

*If we succeed in giving the love of learning,
the learning is sure to follow*
Sir John Lubbock

The Pre-Student Teaching Practicum Handbook

Fall 2016
M.Ed/Multiple Subject Credential
M.A. in ASL-English Bilingual Education
Elementary Professional Preparation Program

Department of Education Studies
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0070
(858) 534-1680

EDS Calendar: 2016-17

*Fall Quarter, 2016**

Early Fall Sept. 26–Nov. 22	M.Ed. & MA-ASL courses (EDS 201 & 203) Methods Courses (EDS 361A) Equitable Educational Practices (EDS 250) (Thanksgiving week: methods Monday and Tuesday as per schedule below) Pre-student Teaching Practicum (EDS 190) 4-6 hours/ week Pre-student Teaching Practicum Seminars
Nov. 28- December 9	Pre-student Teaching Practicum, all day, every day

Winter Quarter, 2017

January 9-February 10	Methods (EDS 361B) and M.Ed. Courses (EDS 205A -not MA-ASL) Part-time Student Teaching (EDS 369A) 4-6 hours per week
February 13-March 17	Full-time Student Teaching, every day Student Teaching Seminars M.Ed course (EDS 205A- not MA-ASL)
March 20-24	Finals Week (Methods & Student Teaching Seminar TBA)

Spring Quarter, 2017

April 3-April 28	Methods (EDS 361C) and M.Ed. Course (EDS 205B - not MA-ASL) Part-time Student Teaching 4-6 hours per week Student Teaching Seminars
May 1- June 16	Full-time Student Teaching, M.Ed course (not MA-ASL)

Summer Session, 2017

TBD

***Close Up on Fall Quarter, 2016:**

	Morning	Afternoon	Other
Monday	9-11:50 EDS 361 Methods	1-3:50 EDS 361 Methods	5-6:50 EDS 352A BLA
Tuesday	EDS 190 Pre- Student Teaching Practicum & Other Activities	EDS 190 Pre- Student Teaching Practicum & Other Activities	2-4:50 EDS 342A MA-ASL
Wednesday	9-11:50 EDS 351 TELL	1-3:50 EDS 361 Methods	
Thursday	EDS 190 Pre- Student Teaching Practicum & Other Activities	EDS 190 Pre- Student Teaching Practicum & Other Activities	
Friday	9-11:50 EDS 250 Equitable Educational Practices	1-3:50 EDS 355A EMEC or EDS 190 (seminar)	

TBA: Classroom observations and field trips/EMEC, BLA & MA-ASL activities

September , 2016

Fall Pre-Student Teaching Practicum Seminars (EDS 190):

Monday, Sept. 26 12-1
 Friday, Oct. 14, 1-3:50
 Friday, Oct. 28, 1-3:50
 Friday, Nov. 18, 1-3:50

Tentative EMEC (Elementary Math Emphasis Certificate) dates (location TBD):

Friday, Sept 30, 1-3:50
 Friday, Oct. 7, 1-3:50
 Friday, Oct. 21, 1-3:50
 Tuesday, Nov. 22, 1-3:50

Thanksgiving week:

Monday, Nov. 21
 EDS 361A Physical Education Methods: 9-11:50 in the Teaching Lab
 EDS 250 Equitable Educational Practices: 1-3:50 (T lab)

Tuesday, Nov. 22:
 EDS 351 Teaching English Learners: 9-11:50 (Teaching Lab)
 EMEC 1-3:50

*No EDS 342A (ASL), 352A BLA, and no Language Arts, Math, or Science Methods during Thanksgiving week

Register for Fall Courses:

EDS 190**, EDS 361A, EDS 351, EDS 250

Other courses: EDS 352A (BLA), EDS 355A (EMEC), EDS 342A (MA-ASL)

****NOTE:** You will receive your placement and learn who your Supervisor will be on September 26. Please be sure to update your EDS 190 enrollment under your Supervisor's name by **Monday, October 3.**

UCSD expects the following from the elementary professional preparation program candidate during the Pre-student Teaching Practicum:

Classroom Responsibilities:

- Work with small groups of students
- Teach lessons (small group, whole group)
- Teach “routine activities” such as taking attendance, walking students in line, transitioning students between activities, leading the pledge
- Implement course assignments
- Use developmentally appropriate, multi-cultural instruction that capitalizes on and enhances the positive aspects of each child’s ethnic or cultural competencies, including those children who do not speak the language of instruction
- Maintain your Pre-Student Teaching Practicum Notebook
- Demonstrate professionalism

