legal Status of Teacher Candidates

Section 12202 of the State Education Code defines the legal status of teacher candidates while performing their duties in the public school classroom. It states:

² Transportation (driving) of TK-12 students by UCSC teacher candidates without formal school/district approval in a private or school district vehicle is *not allowed*.

The candidate is authorized to do student teaching without salary from district funds, and no Teacher Candidate shall be deemed a certified employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision and control the holder performs his duties, whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the Teacher Candidate.

Student Teaching Performance Deficiencies

At any time while a candidate is enrolled in the program, if the candidate's Cooperating Teacher, Site Principal, Teacher Supervisor, the MA/Credential Program Director, or the candidate identifies deficiencies in student teaching or other classroom placement activities, the following options may be considered:

- The Cooperating Teacher or Teacher Supervisor, upon observation of the teacher candidate, may identify performance and pedagogical areas for growth and provide written and oral feedback to the teacher candidate with corrective suggestions. The Supervisor may also consult with the MA/Credential Directors to help determine a plan of action. The Teacher Supervisor will follow-up with more frequent visits to the candidate's placement to determine and ensure the candidate's performance improvement.
- The Cooperating Teacher, Principal or Teacher Supervisor may bring to the attention of the candidate issues based on professional conduct in the classroom and school policy. Depending on the nature and extent of the deficiencies, the Teacher Supervisor and/or Cooperating Teacher will provide corrective suggestions to resolve the issue.

If in either of the two situations a candidate does not satisfactorily make the necessary performance improvements (*or* the nature and/or extent of the deficiency is severe), the MA/Credential Directors will require a meeting with the candidate's advising team (Teacher Supervisor, Faculty Advisor and Program Director). Please see previous section on standards for continued enrollment.

The advising team will evaluate the candidate's performance in this area and, depending upon the nature and extent of the deficiencies, the advising team will develop a plan of action. If the candidate has not made sufficient progress in demonstrating professional conduct (*or* the nature and/or extent of the deficiency is severe), their standing will be reviewed by the TEC for further action. Actions may include: (a) required leave of absence from the student teaching placement and the program for further development, (b) recommendation for program withdrawal, or (c) recommendation for dismissal from the program.

Cooperating Teachers are encouraged to contact Soleste Hilberg, Director of Teacher Education (soleste@ucsc.edu), 831-459-2280 with any questions or concerns regarding program policy or any other issues of concern.

SB 488 – EFFECTIVE LITERACY INSTRUCTION FOR ALL STUDENTS

[Senate Bill 488](#) (SB 488), signed into law by Governor Newsom in October of 2021. SB 488 required the Commission on Teacher Credentialing to update its literacy and reading standards for California’s teacher education programs, and now requires that programs ensure that teacher candidates study and practice the literacy and reading instruction practices outlined in their document, [Effective Literacy Instruction for All Students](#).

California’s teacher performance assessments (e.g. edTPA) will also address the new Reading and Literacy Instruction Teacher Performance Expectation (TPE 7) beginning with the 2025-2026 academic year. Consequently, this will require that candidates have opportunities to practice TPE 7 in their placement classrooms. To ensure that candidates are successful, cooperating and mentor teachers, under SB 188, are now required to provide opportunities for student teachers to teach literacy and reading instruction that is aligned to the new reading standards.

The goal of SB 488 is to ensure that California’s new teachers are prepared to support all students’ capacities as effective and critical readers, writers, listeners, and speakers. The Literacy Standard and TPE 7 are grounded in Universal Design for Learning and asset-based pedagogies, and focus on five crosscutting literacy themes: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, in alignment with the [English Language Arts/English Language Development \(ELA/ELD\) Framework, 2015](#). California’s comprehensive literacy plan emphasizes:

- Equity, diversity, inclusion
- Instructional materials that are asset based and culturally and linguistically responsive, affirming, and sustaining
- Multi-tiered systems of support (MTSS)
- Instruction that is responsive to: age, language, literacy development, literacy goals
- Engaging families and communities as educational partners
- Social, emotional, and trauma-informed practices
- Incorporation of [California Dyslexia Guidelines](#)
- Integrated and designated ELD
- Promotion of multiliteracy (e.g., reading, writing, digital, visual) in English and multilingual programs
- Assessment: universal screening, diagnostic, formative, progress monitoring, summative

The literacy program standard requires that candidates employ:

- Evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.

In addition to teaching foundational reading skills, teacher candidates will also need opportunities in their classroom placements to:

- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)
- Develop students' expression and communication skills through writing, discussion, and presenting, as well as their use of language conventions (7.8)
- Integrate reading, writing, speaking and listening into content area instruction (TPE 7.9)

Multiple subjects and Single Subject English candidates will need opportunities to:

- Assess and monitor students' literacy development (TPE 7.10)
- Teach English language development for students identified as English learner students (7.11)
- Observe and practice use of screening and diagnostic techniques to inform their teaching
- Observe and practice the concepts and strategies included in the [California Dyslexia Guidelines](#), if possible, with the understanding that not all candidates will teach a student with dyslexia.

