

SAN JOSE STATE UNIVERSITY

LURIE COLLEGE OF EDUCATION

ELEMENTARY EDUCATION PROGRAM

STUDENT TEACHING FIELD GUIDE

EDEL 143A (PHASE 1) AND EDEL 143B (PHASE 2)

| 2018-19 Academic Year |



## INTRODUCTION TO THE FIELD GUIDE

This field guide is designed for SJSU's teacher candidates, cooperating teachers from partner schools and districts, and our teacher supervisors who act as a liaison between SJSU and local schools. We hope that it provides a clear roadmap for SJSU student teaching.

The SJSU Multiple Subject Credential Program integrates coursework with field experiences to provide our candidates for a well-rounded preparation experience. Generally, candidates complete the program in three semesters. Candidates are required to have experience in a classroom as part of our admissions requirements and will take courses that have assignments that must be completed in the field (e.g., in assigned classrooms, with specific students, etc.). In their second semester, candidates will enroll in EDEL 143A and are assigned to part-time placements in area schools. Candidates who have met all requirements for this experience will enroll in EDEL 143B during the third semester where they will be assigned to a local classroom full-time. During this semester, candidates continue to assume more responsibility in the classroom and practice all duties of a classroom teacher. They will work collaboratively with the cooperating teacher on all aspects of teachers' work.

**The field component of the teacher-education program is an integral part of teacher preparation.**

- < All courses within the program relate to one another and the field experiences extend the learning within those courses;
- < Teacher candidates see models of excellent teaching and have field experiences consistent with California state-adopted recommendations;
- < Teacher candidates have a variety of opportunities to practice effective state- and program-recommended teaching methods in a minimum of two different elementary grade spans (K-2 and 3-5 or 6-8);
- < Teacher candidates spend time learning how to reflect on and engage in the analysis of classroom teaching, including their own;
- < In order to make appropriate uses of district resources, teacher candidates have the opportunity to learn about district-level organizational structure and resources;
- < In order to work collaboratively and to promote the school as a learning community, teacher candidates develop leadership skills and understand the change process;

These experiences offer candidates multiple opportunities to meet the Teaching Performance Expectations (see <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>), necessary for a recommendation for a teaching credential. This Field Guide focuses on the student teaching experiences and requirements for candidates, cooperating teachers, and teacher supervisors.

For answers to specific questions about field experiences that are not addressed here, please contact our Field Placement Director, Dena Sexton at [dena.sexton@sjsu.edu](mailto:dena.sexton@sjsu.edu).

## ELED PROGRAM VISION

Our vision is to prepare ethical and social justice oriented teachers who create relevant, rigorous, transformative educational experiences, attuned to students' academic, cultural, linguistic, social, and emotional needs.

## ELED PROGRAM GUIDING PRINCIPLES AND CANDIDATE DISPOSITIONS

We are committed to: preparing a diverse community of teachers, across factors including race, culture, class, language, gender and sexual orientation; serving a diverse range of communities, including underserved and under-resourced schools; and promoting equity and social justice oriented perspectives. Four key principles drive these commitments:

- **Teaching as a Political Act:** We believe that teaching is a political act. Our program engages candidates to develop an educational philosophy, grounded in theory, research, and the socio-political context of schooling, towards challenging social and educational injustice.
- **Teaching as Praxis:** We believe that teaching should be informed by both theory and research. Our program develops candidates' abilities to 1) reflect deep content knowledge of the disciplines, 2) make student centered pedagogical choices informed by theory and research, 3) leverage cultural wealth toward student empowerment, and 4) engage with teachers, students, and communities to co-create dynamic changes within schools, curriculum and neighborhoods.
- **Teaching as a Reflective Practice:** We believe that teachers must be reflective and collaborative. Our program offers candidates continuous, collegial and dynamic learning opportunities. Candidates develop an orientation toward reflection and inquiry.
- **Teaching as a Complex Activity:** Teaching is a complex, challenging profession. Our program develops candidates' academic, political, social, and emotional resilience.

These principles are foundational to the ELED Program. We recognize that there are certain dispositions embedded within these principles. We expect that students entering the MSCP/MA will recognize the importance of these principles and dispositions and will strengthen and demonstrate their understanding of them as they progress through the program:

- **Commitment to ethical conduct**  
Disposition:
- **Commitment to equity and social justice**  
Disposition:
- **Commitment to reflective practices and continuous learning**  
Disposition:
- **Commitment to the belief that all children can learn, and to promote academic excellence**  
Disposition:

These principles and dispositions must be demonstrated at all times in courses as well as field experiences with peers, instructors, advisors, cooperating teachers, and supervisors. Candidates are expected to demonstrate progress in developing these dispositions.