In General:

With your Cooperating Teacher (CT):

- Maintain consistent and open communication with your CT
- Set up a consistent schedule with your CT and be punctual
- Share lesson plans with your CT at least a day before you teach a lesson
- Be proactive—make sure you let your CT know what EDS expects of you and find out what your CT expects of you
- Take initiative

With your Supervisor:

- Check your email at least once per day to look for emails from your supervisor
- Respond to emails from your supervisor as soon as possible
- Respond to feedback in a professional manner

School-wide Responsibilities:

- Sign in and out everyday in the office-- if for *any* reason you will be absent, email or call your supervisor, your CT, and the school office
- Follow site procedures for wearing identification (UCSD or school-provided ID)
- Dress and behave professionally at all times and with all members of the school community
- Be punctual and maintain a consistent schedule
- Be aware of your conversations on campus and continue to build bridges
- Attend parent conferences, faculty meetings, and other school events if possible

EDS Elementary Professional Preparation Program: Looking Ahead

Your first clinical practice experience is divided into two parts, the **Pre-Student Teaching Practicum (EDS 190, Fall)** and **Student Teaching (EDS 369A, Winter)** experiences. During the Pre-student Teaching Practicum in the fall, you begin by observing and working with individual students and groups of students, working toward the presentation of a single lesson. During Student Teaching, you will continue working in the same classroom where you were placed for the EDS 190 practicum, beginning with part-time student teaching for the first part of the quarter followed by full-time student teaching.

Pre-Student Teaching Practicum (EDS 190) timeline:

Sept. 26-Nov. 22: four to six hours per week;

Nov. 28-Dec. 9: two weeks-every day, all day.

During most of this period, you will also be taking methods and other graduate courses at UCSD.

Student Teaching (EDS 369) timeline:

Jan. 9-Feb. 10: four to six hours per week. During this period, you will also be taking methods and other graduate courses at UCSD.

Feb. 13-March 17: full-time student teaching for a total of 5 weeks.

During EDS 369A Student Teaching, UCSD student teachers are expected to assume full teaching responsibilities when and where appropriate. This should be a gradual process. It may begin with taking responsibility for one reading group and adding other groups until you teach all reading activities. Or you may choose to teach lessons with which you are most comfortable, and then add other curriculum areas until you teach all day. **Our goal is for each student teacher to take full responsibility for instruction (planning and teaching) during a significant portion of the first full-time student teaching placement.** Although we want you to have a complete teaching experience, we depend upon the cooperating teacher to monitor this progress and maintain the best learning opportunity for all involved, including the elementary students in the classroom. We encourage the cooperating teacher to leave the classroom in the student teacher's control during Winter, but understand that while the student teacher is in charge, the cooperating teacher may want to use the opportunity to work with individual children, and/or small groups, on enrichment or remedial activities.

Throughout the Pre-Student Teaching Practicum and Student Teaching experiences, we encourage you to be professional, and therefore **we expect you to be punctual and to be in attendance for the entire period every day, which includes the full contracted duty day hours of your CT (at minimum) during full-time student teaching.** Absences for any reason other than personal illness or emergency in the immediate family are unexcused, and you must notify your cooperating teacher and supervisor immediately of *any* absence. We also expect you to attend **faculty meetings, professional growth seminars, workshops, inservice training sessions, etc.** as appropriate. We encourage you to know the community in which you work. However, we caution you to use discretion and to inform the cooperating teacher of all plans.

UCSD's elementary supervisors will visit each candidate on a regular basis during full-time student teaching (Winter quarter). The supervisors are all experienced elementary classroom teachers. Communication between the student teacher, cooperating teacher and the supervisor is of the utmost importance.

Elementary Supervisors:

Bobbie Allen
bmallen@ucsd.edu

Rusty Bresser
rbresser@ucsd.edu

Elizabeth Pappas
epappas@ucsd.edu

Susan Scharton
sscharton@ucsd.edu

Linda Whiteside
lwhiteside@ucsd.edu

Gabrielle Jones
gajones@ucsd.edu

General Information

School Contracts

UCSD and the school district in which you are student teaching have entered into a contract that allows UCSD student teachers to fully participate in the schools in the district.

Legal Issues

Credential candidates (pre-student teachers and student teachers) have the same responsibility as the classroom teacher to report child abuse, and to maintain the physical and emotional well being of the children. Candidates are expected to maintain the personal privacy of the children and their parents. Candidates are covered on district liability insurance against suits, but are not personally insured.