LESSON PLAN TEMPLATE
(this template or one similar will be used by the ST for creating and sharing lesson plans)

Part 1 Establishing Goals and Outcomes

Name:	Date:
Lesson Title (grade level, content area):	
Content Standards and ELD Standards:	
Enduring understandings:	
Essential Questions that will drive the inquiry and the learning:	
Prior Knowledge: Provide a brief summary of the skills and knowledge that students will need to have to be successful in this lesson and how that prior knowledge has been established	
Desired Outcomes: Students will know.... Students will be able to...	
Assessment: What students will do to show their understanding:	
Knowledge of Students: Students personal/cultural/community assets that will matter to this lesson:	

Academic Language Demands: (**In bilingual context, consider L1 and L2 goals.*)

A. What are the language functions students will need to use to be successful in this lesson (inform, compare, classify, analyze, infer, persuade, problem solve, synthesize, evaluate...)?

B. Note oral and written forms of language (e.g., language frames, sentence starters, descriptive language, compare/contrast terms, tense markers, similes/metaphors, etc.) you will use to help students understand lesson content?

C. Note specific target vocabulary terms students will need to know and practice to be involved in the lesson discussion:

D. How will students practice the oral/written forms of language noted above?

Equity Measures:

What scaffolds and optimal learning elements will you include to ensure students have access to the core content and have opportunity to learn and be successful (i.e. small group instruction, primary language instruction, modeling, choral response, bridging, metacognition, contextualization, schema building, text re-presentation)?

The following protocols are offered merely as guides to support you planning and debriefing with your teacher candidate.

LESSON PLANNING CONFERENCE PROTOCOL

- What are your goals for your students?
- What exactly will you and your students be doing in your lesson?
- How will you know if your lesson is successful?
- What, specifically, would you like me to observe for?

POST-TEACHING CONFERENCE PROTOCOL

- How do you think the lesson went?
 - What went well?
 - What were the challenges?
- Let me share my observations with you.
- If you were to re-teach this lesson, is there anything you would do differently?

POST-TEACHING CONFERENCE QUESTIONS

To gain additional information concerning the Teacher Candidate's perception of the lesson, select a few as appropriate.

- What do you see as some strengths of the lesson?
- Share with me what led up to the lesson?
- How did you feel about the student responses in the lesson?
- What are your perceptions concerning the effectiveness of this lesson?
- How did you feel about the lesson?
- What things went as planned?
- What would you do differently?
- Were you pleased with the way the lesson went today?
- What unexpected outcomes did you receive?
- How do you feel your students were responding?
- What were the unexpected gains?
- What specific student behaviors were you pleased with in this lesson?
- What are the good things about your lesson?
- What things didn't go as you had planned?
- How did you feel about the lesson?
- Did the students respond as you had expected?
- How do you feel about the group you had today?
- Tell me a little about the group you had today?
- How did you feel about my being in the room today?

UCSC TEACHER CANDIDATE OBSERVATION

QUARTERLY COLLABORATIVE LOG - UCSC MA/CREDENTIAL PROGRAM

STUDENT TEACHER:

SUPERVISOR:

COOPERATING TEACHER:

QUARTER/YEAR:

Community: Inclusivity and Joy TPEs [1.7](#), [2.3](#)

Fall Focus

- How did you work to establish and maintain a positive and productive classroom?
- How did you develop a caring community in which students feel valued, supported, and a sense of belonging and you and all students experience inspiration, joy, love, art, and/or creative expression?
- How did you support students to connect with each other and with you as their teacher?

Winter/Spring Focus

- How were students' strengths and abilities highlighted to elevate all students' statuses and to build community?
- How was the teaching space shared? How were students' voices elevated?

Experiences, Connections & Perspectives TPEs [1.5](#), [2.6](#), [4.4a](#), [4.4b](#), [4.4d](#), [4.7](#)

Fall Focus

- How were routines, procedures, and norms established, communicated, and reinforced?
- How did you support students to share their experiences, ideas, perspectives, or rationales?
- How did you structure student talk to ensure equity of voice and make thinking and problem-solving visible?

Winter Focus

- How did you structure instructional time to ensure deep learning of core disciplinary content?
- How did you engage students to support each other's learning?
- How were students offered choices, such as ways to access content, for practicing and assessing skills, setting learning goals, and creating tasks (UDL)?

Spring Focus

- How did you engage students in self-assessment, self-directed learning, student-initiated inquiry, and problem-solving?

Content Knowledge and Pedagogy TPEs [1.6](#), [3.1](#), [3.2](#), [3.3](#), [3.5](#)

Fall focus

- How did you support students (e.g. modeling, scaffolding) to engage in deep learning of core content knowledge?
- How were students supported to use their existing language resources as assets to engage in learning disciplinary content, ideas and practices, including translanguaging?
- How did you check for understanding throughout the lesson?
- How were students supported to feel that the lesson or course is accessible, relevant, and rigorous?

