# Table of Contents

- Introductory Letter 3
- Overview of Student Teaching 5
- Roles and Responsibilities Each Quarter 7
- Student Teaching Policies 13

## Forms
- Three-Lesson Sequence Assignment (SS Candidates only) 16
- Lesson Plan Tool 17
- Lesson Plan Template 18
- Lesson Planning Conference Protocol 19
- Post-Teaching Conference Protocol 19
- Post-Teaching Conference Questions 19
- Observation Form 20
- Collaborative Assessment Log 21

## Resources
- End of Quarter Performance Evaluation 23
- Multiple Subjects Program at a Glance 2017-2018 24
- The California Teaching Performance Expectations 25
- Successful Strategies for Support 29
- Supporting Teacher Candidates with edTPA/CalTPA 32
- Ten Tips for Mentoring a Student Teacher 33
- Eight Qualities of a Great Teacher Mentor 36
- Cognitive Coaching 39
Dear UCSC Cooperating Teacher,

Thank you for supporting UCSC Teacher Candidates during their first quarter of student teaching! Teacher Candidates pass through beginning, intermediate and advanced stages during Fall, Winter and Spring Quarters. The responsibilities and expectations grow with each quarter.

Beginning Teacher Candidates are required to participate in your classroom for ten total hours between the time school begins and Labor Day, and a minimum 16 hours for per week for the remainder of Beginning Student Teaching as partial fulfillment of the requirements for the SB2042 Preliminary Credential (approx. 220 hours). During their Intermediate and Advanced Student Teaching, their required hours increase until they are student teaching full time 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, instructional strategies and assisting you in the classroom. Our expectation is that the Teacher Candidate will gain experience working with the students in small group and later in whole class settings.

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

We would like the Cooperating Teacher to formally observe two lessons in the Fall Quarter taught by the Teacher Candidate. You may use the observation form in this handbook, or another if you have a preferred form/format. Following your observation, we ask that you complete a Collaborative Assessment Form identifying any strengths and areas for growth, and share it with the Teacher Candidate in a conference format. The form lists the Performance Expectations (TPEs) for which the Teacher Candidates are responsible. We also provided pre- and post-conference protocols to help guide your discussion of the lesson. The University Field Supervisor will also observe two lessons and conference with the Teacher Candidate. You may be asked to join those conferences. Additionally, a Teacher Candidate peer will observe one lesson, and each Teacher Candidate will be required to
video record a lesson for analysis. We will assist students in making recording arrangements.

We ask that you meet with your Teacher Candidate before the end of the quarter to discuss his/her overall progress based upon the Teaching Performance Expectations (TPEs). 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 University Field 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, 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 STUDENT TEACHING AT UC SANTA CRUZ

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 Bilingual Authorization, after completing additional requirements. Single Subject programs include English, Social Studies, Science, and Mathematics. Our 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, intermediate and advanced student teaching.

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 student 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.
- Ability to relate 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. Program personnel work with school principals to identify prospective Cooperating Teachers and make appropriate student teaching assignments. Specific grade level and subject area placements are dictated 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.
- Able to model effective teaching practices and willing to accommodate program requirements.
- Hold the same credential the candidate is seeking
- At least three years of successful public school teaching experience.

**Evaluating Teacher Candidate Progress**

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

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

In March, Teacher Candidates are required to complete a Performance Assessment, either the edTPA or the CalTPA, depending on the cohort, 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/CalTPA.
## SINGLE AND MULTIPLE SUBJECTS
### Beginning Student Teaching
#### ROLES AND RESPONSIBILITIES
### Fall Quarter