- < Provide the teacher candidate with periodic guidance, help, and constructive criticism.
- <







- Complete formal **Supervisor Observation #5**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
- Complete self-evaluation using the Formative Assessment; upload to Canvas.
- Give a blank copy of the formative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.



## PHASE 1 UNIVERSITY SUPERVISOR RESPONSIBILITIES

### WEEKS 1 – 5

- ◁ Meet with cooperating teachers and review guidelines presented in EDEL 143A/B Field Experience Guide.
- ◁ Distribute syllabus, including calendar of seminars and deadlines.
- ◁ **Supervisor Observation #1** (co-observation with CT)
- ◁ **Supervisor Observation #2**, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
- ◁ Be available for questions from cooperating teachers or student teachers either in person, by telephone, and/or email.
- ◁ Conduct/participate in seminars

### WEEKS 6-10

- ◁ Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
- ◁ Conduct two formal observations (**Observations #3 & #4**) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection. One of these should be during the 1<sup>st</sup> solo week. One of these should be a co-observation with CT.
- ◁ Conduct/participate in seminars
- ◁ Confer with cooperating teacher about candidate's progress.
- ◁ Support teacher candidate and cooperating teacher in completing and discussing the Formative Assessment and confer with teacher candidate afterward.

### WEEKS 11-15

- ◁ Collect and review Formative Assessments (teacher candidate and cooperating teacher).
- ◁ Confer with cooperating teacher about candidate's progress.
- ◁ Conduct/participate in seminars
- ◁ Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the second solo teaching week.
- ◁ Conduct two formal observation (**Observations #5 & #6**) with teacher candidates, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection. One of these should be during the 2<sup>nd</sup> solo week.
- ◁ Hold Exit Conferences with teacher candidates and cooperating teacher (if available). Review Formative Assessments (cooperating teacher, student and supervisor). Complete EDEL 143A Exit Checklist and turn in to Dena's mailbox.
- ◁ Complete Grade Roster and enter Formative Evaluation scores into the College of Education's

## PHASE 2: STUDENT TEACHER RECOMMENDED ACTIVITIES

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WEEKS 1-5

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## PHASE 2 STUDENT TEACHER ASSIGNMENTS

- 6 University Supervisor Observations: up to 2 can be videotaped (this is determined by CT, TC, and University Supervisor)
- 3 Cooperating Teacher Observations (2 of these should be done collaboratively with the University Supervisor)
- Cooperating teachers' and supervisors' observations must include a variety of content areas.
- 2 weeks of solo teaching

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### WEEKS 1-5

1. **Supervisor Observation #1** (co-observation with cooperating teacher.
2. Complete **Supervisor Observation #2**, including lesson plans prepared with the Lesson Plan Template.
3. CalTPA work, as directed.

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### WEEKS 6-10

1. Plan first week of solo teaching with cooperating teacher. Before the solo week, as specified by the supervisor, submit the weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
2. CalTPA work, as directed.
3. Complete one observation with cooperating teacher and submit Cooperating Teacher Observation Form to supervisor. Upload lesson documents to Canvas in the correct module.
4. Complete first solo week, including one formal **Supervisor Observation #3**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
5. Complete **Supervisor Observation #4**, including lesson plans prepared with the Lesson Plan Template (co-observation with cooperating teacher). Upload lesson documents to Canvas in the correct module.
6. Complete self-evaluation using the Formative Assess

4. Successfully complete second solo week, including one formal **Supervisor Observation #6**, including lesson plans prepared with the Lesson Plan Template. Upload lesson documents to Canvas in the correct module.
5. Complete CalTPA tasks, as directed.
6. Complete self-evaluation using the Summative Assessment; upload to Canvas.
7. Give a blank copy of the Summative assessment to your cooperating teacher and plan to meet and discuss. Your supervisor will give you a due date for this. Upload to Canvas when complete.
8. Upload supervisor's Summative assessment to Canvas.
9. Complete CSU Exit Survey ([www.csuexitsurvey.org](http://www.csuexitsurvey.org)).
10. Participate in Exit Conference with supervisor. Review Professional Portfolio and Summative Assessments (cooperating teacher, student and supervisor). Submit certificate for completion of CSU Exit Survey.