Winter/Spring focus

Content Knowledge and Pedagogy TPEs [1.6](#), [3.1](#), [3.2](#), [3.3](#), [3.5](#)

- How did you use knowledge of subject matter and students' cultures and strengths as assets to organize the curriculum to deepen student understanding?
- How did you support all learners' language development, including content language development, particularly multilingual learners?
- How did you provide adaptations and accommodations to ensure that all students were included in the learning?

Achievement: Intellect and Skills TPEs [1.3](#), [1.8](#), [2.5](#), [5.1](#), [5.2](#), [5.8](#)

Fall focus

- How did you establish and hold high expectations for the learning and engagement of all students?
- How did you connect content to real-life contexts and draw on students' prior knowledge to provide a context for learning?
- How did you listen to, acknowledge, and respond to students' questions, ideas, and perspectives?

Winter focus

- How did you use oral, written, and student-generated questions to deepen student understanding?
- How did you provide feedback to deepen student understanding?
- How did informal and formal assessment inform your teaching and promote student learning?

Spring focus

- How were students supported to co-construct knowledge in collaboration with one another and with the teacher?

Teacher Consciousness & Identity TPEs [6.1](#), [6.5](#)

Fall Focus

- When, how, and in what ways do you reflect on the impact of your teaching on student learning and how it can be modified?

Winter/Spring Foci:

- How do you take on the range of teacher responsibilities across the day and across the school?
- How did you address bias in your teaching (planning, materials, curriculum, and instruction)?
- How did this lesson or course empower students?

Student Connections, Consciousness, & Identity TPEs [4.4c](#)

Fall Focus

- How were students supported to ask for help when needed?

Winter Focus

- How did you ensure that all students saw themselves and their communities in classroom resources, materials, and curriculum?

Spring Focus

- How were students supported to see how this lesson or course can help build a more just and thriving community?

- How were students supported to think critically about culture and society?
- How were students supported to value, respect, and affirm racial, social, ethnic, linguistic, gender, religious and ability differences?
- How were students supported to consider or engage with social, racial, or environmental justice?

What is working well/strengths	Considerations for growth/improvement?
Date: Long and Short Term Goals from this Session: Supervisor's overall appraisal:	
What is working well/strengths	Considerations for Growth/Improvement
Date: Long and Short Term Goals from this Session: Supervisor's overall appraisal:	
What is working well/strengths	Considerations for Growth/Improvement
Date: Long and Short Term Goals from this Session: Supervisor's overall appraisal:	

DATE:		
Time	Observations	Strengths, Areas for Growth, Questions

DATE:

Multiple Subjects Program at a Glance

University of California, Santa Cruz Education MA/Credential 2024-2025 MULTIPLE SUBJECTS Credential

Dates	Course Information		Student Teaching
First Term			
July 22 – August 30, 2024	EDUC 205 EDUC 207 EDUC 210 EDUC 213 EDUC 218	Teaching, Learning, and Schooling in a Diverse Society (5 credits) Social Foundations of Education (5 credits) Health, Safety & Community (2 credits) Child and Adolescent Development for Educators (2 credits) Topics in Elementary Ed: Visual Arts (2 credits)	15 Observation Hours in initial placement from first day of school in August to Labor Day
Summer Bridge			
September 9– September 25, 2024 *Summer Bridge Courses	*EDUC 200 ¹ *EDUC 211 *EDUC 220	Beginning Student Teaching (5 credits) Teaching Special Populations (2 credits) Reading & Language Arts for Elementary Classroom (5 credits) <i>Do not enroll for Bridge classes; enroll for Fall Quarter</i>	Beginning Student Teaching 16 hours per week after Labor Day
Fall Quarter			
September 26 – December 13, 2024	EDUC 222 EDUC 212A	Math Learning & Teaching in Elementary Classrooms (5 credits) Bilingualism and Biliteracy (2 credits) – <i>Bilingual Authorization Candidates only</i> Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits)	Beginning Student Teaching 16 hours per week
Winter Quarter			
January 6 – March 21, 2025	EDUC 201 EDUC 203 EDUC 221 EDUC 212B	Intermediate Student Teaching (5 credits) Methods of English Language Development (5 credits) Science Learning & Teaching in Elementary Classrooms (5 credits) Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – <i>Bilingual Authorization Candidates only</i>	Intermediate Student Teaching 16 hours per week
Spring Quarter			
March 31 – June 12, 2025 <i>*Spring break follows school district schedule</i>	EDUC 202 EDUC 214 EDUC 217 EDUC 219 EDUC 212C	A, B & C Advanced Student Teaching (15 credits) Contemporary Issues in Education (2 credits) Topics in Elementary Ed: Physical Education (2 credits) Topics in Elementary Ed: Performing Arts (2 credits) Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – <i>Bilingual Authorization Candidates only</i>	Advanced Student Teaching (Full-time) Approximately 35 hours per week (from 30 mins before to 30 mins after school)
Fifth Term			
June 16 - July 18, 2025	EDUC 208	Portfolio Development (2 credits)	

Total Multiple Subject: 71 Quarter Credits (77 for Bilingual Authorization Candidates)