<table>
<thead>
<tr>
<th>Cooperating Teacher (CT)</th>
<th>Teacher Candidate (TC)</th>
<th>University Field Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet weekly with Teacher Candidate for planning.</td>
<td>Ten hours in the classroom from the first day of school to Labor Day. After Labor Day, 16 hours per week in placement (M-F) for Fall Quarter.</td>
<td>Provide support to TC and CT.</td>
</tr>
<tr>
<td>Share curriculum and model teaching strategies for TC.</td>
<td>(Single Subject) Between Oct. 1-27, teach a 3-lesson sequence. Write lesson plans and analyses for all lessons.</td>
<td>Facilitate Teacher Candidate seminar.</td>
</tr>
<tr>
<td>Provide opportunities for student teacher to teach partial and full lessons. Provide advice and feedback on TC's lessons, classroom management and participation strategies.</td>
<td>(Multiple Subject) Plan, teach and analyze four lessons that will be observed by CT, University Field Supervisor or videotaped. (Single Subject) Schedule two lessons to be observed by CT, one or two by University Field Supervisor and one by a peer. Provide copies of plans to CT and University Field Supervisor 24 hours in advance.</td>
<td>Provide guidance and support to TC for lesson planning, classroom management and participation.</td>
</tr>
<tr>
<td>Complete two formal written observations by mid November. Complete and turn in observation notes and Collaborative Assessment forms.</td>
<td>Observe CT's planning, teaching strategies, classroom management strategies and teach partial and full lessons. Arrange for one lesson to be videotaped for peer evaluation.</td>
<td>Formally observe and evaluate Teacher Candidate a minimum of two times. Conduct additional informal classroom placement observations. Conference with Teacher Candidate immediately following observed lesson. Guide reflection, provide feedback, support.</td>
</tr>
<tr>
<td>Invite TC to parent conferences, Back to School Night, and other Community Outreach events.</td>
<td>Attend one parent conference. Complete Parent Conference Reflection directed by University Field Supervisor.</td>
<td></td>
</tr>
<tr>
<td>Complete evaluation of TC's progress using the TPE Rubric.</td>
<td>Complete self-evaluation using the TPE Rubric.</td>
<td>Provide formal feedback and evaluate TC using the TPE Rubric.</td>
</tr>
<tr>
<td>*TC may request a letter of recommendation at a later date.</td>
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<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>Communicate regularly with Teacher Candidate and University Field Supervisor.</td>
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<tr>
<td>Communicate regularly with University Field Supervisor and CT.</td>
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<tr>
<td>Communicate regularly with CT and Teacher Candidate. Provide weekly email update/check-in to TCs and CTs.</td>
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</tbody>
</table>
# MULTIPLE SUBJECT
## Intermediate and Advanced Student Teaching
### ROLES AND RESPONSIBILITIES
#### Winter and Spring Quarters

<table>
<thead>
<tr>
<th>Cooperating Teacher (CT)</th>
<th>Teacher Candidate (TC)</th>
<th>University Field Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet weekly with Teacher Candidate for planning. Provide feedback! Provide a space for TC to keep materials, items, etc.</td>
<td>Participate 16 hours per week in placement classroom during Winter and <strong>Full Time</strong> during Spring.</td>
<td>Provide support to TC and CT.</td>
</tr>
<tr>
<td>Share curriculum and model teaching strategies for TC. Provide information about school procedures and personnel.</td>
<td>Become familiar with school support structure and procedures. Use CT's lessons to begin writing own lessons.</td>
<td>Facilitate biweekly Teacher Candidate seminar.</td>
</tr>
<tr>
<td>Provide opportunities for student teacher to teach partial and full lessons. Provide advice and feedback on TC's lessons, classroom management and participation strategies. Identify best week for CaITPA lessons to be taught.</td>
<td>Take responsibility for lesson planning, instruction and transitions. Teacher for a day: 1-day solo with CT in the room. Plan and teach 2-day mini solo in winter and 2-week solo in spring. Provide copies of plans to CT and University Field Supervisor 24 hours in advance.</td>
<td>Formally observe Teacher Candidate two or more times each quarter. Conduct additional informal classroom placement observations.</td>
</tr>
<tr>
<td>Complete one to two formal written observations each quarter. Complete and turn in Observation Notes and Collaborative Assessment forms to supervisor.</td>
<td>Plan and implement CaITPA teaching Events: Series of 3-5 lessons (Plan, Teach, Film, Assess, Reflect). Write a letter to parents/guardians introducing two-week solo and thematic unit in Spring.</td>
<td>Conference with Teacher Candidate immediately following observed lessons. Guide reflection, provide feedback, support.</td>
</tr>
<tr>
<td>Complete evaluation of TC's progress using the TPE Rubric. <em>TC may request a letter of recommendation at a later date.</em></td>
<td>Complete self evaluation using the TPE Rubric.</td>
<td>Provide formal feedback and evaluate TC using the TPE Rubric.</td>
</tr>
<tr>
<td>Communicate regularly with Teacher Candidate &amp; University Field Supervisor.</td>
<td>Communicate regularly with University Field Supervisor and CT.</td>
<td>Communicate regularly with CT and Teacher Candidate. Provide weekly email update.</td>
</tr>
</tbody>
</table>
**SINGLE SUBJECTS**