## PHASE 2 COOPERATING TEACHER GUIDELINES

### WEEKS 1 - 5

- < Introduce the teacher candidate to the school facilities, resources, and faculty.
- < Acquaint the teacher candidate with the safety procedures of the school in case of fire, earthquake, or student accident.
- < Maintain primary responsibility for planning and conducting class and involve teacher candidate in discussion of plans; share long-range plans/goals for semester.
- < Establish schedule for weekly planning time (45-60 minutes) with teacher candidate.
- < Model a variety of instructional strategies used to help diverse learners in your classroom.
- < Involve teacher candidate in observation, routine procedures, preparation of materials, and interaction with students.
- < Confer with university supervisor about candidate's progress.
- < Help teacher candidate prepare for two formal observations by supervisor; you will co-observe one of these lessons.
- < Support teacher candidate with CalTPA.

### WEEKS 6-10

- < Help teacher candidate prepare for two formal observations by supervisor; you will co-observe one of these lessons.
- < Support teacher candidate with CalTPA.
- < Schedule opportunities for teacher candidate to observe/participate in parent/teacher conferences and/or SST meetings, if permitted.
- < Help candidate plan for solo week; remain on site during this time.
- < Complete Formative Assessment and discuss with teacher candidate.

### WEEKS 11-15

- < Help teacher candidate prepare for two formal observations by supervisor
- < Observe and debrief a lesson with candidate. Candidate will email you their lesson plan at least 24-48 hours before the lesson and a blank debrief form. They will share their written reflection with you 24-48 hours after the debrief conversation.
- < Confer with supervisor about candidate's progress.
- < Support teacher candidate with CalTPA.
- < Help candidate plan for solo week; remain on site during this time.
- < Complete Summative Assessment and discuss with teacher candidate.



## PHASE 2 UNIVERSITY SUPERVISOR GUIDELINES

### WEEKS 1 – 5

- ◁ Become acquainted with school principals.
- ◁ Hold orientation meeting with cooperating teachers and teacher candidates at each school site to review responsibilities and schedule classroom rotation schedule, along with field activities within classrooms. Review guidelines presented in EDEL 143A/B Field Experience Guide.
- ◁ Observe and conference with each teacher candidate regularly. Observations must include a variety of content areas.
- ◁ Conduct 8 seminars with all teacher candidates (during the semester).
- ◁ Be available for questions from cooperating teachers or teacher candidates either in person, by email, and/or by telephone; set communication norms.
- ◁ Confer with cooperating teacher about candidate's progress.
- ◁ **Supervisor Observation #1** (co-observation with CT)
- ◁ **Supervisor Observation #2**, including lesson plans (use Lesson Plan Template) and supervisor observation notes, Debrief Form and Student Reflection.
- ◁ CalTPA support, as needed.

### WEEKS 6-10

- ◁ Confer with cooperating teacher about candidate's progress.
- ◁ Conduct two formal observations (**Observation #3 and #4**) with teacher candidates, including lesson plans (use Lesson Plan Template), Debrief Form and Student Reflection (one of these should be a co-observation with CT and one should be during the solo week).
- ◁ Support teacher candidate and cooperating teacher in completing and discussing Formative Assessment and confer with teacher candidate afterward.
- ◁ Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the first solo teaching week.
- ◁ CalTPA support, as needed.

### WEEKS 11-15

- ◁ CT observed lesson: Review Cooperating Teacher debrief form, as well as candidates' lesson plan and written reflection. All will be uploaded to Canvas.
- ◁ Confer with cooperating teacher about candidate's progress.
- ◁ Review each teacher candidate's weekly plans (e.g., what is in the cooperating teacher's planning book) for the second solo teaching week.
- ◁ Conduct two formal observations (**Observation #5 and #6**) with teacher candidates, including lesson plans (use Lesson Plan Template), debrief form, and written reflection. Hold Exit Conferences with teacher candidates. Collect certificate for completion of CSU Exit Survey (one of these should be during the solo week)
- ◁ CalTPA support, as needed.
- ◁ Complete EDEL 143B Exit Checklist
- ◁ Complete Grade Roster and enter Summative Evaluation and Diversity Rubric scores into the College of Education's online assessment database. Turn exit checklist in to Dena's mailbox.