Single Subject Program at a Glance

2024-2025 SINGLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 22 – August 30, 2024	EDUC 205 EDUC 207 EDUC 210 EDUC 213	Teaching, Learning, & Schooling in a Diverse Society (5 credits) Social Foundations of Education (5 credits) Health, Safety & Community (2 credits) Child & Adolescent Development for Educators (2 credits)	10 Observation hours in initial placement from first day of school in August to Labor Day in September
Summer Bridge			
September 9– September 25, 2024 *Summer Bridge Courses	*EDUC 200 ¹ *EDUC 211	Beginning Student Teaching (5 credits) Teaching Special Populations (2 credits) <i>Do not enroll for Bridge classes. Enroll for Fall Quarter</i>	Beginning Student Teaching: 15 hours per week after Labor Day in September
Fall Quarter			
September 26 – December 13, 2024	EDUC 204 EDUC 226 EDUC 228 EDUC 230 EDUC 232 EDUC 212A	Methods of Teaching English Language Development (5 credits) ONE of the following courses based on subject area: English Teaching: Theory and Curriculum (5 credits) Math Education: Research and Practice (5 credits) Science Education: Research and Practice (5 credits) Social Science: Theory and Curriculum (5 credits) Bilingualism and Biliteracy: Theoretical, Political, & Historical Context of Bilingual Education (2 credits) – <i>Bilingual Authorization Candidates only</i> Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits)	Beginning Student Teaching: 15 hours per week
Winter Quarter			
January 6 – March 21, 2025	EDUC 201 EDUC 201A EDUC 227 EDUC 229 EDUC 231 EDUC 233 EDUC 212B	Intermediate Student Teaching (5 credits) Intermediate Student Teaching (5 credits) ONE of the following courses based on subject area: English Teaching in Secondary Classrooms (5 credits) Teaching Mathematics in Secondary Classrooms (5 credits) Teaching Science in Secondary Classrooms (5 credits) Social Science Teaching in the Secondary Classroom (5 credits) Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – <i>Bilingual Candidates only.</i>	Intermediate Student Teaching: 15 hours per week in November then two periods per day plus preparation periods and lunch hour (approximately 20-25 hours/week, December -March)
Spring Quarter			
March 31 – June 12, 2025 <i>*Spring break follows school district schedule</i>	EDUC 202 EDUC 214 EDUC 225 EDUC 212C	A,B & C Advanced Student Teaching (15 credits) Contemporary Issues in Education (2 credits) Reading & Writing Across the Curriculum in Middle School & Secondary (5 credits) Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – <i>Bilingual Candidates only</i>	Advanced Student Teaching: Solo teaching two periods per day plus preparation periods and lunch hour (approximately 25 hours per week, March-June)
Fifth Term			
June 16 - July 18, 2025	EDUC 208	Portfolio Development (2 credits)	

Total Single Subject: 70 Quarter Credits (76 for Bilingual Authorization Candidates)

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

The California Teaching Performance Expectations (TPE) comprise the body of knowledge, skills and abilities that credential candidates are expected to learn in their teacher preparation program. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing coursework, engaging in clinical practice, and passing a teaching performance assessment (UCSC uses the edTPA). Your evaluation of the Teacher Candidate's progress is based on these expectations.

TPE 1: Engaging and Supporting All Students in Learning
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (<i>See Subject-Specific Pedagogical Skills for reference.</i>)
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students,

including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- . appropriate use of instructional technology, including assistive technology;
- . applying principles of UDL and MTSS [Universal Design for Learning and Multi-Tiered Systems of Support];
- . use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- . appropriate modifications for students with disabilities in the general education classroom;
- . opportunities for students to support each other in learning; and
- . use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE 7: Effective Literacy Instruction for All Students
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the <i>California Dyslexia Guidelines</i> , including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

<p>3. Incorporate asset-based pedagogies,⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>
<p>4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p>
<p>5. Foundational Skills.⁶ Multiple Subject Candidates: Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>
<p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>
<p>7. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>
<p>8. Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to</p>

support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship

10. Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

11. Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

SUCCESSFUL STRATEGIES FOR SUPPORT

“What follows is a list of things that worked for me and others in successful student teacher–Cooperating Teacher relationships. Please keep in mind that each relationship will be different depending on you and your Teacher Candidate.”

--Reflections from a former Teacher Candidate

1. Share curriculum
2. Take time to talk and check in each day.
3. Offer help with time management.
4. Explain what your students have already learned when your Teacher Candidate is planning lessons.
5. Help with procedures and rule set up - often overlooked by teacher candidates
6. Carve a space for your Teacher Candidate in your classroom (their own desk is much appreciated) and make the environment welcoming. inviting
7. Understand Teacher Candidate’s demands from UCSC in terms of coursework, etc.
8. Invite your Teacher Candidate to collaborative in school, grade level, or department meetings, introduce her/him to other teachers, physically walk Teacher Candidate around campus.
9. Share your stories of teaching, especially anecdotes that have served to inspire you as a teacher.
10. Help with understanding how to work with difficult parents
11. Create a healthy electronic dialogue
12. Be a supportive and commendable role model, mentor, and friend!