Intermediate and Advanced Student Teaching

**ROLES AND RESPONSIBILITIES**

Winter and Spring Quarters

<table>
<thead>
<tr>
<th>Dates</th>
<th>Cooperating Teacher (CT)</th>
<th>Teacher Candidate (TC)</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Nov. - Winter Break</td>
<td>Participate in weekly planning meeting with TC.</td>
<td>Schedule 16 hours in second placement weekly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide TC with information about classroom procedures, materials, lesson plans, teaching strategies and grading.</td>
<td>Schedule weekly planning meetings with CT.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce TC to school procedures and personnel.</td>
<td>Become familiar with classroom community and structures, as well as school support structures and procedures.</td>
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</tr>
<tr>
<td></td>
<td>Provide TC with daily opportunities for teaching parts of lessons and small groups.</td>
<td>Teach partial lessons, small groups, and then whole class lessons.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allow TC to teach whole class lessons and provide feedback afterward.</td>
<td>Use CT’s lessons and adopted curriculum and begin writing own lessons plans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct one formal observation of TC and complete Collaborative Assessment Form.</td>
<td>Complete at least one formal lesson for CT and one for Supervisor.</td>
<td>Observe at least one lesson.</td>
</tr>
<tr>
<td></td>
<td><strong>Other Suggestions:</strong> Provide a space for TC to keep materials, etc.</td>
<td>Gain practice grading student work.</td>
<td></td>
</tr>
</tbody>
</table>

*Teacher Candidate follows placement school’s winter break*
<table>
<thead>
<tr>
<th>Dates</th>
<th>Cooperating Teacher (CT)</th>
<th>Teacher Candidate</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5 - March 22</td>
<td>Provide guidance and support as needed as TC gradually takes responsibility for teaching two periods. For example, guide TC to plan lessons and curriculum reflecting standards based instruction, give feedback on lessons and classroom management, provide direction in grading, etc.</td>
<td>Gradually assume teaching and co-teaching responsibilities for two periods of instruction including planning and grading with guidance and support from CT.</td>
<td>Conduct formal and informal visits to classroom.</td>
</tr>
<tr>
<td>*TC to follow placement school’s Spring Break schedule</td>
<td>Meet weekly to plan and debrief with TC. Conduct at least two formal observation of TC.</td>
<td>Develop, implement and video tape edTPA/CalTPA lessons.</td>
<td>Evaluate TC on TPEs</td>
</tr>
<tr>
<td></td>
<td>Meet with TC and Supervisor to discuss teacher candidate progress.</td>
<td>Meet with CT &amp; Supervisor to review TPE evaluations. Attend UCSC classes.</td>
<td>Conference with TC &amp; CT regarding progress.</td>
</tr>
<tr>
<td>April 2 - June 14</td>
<td>Provide support and guidance as needed as TC takes full responsibility for teaching two periods.</td>
<td>Continue responsibility for two periods of instruction including planning and grading with support from CT.</td>
<td>Conduct regular observations/evaluations (two per quarter)</td>
</tr>
<tr>
<td>UCSC Spring Quarter: Advanced Student Teaching</td>
<td>Meet weekly with TC.</td>
<td>Meet weekly to plan and debrief with CT.</td>
<td></td>
</tr>
<tr>
<td>*TC continue</td>
<td>Guide TC to plan lessons and curriculum reflection standards based instruction, give feedback on lessons and classroom management, provide direction in grading, etc.</td>
<td>Full responsibility for teaching one entire quarter/term.</td>
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<tr>
<td></td>
<td>Two formal observations of TC per quarter and complete Collaborative Assessment Form.</td>
<td>Complete edTPA/CalTPA.</td>
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<tr>
<td>until the end of the school's calendar</td>
<td>Evaluate TC using the TPE Rubric and submit electronically. Participate in conference with TC and UCSC Supervisor in May or June. May be asked for a letter of recommendation by TC.</td>
<td>Self-evaluation using the TPE Rubric and participate in TPE Evaluation Conference with CT and Supervisor (May or June)</td>
<td>Evaluate TC using the TPE Rubric and facilitate final TPE evaluation conference (May or June).</td>
</tr>
</tbody>
</table>
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 his or her 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, University Field 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 providing secondary supervision to support the Cooperating Teacher. When candidates accompany a Cooperating Teacher and K-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.¹ 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.