TB Clearance

All UCSD candidates must provide proof of a negative TB test prior to placement in the Pre-Student Teaching Practicum (EDS 190).

Certificate of Clearance

All UCSD student teachers must have been cleared by the California Commission on Teacher Credentialing prior to assuming responsibility for student teaching (EDS 369A). However, it is important to note that the classroom teacher remains the person legally responsible for the class.

Completion of CCTC Basic Skills and Subject Matter Requirements

All MS credential candidates must have provided evidence of meeting Basic Skills (CBEST or alternative) and Subject Matter (CSET) requirements of the California Commission on Teacher Credentialing prior to assuming responsibility for student teaching (EDS 369A).

If you have questions about any of these requirements, please contact a Student Affairs adviser or the Director of Teacher Education.

Giselle Van Luit, Student Affairs Manager
gvanluit@ucsd.edu

Cheryl Forbes, Director of Teacher Education
cforbes@ucsd.edu

Evaluation

CSTPs and TPEs

The Teaching Performance Expectations (TPEs) describe the set of knowledge, skills, and abilities that California expects of each beginning teacher. They were designed by the California Commission on Teacher Credentialing to align with the California Standards for the Teaching Profession (CSTP) which form the basis for Induction, leading to the California Clear Teaching Credential.

Candidates are given numerous and varied opportunities to demonstrate the knowledge, skills and abilities of the Teaching Performance Expectations. All candidates are required by the CCTC to demonstrate proficiency in meeting each TPE through two measures in order to be recommended for a Preliminary Teaching Credential:

- a) by passing the Teaching Performance Assessment (TPA), which measures the TPEs; *and*
- b) by demonstrating the TPEs consistently over time at the appropriate level of proficiency in clinical practice

California Standards for the Teaching Profession (CSTPs) Teaching Performance Expectations (TPEs)

1. Engaging and Supporting All Students in Learning	TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Language Learners
2. Creating and Maintaining Effective Environments for Student Learning	TPE 10: Instructional Time TPE 11: Social Environment
3. Making Subject matter Comprehensible to Students	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
4. Planning Instruction and Designing Learning Experiences for Students	TPE 8: Learning About Students TPE 9: Instructional Planning
5. Assessing Student Learning	TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments

Candidate Evaluation

You will be evaluated separately by both your University supervisor and your cooperating teacher at the end of the Fall Pre-student Teaching Practicum (EDS 190). A copy of this evaluation follows. Your supervisor and cooperating teacher will each complete evaluations of your performance on the Teaching Performance Expectations at the end of Winter (EDS 369A) and Spring (EDS 369B) quarters. A copy of that evaluation will be provided in the Student Teaching Handbook (EDS 369A).

DEPARTMENT OF EDUCATION STUDIES
UNIVERSITY OF CALIFORNIA, SAN DIEGO

**COOPERATING TEACHER EVALUATION
OF
CANDIDATE PERFORMANCE**

Pre-Student Teaching Practicum Evaluation (Fall, 2016)

Candidate _____ Supervisor _____

Cooperating Teacher _____

Grade Level _____ Date _____

Thank you for giving our candidate the opportunity to learn more about education by participating in your classroom. The field component of our program is vital to their success in education and we value your perspective on this future teacher particularly since this segment is not formally supervised. Please take a minute to respond to these questions and feel free to share with us any insights you may have about this candidate's potential in education. *Please share this information with the UCSD credential candidate.*

1. The candidate was prompt and reliable. S/he followed through on lessons and plans, kept a consistent schedule, and contacted you prior to any absence.

Strongly Agree Agree Disagree Strongly Disagree

2. The candidate discussed the ways s/he could participate in the class beyond the lessons required for our course. The candidate interacted with the children during class time (helping, answering questions). S/he quickly learned the children's names and uses them during interactions and while teaching.

Strongly Agree Agree Disagree Strongly Disagree

3. The candidate maintained a professional appearance and was able to effectively interact with families, primary caregivers, principals, community agencies, and other staff members and their involvement in school-wide activities.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

4. The candidate discussed lessons with you prior to teaching them. You were given the opportunity to read and respond to the lesson plans before they were taught. The candidate took the responsibility for locating and preparing all the material necessary for the lesson. The candidate sought your feedback on the lesson after teaching it.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

5. The candidate was enthusiastic and confident. S/he was able to take constructive feedback from one lesson and apply it to the next.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

7. Would you like to make any final comment about the candidate or share any suggestions for improving our program?

Quarter: Fall Year_____

Cooperating Teacher Signature _____

Candidate Signature _____