Adult Learner Traits

We offer the following list as advice, primarily for new Cooperating Teachers, who may be mentoring an adult for the first time. As an expert in pedagogy for children and youth, Cooperating Teachers may find the list useful for understanding your student teachers’ motives, background, and expectations.

Teacher candidates are adults. They have different needs as learners than the young people that you work with daily. They learn by working with you, the professional, in the cultural and social context of schools. Participating in activities, getting feedback, and finding meaning in the work will engage the adult learner. In working with teacher candidates, you can help their learning by (a) creating a climate in which they feel respected, (b) encouraging their active participation, (c) building on their experiences, (d) employing collaborative inquiry, (e) guiding learning for immediate application, and (f) empowering them through reflection and action based on their learning.

Self-direction

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, a peer relationship with you, the Cooperating Teacher, provides multiple options for their work with your students; initial support from you and other teachers at the school are all imperative.

Practical and results-oriented

Adult learners are usually practical, and need information that can be immediately applicable to their professional needs. They generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence.

Use personal experience as a resource

Adults have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to encourage discussion and sharing, and generally encourage learning in the school community from you and other teachers that are willing to share their ideas about the practice of teaching.

Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking questions and ideas. If you note a distinct lack of motivation in an adult learner, it's probably time for a serious discussion regarding one's goals and interests.

Multi-level responsibilities

Adult learners often have a lot to juggle: family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If life is already demanding, then the learning outcome will be compromised. Taking that under consideration, Cooperating Teachers can remind students to prioritize and organize so that they don't feel overwhelmed. Share your ideas about balancing work and life and help the Teacher Candidate manage student teaching gracefully.

High expectations

Adult learners have high expectations. They want to be taught about things that will be useful to their work, they expect to have immediate results, and they seek ideas and input that will not be a waste of their time.

The list above was adapted from Gregson, J.A. & Sturko, P.A. (2007). Teachers as Adult Learners: Re-conceptualizing Professional Development. *Journal of Adult Education*, XXXVI(1), pp. 1-18.

SUPPORTING TEACHER CANDIDATES WITH THE edTPA (Teaching Performance Assessment)

candidates in all California teacher education programs must complete a performance assessment of their teaching. As part of the Performance Assessment, candidates complete a Teaching Event demonstrating competency in *Planning, Instruction, Assessment, Reflection and Academic Language*. candidates also develop a *Context for Learning* describing the class make-up (number of ELs, students with IEPs, etc.), student learning needs, and current classroom curriculum.

Here are Some Ways You Can Help...

I) Context for Learning: Share relevant standardized test and demographic data with your student teacher. Also share class rosters of identified EL, GATE students and students with an IEP or 504 Plan. Describe your current adopted curriculum and other resources used.

II) Planning and Instruction: The edTPA Teaching Event needs to be planned in advance in order to be taught when needed to meet TPA deadlines. You can support candidates by:

- Sharing adopted or teacher developed curriculum with Teacher Candidate
- Encourage the Candidate to modify existing curriculum or lesson plan
- Provide feedback and suggestions on the Teacher Candidate's TPA lessons but not tell them *explicitly* what to teach and how to teach it

III) Videotaping Logistics

- Teacher candidates may use a smart phone, tablet computer, a computer with Internal camera, or a camcorder to video-record their teaching
- An external, wireless lapel mic is the best option for quality audio. UCSC can loan one to teacher candidates
- You may *optionally* help video-record the Teaching Event for your Teacher Candidate; your Teacher Candidate will let you know what to focus on—filming student engagement is critical

TEN TIPS FOR MENTORING A STUDENT TEACHER

By Howard Pitler

ASCD September, 2016.

I remember the first time I was asked if I would be willing to have a student teacher. I was in my third year of teaching and was just starting to feel like I had a clue about teaching myself, but I saw it as an honor that my university was willing to trust me to fulfill the role of Cooperating Teacher. Also, the couple of hundred dollars from the stipend was very welcome for a two-teacher income family. Looking back, I was totally unprepared, both by my experience and by the university, to know what to do as a Cooperating Teacher. I relied on the experience I had just a few years earlier and tried to model after the Cooperating Teacher I had—sort of the way some teachers teach today.

If you are in the same boat I was in back then, I have a few tips that I hope will be useful.