Application for Character and Identification Clearance (fingerprints)
All teacher candidates are required to submit an application for 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 required to withdraw from the credential program.

¹ Transportation (driving) of K-12 students by UCSC teacher candidates without formal school/district approval in a private or school district vehicle is forbidden.
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:

_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, University Field 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 University Field 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 University Field Supervisor will follow-up with more frequent visits to the teacher candidate’s placement to determine and ensure the candidate’s performance improvement.

- The Cooperating Teacher, Principal or University Field 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 University Field 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 (University Field Supervisor, Faculty Advisor and Program Director).

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), his or her 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, PhD, Program Director of Teacher Education (soleste@ucsc.edu), 831-459-2280 or Kip Téllez, PhD, Faculty Director of Teacher Education (ktéllez@ucsc.edu), 831-459-2208 with any questions or concerns regarding program policy or any other issues of concern.
THREE-LESSON SEQUENCE ASSIGNMENT
BEGINNING STUDENT TEACHING
(SINGLE SUBJECT CANDIDATES ONLY)

During the last two weeks of the first placement, design and teach three connected lessons that lead to an assessment. These may be short pieces and need not take a full class period. For example, you might lead a KWL and introduce some vocabulary on day one, do a content lesson on day two, and lead a review before a quiz, mini-essay or some other assessment on day three. Another example might be teaching a mini lesson on transitions, reinforcing that on the second a day with student writing, and finally a cloze activity in which students choose the right transition word to fit a context on the third. The idea is to practice backward planning: move toward an assessment in a logical, engaging way. You may use your CT’s lesson ideas and assessments if you both agree.

Analysis:
1. Prepare a formal lesson plan for the sequence. Attach about two paragraphs that offer a rationale for how your activities will lead to student learning: how will your planned activity lead to student success on the assessment?
   Record a daily reflection after teaching each lesson by responding to the usual reflection prompts: How does this reflection inform what you plan to do in the next lesson(s)?

2. Analyze student work.
   Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples. Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class. Provide any evaluative criteria (or rubric) that you used to assess the student work. Evaluative criteria are categories that you use to assess student learning.

WRITE: Discuss your students’ learning patterns. What decisions did you make or could you make as a teacher that would lead to better results? What would your next steps be to move these students forward?

3. Briefly reflect on the entire process. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?
# LESSON PLAN TOOL

Adapted from the SIOP Model by Echevarria, Vogt and Short, 2008.

<table>
<thead>
<tr>
<th>LESSON COMPONENTS</th>
<th>Activities ~ Supplementary Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Opening/ Motivation</strong></td>
<td></td>
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<tr>
<td>• Meaningful content</td>
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<tr>
<td>• Connections to real life/students’ home culture</td>
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</tr>
<tr>
<td>• Link past learning to new concepts</td>
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<tr>
<td>• Key vocabulary emphasized</td>
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</tr>
<tr>
<td>• Introduce Essential Question</td>
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<tr>
<td><strong>II. Presentation (Instruction TO)</strong></td>
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</tr>
<tr>
<td>• Modeling, visuals, demos, hands-on, gestures, body language</td>
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<tr>
<td>• Scaffolding--such as think-alouds.</td>
<td></td>
</tr>
<tr>
<td>• Interaction</td>
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<tr>
<td><strong>III. Practice &amp; Application</strong></td>
<td></td>
</tr>
<tr>
<td>(Instruction WITH)</td>
<td></td>
</tr>
<tr>
<td>• Meaningful Activities</td>
<td></td>
</tr>
<tr>
<td>• Interaction</td>
<td></td>
</tr>
<tr>
<td>• Strategies</td>
<td></td>
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<tr>
<td><strong>IV. Independent Practice/Assessment</strong></td>
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</tr>
<tr>
<td>(Instruction BY)</td>
<td></td>
</tr>
<tr>
<td>• Feedback to students</td>
<td></td>
</tr>
<tr>
<td>• Assess student comprehension and learning throughout lesson.</td>
<td></td>
</tr>
<tr>
<td>* How and when will you check in with students to address understandings and misunderstandings?</td>
<td></td>
</tr>
<tr>
<td><strong>V. Closure</strong></td>
<td></td>
</tr>
<tr>
<td>• Review key vocabulary concepts</td>
<td></td>
</tr>
<tr>
<td>• Reflection</td>
<td></td>
</tr>
<tr>
<td>• Metacognition</td>
<td></td>
</tr>
<tr>
<td>• Revisit Essential Question</td>
<td></td>
</tr>
</tbody>
</table>

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

Establishing Goals and Outcomes

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title:</td>
<td>Observation focus (As determined with supervisor):</td>
</tr>
</tbody>
</table>

 Established Goals:  Common Core Standards  ELD Standards

Understandings:  Students will understand that...
What are the big ideas?
What misunderstandings are predictable?

 Essential Questions:
What questions will provoke inquiry?

Students will know....  Students will be able to...
What knowledge and skills will students acquire as a result of this activity?

Assessment:
What will students do to show they understand?

What is your criteria for knowing they understand?

**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 meet high expectations? (i.e. small group instruction, primary language instruction, modeling, choral response, bridging, metacognition, contextualization, schema building, text re-presentation)
**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 observation 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

Cooperating Teacher______________________

Teacher Candidate______________________

Supervisor______________________________  DATE______________________________

<table>
<thead>
<tr>
<th>Observation Overview</th>
<th>Teaching Performance Expectations (TPE's)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Content Area</td>
<td>1. Engaging &amp; Supporting All Students in Learning</td>
</tr>
<tr>
<td>Opening/Motivation/Hook</td>
<td>2. Creating &amp; Maintaining Effective Environments</td>
</tr>
<tr>
<td>Type of Instruction</td>
<td>3. Understanding and Organizing Subject Matter for Student Learning</td>
</tr>
<tr>
<td>Classroom Climate</td>
<td>4. Planning Instruction &amp; Designing Learning Experiences for All Students</td>
</tr>
<tr>
<td>Closure</td>
<td>5. Assessing Student Learning</td>
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<td></td>
<td>6. Developing as a Professional Educator</td>
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<tr>
<th>Time</th>
<th>Observations</th>
<th>Strengths, Areas for Growth, Questions</th>
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UCSC COLLABORATIVE ASSESSMENT

Teacher Candidate: ____________________
Cooperating Teacher: ____________________

Date: ____________________
Supervisor: ____________________

☐ TPE 1: Engaging and Supporting All Students in Learning
☐ TPE 2: Creating and Maintaining Effective Environments for Student Learning
☐ TPE 3: Understanding and Organizing Subject Matter for Student Learning
☐ TPE 4: Planning
☐ TPE 5: Assessing Student Learning
☐ TPE 6: Developing as a Professional Educator

What's Working?