1. Sit down over a cup of coffee and talk about expectations, both yours and your student teachers'. Let them know you are going to be taking the lead early in the process and expect them to observe, take notes, and, most important, ask questions daily.
2. Teaching is a full-time position. I told my student teachers I expected them to be in the building when I was—no showing up 5 minutes before the bell. My job involved some nights and weekends, and that meant my student teachers' did as well.
3. Go over building procedures and be sure to introduce your student teachers to your fellow teachers. Treat them as colleagues and expect them to act like colleagues. Be clear on your dress expectations. I always wore a tie to class except on special days. I expected my student teachers to dress in at least business casual. That was my expectation, not the school's. Remember the adage "Dress for the job you want, not the job you have."
4. Don't just tell your student teachers about planning and grading, make them a part of the process. Develop your lesson plans together so they can see your thought process. Sit with them during planning time and grade papers together. Make it clear they should ask as many questions as possible about both processes.
5. Ease student teachers into teaching. Start them off with small bits of a lesson, maybe a review or the anticipatory set. Build to having them teach a segment of a lesson and eventually a full lesson. Next, piece together lessons and eventually have them conduct a full unit—planning, delivery, grading, and all. Like with students, scaffold and use gradual release of responsibility.
6. Debrief, debrief, debrief. When student teachers are in front of the class, you have to be in the room taking notes. Having student teachers does not mean you get extended planning time. Ask why they did something or reacted in a certain way. This isn't a "gotcha" moment but rather a time to help them engage in reflection. It is only when we truly reflect on our practice that we grow. You will find that you will also grow as a teacher as you help your student teachers reflect.
7. Keep a cooperative journal. Ask student teachers to reflect on their teaching in writing. Read their reflections and provide written responses the next day. I remember my first attempt at leading the high school band in a warm-up activity. I thought it had gone very well and said so in my journal. What I got back from my Cooperating Teacher was yes, the activity was very well executed, but did I realize I had warmed up the band in the key of F major and the piece that immediately followed was in F minor? Oops and yikes! A learning experience had just occurred (by the way I never did that again, ever).

8. Provide clear and useful feedback. Be sure to let student teachers know when they do a great job or show improvement on something you were working on together. Provide actionable feedback on things that need improvement, but don't overwhelm. Yes, there may be 10 things they need to improve on, but providing that list up front might be daunting. Just like providing feedback to your students, let them know what they did well, what needs some work, and what one thing they need to focus on next.
9. It is likely your student teachers will be ill-experienced in dealing with discipline issues. Be sure to review your classroom management plan, classroom norms, and discipline philosophy. I was trained in logical consequences, so I made sure my student teachers knew and understood that philosophy. As they watch you at the beginning of the semester, make sure they note any misbehaviors and how you handled them. Talk about why you did what you did and what, if anything, you might have done differently. As they begin teaching, let them know you are there but they are in control. You aren't going to step in unless it absolutely necessary. The first time the Cooperating Teacher steps in to deal with discipline, the student teacher has lost credibility in the eyes of some students.
10. Let them see that you truly care about your students. My mantra has always been this: "Kids don't care what you know until they know that you care." Relationships are important and get trickier in high school, where the student teacher is only a few years older than the seniors. Make sure there is a clear line of professionalism in the relationships between the students and teachers.

Taking on a student teacher is hard work. The meager stipend won't come close to minimum wage for the extra hours involved. However, if teaching is a true profession, it is our obligation to invest that time in the next generation of teachers and help them become just the kind of teachers we would want for our children, grandchildren, or any children we personally care about.

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Eight Qualities of a Great Teacher Mentor

By Kimberly Long

Education Week Teacher, September, 2014

Papers are spilling off the desk. The voicemail light is blinking. Your email inbox is never ending, and little smiley face stickers are somehow stuck in your hair.

We've all been there. When it comes to teaching, there are always those days when the final bell rings and you just want to vent about the day, interact with someone older than age six, or simply have someone to talk to.

One of the most important—and overlooked—aspects of education is having mentors who help you manage the grind of daily struggles and the challenges of the profession. As an early career teacher, I have been blessed to work with many incredible teachers who have salvaged my sanity, dried my tears, and challenged me to be more than I thought I could be.

Mentors may be formally "assigned," or they may informally walk into your life. Mentorship can occur in a mandated mentor program, when one teacher is looking out for another, taking a struggling teacher under your wing, or simply welcoming a new person to the team. Mentorship doesn't have to be a formal process—but it is a crucial form of support for new and early career teachers.

Interested in becoming a teacher mentor? Here are eight qualities to focus on:

1. **Respect.** First and foremost, there must be respect between the mentor and the mentee. But respect doesn't form overnight—it takes time. As I tell my students, respect is earned. Showing respect is all about the little things. For example, when a veteran teacher with more than 15 years of experience embraces my new idea for a unit at a staff meeting, it tells me I am being taken seriously. Or, when another teacher comes to your room to just say hi, they are acknowledging that the relationship is about both of you. New teachers feel worthy when their colleagues reach out to make sure they are involved. This can take many forms—having lunch, sending an email, or even going to a union meeting together.

2. **Listening.** By truly listening, you get to know me. You get to know me in a more personal way than I may even realize I am letting on. For example, a good mentor can pick up on when I am stressed out, when I am in the zone, when I am having a good day, and so on.

When a mentor puts all the verbal and nonverbal clues together, they synthesize what I need—even when I may not be able to even say it myself. And once they recognize what I need, good mentors come to my aid. If you think I need a sanity lunch, plan one. If you think I need some advice on dealing with misbehaved students, lend some advice. The magic of listening allows mentors and mentees to get to know each other and informs the mentor on how they can be of assistance.

3. **Challenging.** Great mentors push your thinking and help you grow in new ways. They alert you to new teaching methods and provide tips for how to handle various situations throughout the year.