Current Focus-Challenge-Concerns:

Student Teacher’s Next Steps:

Cooperating Teacher or Supervisor’s Next Steps:

☐ Next steps fully implemented ☐ Next steps partially implemented ☐ Next steps not implemented
**TPE 1: Engage and Support All Students in Learning**
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs
2. Maintain ongoing communication with students and families
3. Connect subject matter to real life contexts and provide active learning experiences
4. Use a variety of developmentally and ability appropriate instructional strategies
5. Promote students' critical and creative thinking
6. Provide a supportive learning environment for students' first and/or second language acquisition
7. Incorporate the visual and performing arts
8. Monitor student learning

**TPE 2: Create and Maintain Effective Environments for Student Learning**
1. Promote students' social-emotional growth
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy
4. Know how to access resources
5. Maintain high expectations for learning
6. Establish and maintain clear expectations for positive classroom behavior

**TPE 3: Understand and Organize Subject Matter for Student Learning**
1. Demonstrate knowledge of subject matter
2. Use knowledge about students and learning goals to organize the curriculum
3. Plan, design, implement, and monitor instruction
4. Plan for effective subject matter instruction
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language
6. Facilitate students' equitable access to the curriculum
7. Model and develop digital literacy
8. Demonstrate knowledge of effective teaching strategies

**TPE 4: Plan Instruction and Design Learning Experiences for All Students**
1. Locate and apply information about students' current academic status
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas
4. Plan, design, implement and monitor instruction
5. Promote student success
6. Access resources for planning and instruction
7. Plan instruction that promotes a range of communication strategies
8. Use digital tools and learning technologies

**TPE 5: Assess Student Learning**
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments
2. Collect and analyze assessment data
3. Involve all students in self-assessment and reflection
4. Use technology as appropriate to support assessment
5. Use assessment information in a timely manner
6. Work with specialists to interpret assessment results
7. Interpret English learners' assessment data
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: Develop as a Professional Educator**
1. Reflect on their own teaching practice and knowledge
2. Recognize their own values and implicit and explicit biases,
3. Establish professional learning goals
4. Demonstrate how and when to involve other adults
5. Demonstrate professional responsibility for all aspects of student learning and classroom management
6. Understand and enact professional roles and responsibilities as mandated reporters
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.
## University of California, Santa Cruz
### Education MA/Credential

#### 2018-2019 MULTIPLE SUBJECT Credential

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Information</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
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</table>
| July 23 - Aug 21, 2018 | - EDUC 205 Teaching, Learning, and Schooling in a Diverse Society (5 credits)  
                      - EDUC 207 Social Foundations of Education (5 credits)  
                      - EDUC 210 Health, Safety & Community (2 credits)  
                      - EDUC 213 Child and Adolescent Development for Educators (2 credits) | 10 Observation Hours in initial placement (from first day of school in August to Labor Day) |
| **Summer Bridge** |                                                                                     |                                                       |
| Sept. 4 - Sept. 19, 2018 | - *EDUC 200 Beginning Student Teaching (5 credits)  
                          - *EDUC 211 Teaching Special Populations (2 credits)  
                          - *EDUC 220 Reading & Language Arts for Elementary Classroom (5 credits)  
                          **Do not enroll for Bridge classes; enroll for Fall Quarter** | Beginning Student Teaching  
                           16 hrs/wk (After Labor Day) |
|  *Summer Bridge Courses* |                                                                                     |                                                       |
| **Fall Quarter**  |                                                                                     |                                                       |
| Sept. 27 – Dec. 14, 2018 | - EDUC 222 Math Learning & Teaching in Elementary Classrooms (5 credits)  
                          - EDUC 212A Bilingualism and Biliteracy (2 credits) – Bilingual Candidates only  
                          Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits) | Beginning Student Teaching  
                           16 hrs/wk |
| **Winter Quarter** |                                                                                     |                                                       |
| Jan. 7 – March 22, 2019 | - EDUC 201 Intermediate Student Teaching (5 credits)  
                        - EDUC 203 Methods of English Language Development (5 credits)  
                        - EDUC 221 Science Learning & Teaching in Elementary Classrooms (5 credits)  
                        - EDUC 212B Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – Bilingual Authorization Candidates only | Intermediate Student Teaching  
                           16 hrs/wk |
| **Spring Quarter** |                                                                                     |                                                       |
| April 1 – June 13, 2019 | - EDUC 202ABC Advanced Student Teaching (15 credits)  
                        - EDUC 207 Issues in Contemporary Education (2 credits)  
                        - EDUC 212C Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – Bilingual Authorization Candidates only | Advanced Student Teaching (Full-time)  
                           Approx 35 hrs/wk (from 30 mins before to 30 mins after school) |
| *Spring break follows school district schedule.* |                                                                                     |                                                       |
| **Fifth Term**    |                                                                                     |                                                       |
| June 24 – July 19, 2019 | - EDUC 208 Portfolio Development (2 credits)  
                        - EDUC 217 Topics in Elementary Ed: Physical Education (2 credits)  
                        - EDUC 218 Topics in Elementary Ed: Visual Arts (2 credits)  
                        - EDUC 219 Topics in Elementary Ed: Performing Arts (2 credits) |                                                       |