Most importantly, though, these “tips” are often posed as questions. Questions require new teachers to discover and learn for themselves. I want to grow and develop as an educator, but it’s hard. Please—push me outside of my comfort zone. I want to improve, but it’s hard to do alone. Be there with me as I learn.

4. **Collaboration.** This critical step benefits everyone within the support system. By helping refine my ideas, you remind yourself of all the things that make a truly great teacher. It’s also mutually beneficial for teachers to work together because everyone will walk away with new and improved strategies, lessons, and ideas.

Remember, you don’t have to wait for a mentee to seek out your wisdom. In fact, it can go a long way in strengthening the bond between teachers when *both* bring ideas to the table.

5. **Celebration.** Success comes in a variety of shapes and sizes. Some days it may be making a dreaded phone call home with a disgruntled parent, while other days it may be the implementation of a new idea that the whole team tried and loved. Be genuinely happy when I succeed, no matter how big or important it is in the grand scheme of things. Besides, I wouldn’t have the experience of success without your guidance. Tell me congrats and share in the happiness!

6. **Truth.** Honesty is the foundation of any relationship. Tell the truth; criticism is how we all learn. You have the opportunity to coach me through changes that will positively impact me for the rest of my life. Help me learn the do’s and don’ts of school politics, communication, and the million other little things they don’t teach you in educator preparation programs.

7. **Safety.** Does your mentee feel it’s OK to make a mistake and tell you about it? Knowing that I can trust you is monumental. I worry what you will think and say; your opinion matters greatly to me.

Pause for a second and think about how you’ll respond to me when I tell you what’s going on because I will remember your words much longer than you will. Trust forms when I know you will stand up for me—both in front of me and behind my back. If I am dealing with a challenging situation, walk the fine line of protection by providing me with tips you learned in a similar situation and give me some questions to ponder.

8. **Empathy.** Don’t forget your mentee is human. Life is tough, and we’re all in it together. Sometimes life events—joyous, tumultuous, and all those in between—linger with us into our classrooms. Lend an ear, a smile, and at times even a hug.

Whether you knew it or not, by being a mentor you have also become my personal life coach. I want to hear your advice. I want to hear your similar stories. I need someone to bounce ideas off of when I shut the door at lunch and sob over a broken heart, dance for joy over an engagement, worry about family drama, and learn to deal with stress.

When it’s all said and done, the papers may still be spilling off my desk. Hopefully I’ve found time to listen to some voicemails and answer a few emails.

As for the stickers, I might just wear those with pride because it means the day is over. I survived. I couldn't have done it alone, without you—my mentors.

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Cognitive Coaching

What is Cognitive Coaching?

Cognitive coaching is a coaching model that requires the coach to be non-judgmental, to encourage reflective practice, and to guide another person to self-directed learning. To encourage reflection, cognitive coaching focuses on a teacher’s thinking, perceptions, beliefs, and assumptions and how these affect one’s practices. A cognitive coach collects data and learns to pose questions to engage the teacher in reflective thinking. According to Costa and Garmston, a cognitive coach “...uses tools of reflective questioning, pausing, paraphrasing, and probing for specificity.” A cognitive coach helps another person “to develop expertise in planning, reflecting, problem-solving, and decision-making. These are the invisible tools of being a professional, and they are the source of all teachers’ choices and behaviors.” (13) It is a reciprocal learning process between both individuals. A good cognitive coach must be able to work effectively with different personality types, different learning styles, different philosophies, and different stages of a teacher’s development. (14)

The following charts are taken from *Cognitive Coaching: A Foundation for Renaissance Schools*, by Arthur Costa and Robert Garmston.

The left-handed column in each chart contains desired cognitive thoughts and processes. The right-handed column contains sample questions. Specific syntax cues in the questions are in boldface type.

Planning Conversation

If the <i>desired cognitive thought</i> or process is to:	Then the coach <i>might ask</i> :
Describe (State the purpose of the lesson.)	What outcomes do you have in mind for your lesson today?
Envision (Translate the lesson purposes into descriptions of desirable, observable student behaviors.)	As you see this lesson unfolding, what will students be doing?
Predict (Envision teaching strategies and behaviors to facilitate students’ performance of desired behaviors.)	As you envision this lesson, what do you see yourself doing to produce those student outcomes?
Sequence (Describe the sequence in which the lesson will occur.)	What will you be doing first? Next? Last? How will you close the lesson?
Estimate (Anticipate the duration of activities.)	As you consider the opening of the lesson, how long do you anticipate that will take?
Define (Formulate procedures for assessing outcomes by envisioning, defining, and setting success indicators.)	What will you see students doing or hear them saying that will indicate to you that your lesson is successful?
Metacogitate (Monitor their own behavior during the lesson.)	What will you be aware of in students’ reaction to know if your directions are understood?

Self-Assess (Identify a process for personal learning.)	As a professional, what are you hoping to learn about your own practices as a result of this lesson?
Describe (Depict the data-collecting role of the observer.)	What will you want me to look for and give you feedback about while I am in your classroom?

Reflecting Conversation

If the <i>desired cognitive process</i> is to:	Then the coach <i>might ask</i> :
Assess (Express feelings about the lesson.)	As you reflect on your lesson, how do you feel it went?
Recall and Relate (Recollect student behaviors observed during the lesson to support those feelings.)	What did you see students doing (or hear them saying) that made you feel that way?
Recall (Recollect their own behavior during the lesson.)	What do you recall about your own behavior during the lesson?
Compare (Draw a comparison between student behavior performed with student behavior desired.)	How did what you observe compare with what you planned?
Infer (Abstract meaning from data.)	Given this information, what do you make of it?
Draw Conclusions (Assess the achievement of the lesson purposes.)	As you reflect on the goals for this lesson, what can you say about your students' achievement of them?
Metacogitate (Become aware of and monitor their own thinking during the lesson.)	What were you thinking when you decided to change the design of the lesson OR What were you aware of that students were doing that signaled you to change the format of the lesson?
Infer from Data (Draw hypotheses and explanations from the data provided.)	What inferences might you draw from these data?
Analyze (Examine why the student behaviors were or were not achieved.)	What hunches do you have to explain why some students performed as you had hoped while others did not?
Describe Cause and Effect (Draw casual relationships.)	What did you do (or not do) to produce the results you obtained?
Synthesize (Make meaning from analysis of the lesson.)	As you reflect on this discussion, what big ideas or insights are you discovering?
Self-Assess (Construct personal learnings.)	What personal learnings did you gain from this experience?
Apply (Prescribe alternative teaching strategies, behaviors, or conditions.)	As you plan future lessons, what insights have you developed that might be carried forth to the next lesson or other lessons?

Evaluate (Give feedback about the effects of this coaching session and the coach's conferencing skills.)	As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn't) do that was of benefit to you? What assisted you? What could I do different in future coaching sessions?
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From:

Costa, Arthur L., and Robert J. Garmston. Cognitive Coaching: A Foundation for Renaissance Schools. Norwood, Massachusetts: Christopher-Gordon, Inc., 2002. 398-399.

Additional Coaching Techniques

Below you will find some other ways of asking questions that allow the Teacher Candidate to reflect on their lesson. These questions guide the teacher to consider and think about not only those things that were said or done by both teacher and students alike, but also what was not said or done. This exercise allows the teacher the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.

The following questions and statements were developed at the *Summer Clinical Instructor Training*, August 1994.

SUPPORTIVE FEEDBACK

Open-Ended Questioning

- What were some of the things that you felt went well? What made you decide to use this topic for this lesson?
- Your lesson provided a lot of information....”What did you do to ensure that the students were learning?
- What do you think worked well today?
- What do you think you did well in this lesson?
- What did you feel went well with your lesson today?
- Did you do some specific things to catch the interest of the students.
- The lesson had many strong points. What did you do to help the kids learn? What did you do to keep students involved in your lesson?
- What did you do that caused your lesson to go well?
- What do you think went well today and helped your students to learn?

Narrowing Questioning

- What did you do to make the lesson meaningful to your students? What did you do to reinforce students’ knowledge?
- What did you do to get your students interested in the?
- What did you do to get the students to tell you what they had experienced? What did you do to encourage active participation?
- How did you respond to the children during class to encourage them to participate? How did you organize your material to teach the students?

CORRECTIVE FEEDBACK

Open-Ended Question:

- What part of your lesson do you feel did not go very well today?
- Why?
- What was least effective in your lesson today?

- What would you have changed? If you could change something in your lesson, what would you change?
- What did you find most difficult about teaching this lesson?
- If you were to teach this lesson again, what would you do differently? What could you have done to enhance the lesson?
- Is there anything you think didn't go well?
- What do you think didn't go as well as you expected?
- Is there anything that didn't go as well as you had planned?

Narrowing Questions:

- What did you do to ensure that all students could see your materials?
- How were you able to reinforce student learning in today's lesson? What did you do to encourage student participation?
- What did you do to see if the students were grasping the content of your lesson? How did you involve your students in your lesson? Focus on what they did.
- What did you do to encourage your students to formulate answers?
- What did you do to ensure that your students have enough time to formulate answers?
- Do you think if you increased your wait time it would have given more students time to respond to the question?
- Another approach to providing feedback and encourage reflective thinking is to use statements that begin with "*I noticed ...*" and "*I wonder...*"

Examples:

- I noticed that you monitored off-task behavior by going over to J and B and quietly speaking with them to refocus their behavior.
- I noticed that a number of students didn't understand the directions to the assignment. How could this have been prevented?
- I noticed how you differentiated the assignment for _____. Why did you choose this approach?
- I wonder how you could have better focused the discussion. What kinds of follow-up questions could you have used?
- I wonder if you set up a routine for passing out and collecting papers there would be less loss of instructional time.
- I wonder how the discussion might have been different if you had first allowed the students to ask the questions that they prepared, instead of beginning with your question?
- I wonder if you set up a routine for passing out and collecting papers there would be less loss of instructional time.
- I wonder how the discussion might have been different if you had first allowed the students.