Total Multiple Subject: 71 Quarter Credits (77 for Bilingual Authorization Candidates)
# University of California, Santa Cruz
## Education MA/Credential
### 2018-2019 SINGLE SUBJECT Credential

<table>
<thead>
<tr>
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</tbody>
</table>
| July 23 - Aug 21, 2018 | **EDUC 205** Teaching Learning & Schooling in a Diverse Society (5 credits)  
**EDUC 207** Social Foundations of Education (5 credits)  
**EDUC 210** Health, Safety & Community (2 credits)  
**EDUC 213** Child & Adolescent Development for Educators (2 credits)  
EDUC 21A ** | 10 Observation hours in initial placement (from first day of school in August to Labor Day in September) |
| **Summer Bridge** | *EDUC 200* Beginning Student Teaching (5 credits)  
*EDUC 211* Teaching Special Populations (2 credits)  
*EDUC 212A* Bilingualism and Biliteracy: Theoretical, Political, & Historical Context of Bilingual Education (2 credits) – Bilingual Authorization Candidates only  
Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits)  
** | Beginning Student Teaching:  
16 hours per week (After Labor Day in September) |
| **Fall Quarter** |                                                                                    |                                                                                    |
| Sept. 27 – Dec. 14, 2018 | **EDUC 226** Methods of Teaching English Language Development (5 credits)  
**EDUC 204** English Teaching: Theory and Curriculum (5 credits)  
**EDUC 228** Math Education: Research and Practice (5 credits)  
**EDUC 230** Science Education: Research and Practice (5 credits)  
**EDUC 232** Social Science: Theory and Curriculum (5 credits)  
**EDUC 212A** Bilingualism and Biliteracy: Theoretical, Political, & Historical Context of Bilingual Education (2 credits) – Bilingual Authorization Candidates only  
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** |                                                                                    |                                                                                    |
| Jan. 7 – March 22, 2019 | **EDUC 201** Intermediate Student Teaching (5 credits)  
**EDUC 201A** Intermediate Student Teaching (5 credits)  
**EDUC 227** English Teaching in Secondary Classrooms (5 credits)  
**EDUC 229** Teaching Mathematics in Secondary Classrooms (5 credits)  
**EDUC 231** Teaching Science in Secondary Classrooms (5 credits)  
**EDUC 233** Social Science Teaching in the Secondary Classroom (5 credits)  
**EDUC 212B** Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – Bilingual Candidates only,  
** | Intermediate Student Teaching:  
Two periods per day plus preparation periods and lunch hour (approx. 20 hours/week, Nov-March) |
| **Spring Quarter** |                                                                                    |                                                                                    |
| April 1 – June 13, 2019 | **EDUC 202** A & B Advanced Student Teaching (15 credits)  
**EDUC 297** Issues in Contemporary Education (2 credits)  
**EDUC 212C** Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – Bilingual Candidates only  
** | Advanced Student Teaching:  
Solo teaching two periods per day plus preparation periods and lunch hour (approx. 25 hours/week, March-June) |
| **Fifth Term** |                                                                                    |                                                                                    |
| June 24 - July 19, 2019 | **EDUC 208** Portfolio Development (2 credits)  
**EDUC 225** Reading & Writing Across the Curriculum in Middle School & Secondary (5 credits)  
** |                                                    |

Total Single Subject: 70 Quarter Credits (76 for Bilingual Authorization)
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/CalTPA). Your evaluation of the Teacher Candidate’s progress is based on these expectations. We invite you to look for levels such as emerging, developing and proficient, and to notice growth as the quarter progresses. The TPEs were revised in 2016 by the California Commission on Teacher Credentialing.

<table>
<thead>
<tr>
<th>TPE 1: Engaging and Supporting All Students in Learning</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
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</tbody>
</table>
### 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. (See Subject-Specific Pedagogical Skills for reference.)

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.
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.
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 Learners' 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 (e) 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, multiple options for their work with your students and initial, yet subtle 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, the 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, expect to have immediate results, seek ideas and input that will not be a waste of their time.
SUPPORTING TEACHER CANDIDATES WITH THE edTPA/CalTPA (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. Describe your current adopted curriculum and other resources used.

II) Planning and Instruction: The edTPA/CalTPA Teaching Event needs to be planned in advance in order to be taught between mid-February and mid-March.
   - Cooperating Teacher may share adopted or teacher developed curriculum with Teacher Candidate.
   - Teacher Candidate may modify existing curriculum
   - Cooperating Teacher can provide feedback and suggestions on the Teacher Candidate’s 3-5 lessons in the edTPA/CalTPA Teaching Event but should not tell them explicitly what to teach and how to teach it (January-March).

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.
   - 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

In 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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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

<table>
<thead>
<tr>
<th>If the desired cognitive thought or process is to:</th>
<th>Then the coach might ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong> (State the purpose of the lesson.)</td>
<td>What outcomes do you have in mind for your lesson today?</td>
</tr>
<tr>
<td><strong>Envision</strong> (Translate the lesson purposes into descriptions of desirable, observable student behaviors.)</td>
<td>As you see this lesson unfolding, what will students be doing?</td>
</tr>
<tr>
<td><strong>Predict</strong> (Envision teaching strategies and behaviors to facilitate students' performance of desired behaviors.)</td>
<td>As you envision this lesson, what do you see yourself doing to produce those student outcomes?</td>
</tr>
<tr>
<td><strong>Sequence</strong> (Describe the sequence in which the lesson will occur.)</td>
<td>What will you be doing first? Next? Last? How will you close the lesson?</td>
</tr>
<tr>
<td><strong>Estimate</strong> (Anticipate the duration of activities.)</td>
<td>As you consider the opening of the lesson, how long do you anticipate that will take?</td>
</tr>
<tr>
<td><strong>Define</strong> (Formulate procedures for assessing outcomes by envisioning, defining, and setting success indicators.)</td>
<td>What will you see students doing or hear them saying that will indicate to you that your lesson is successful?</td>
</tr>
<tr>
<td><strong>Metacogitate</strong> (Monitor his or her own behavior during the lesson.)</td>
<td>What will you be aware of in students' reaction to know if your directions are understood?</td>
</tr>
<tr>
<td><strong>Self-Assess</strong> (Identify a process for personal learning.)</td>
<td>As a professional, what are you hoping to learn about your own practices as a result of this lesson?</td>
</tr>
<tr>
<td><strong>Describe</strong> (Depict the data-collecting role of the observer.)</td>
<td>What will you want me to look for and give you feedback about while I am in your classroom?</td>
</tr>
</tbody>
</table>
### Reflecting Conversation

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

Additional Coaching Techniques

Below you will find some other ways of asking questions that allow the pre-service teacher to reflect on his/her 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. Feel free to use them in your conference:

SUPPORTIVE FEEDBACK

Open-Ended Question:

What where 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?

SUPPORTIVE FEEDBACK

Narrowing Question:

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 questions.