Handbook for the Multiple Subject Teacher Preparation Program (MSTEP Program)

English Learner Authorized

California Polytechnic State University
San Luis Obispo, CA 93407-0389

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NOTICE

Every effort has been made to assure the accuracy of the information in this booklet. Teacher candidates and others who use this booklet should note that laws, rules, and policies change from time to time, and these changes may alter the standards and policies required by the California Commission on Teacher Credentialing; statutes enacted by the California Legislature; and rules and policies adopted by the California State University Board of Trustees, by the Chancellor or designee of the California State University system, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to the teacher candidate, the institution, and the California State University system.

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Introductory Comments
From the SOE Director and Multiple Subject Program Coordinator

Dear Teacher candidate:

We are delighted to have you join the MSTEP Program. This program handbook along with documents on the School of Education website and in your courses are intended to guide you and provide critical information that will assist you in navigating your MSTEP experience.

We hope your participation in the program leads to success and becoming a credentialed teacher. While much of the teaching, guidance, and nurturing during the teaching credential program comes from the university faculty, Cooperating Teachers and University Supervisors, we also know that teacher candidates nurture, guide, and teach each other – and may provide Cooperating Teachers and University Supervisors with new ideas as well.

As you engage in this rich, multi-faceted opportunity to teach, learn, and share, please contact others in the School of Education as needed if questions or concerns arise. We also welcome your ideas on program improvements for future teacher candidates.

Congratulations on choosing the rewarding profession of teaching for your career!

Sincerely,

Dr. Kevin Taylor, Director
Cal Poly School of Education

Julee Bauer, Coordinator
Multiple Subject Credential Program
# Table of Contents

SCHOOL OF EDUCATION INFORMATION ........................................................................ 5  
   Mission ......................................................................................................................... 5  
   Vision ............................................................................................................................ 5  
   Learning Outcomes ....................................................................................................... 5  
   SOE Dispositions .......................................................................................................... 6  

MULTIPLE SUBJECT PROGRAM OVERVIEW ................................................................. 7  
   Program Structure ........................................................................................................ 7  
   Clinical Practice ............................................................................................................ 10  
      Co-Teaching ................................................................................................................ 10  
      Expectations and Policies .......................................................................................... 11  
      Clinical Practice I (EDUC 438) ................................................................................ 11  
      Clinical Practice II (EDUC 454) & III (EDUC 456) ..................................................... 12  
      Keys to Success in Clinical Practice .......................................................................... 13  
   Lesson Plan Template .................................................................................................. 13  
   Clinical Practice Team .................................................................................................. 20  
      Teacher Candidate Responsibilities ......................................................................... 20  
      Cooperating Teacher Responsibilities ....................................................................... 21  
      School District and School Site Responsibilities ....................................................... 21  
      University Supervisor Responsibilities ..................................................................... 22  
   Placements for Clinical Practice .................................................................................. 23  
      Grade-Level and Cross-cultural Placements ............................................................... 23  
   Multiple Subject Program POLICIES .......................................................................... 23  
      Grades in Clinical Practice Courses ......................................................................... 23  
      Substitute Teaching during Clinical Practice ............................................................. 24  
      Voluntary Withdrawal from Clinical Practice ........................................................... 24  
      Strikes or Other Emergencies .................................................................................... 25  
      Request Form for Non-Illness Absence from Clinical Practice .................................... 26  
   Removing a Candidate from a School of Education Program ........................................ 27  

TEACHER CANDIDATE EVALUATION .......................................................................... 28  
   California Assessment Requirements ............................................................................ 30  
   Assessment of Teaching Performance Expectations (TPEs) ........................................... 31  
      MSTEP Program TPE Assessment Tool ...................................................................... 32  
      MSTEP Program TPE Assessment Tool Rubric ............................................................ 34
School of Education Information

Mission
The School of Education (SOE) leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in its teaching, scholarship, and services through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

Vision
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

Learning Outcomes
All candidates who complete a credential or master’s degree in the School of Education will:

- Be Qualified, Competent, and Caring Professional Educators
  Candidates will demonstrate subject matter mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.

- Integrate Principles and Practices of Professional Fields to Support Student Learning
  Candidates will demonstrate the ability to translate theory into practice through Cal Poly’s learn-by-doing approach, and utilize knowledge-building technologies to foster learning, mentoring, and leadership.

- Engage in Cross-Disciplinary and Collaborative Practices
  Candidates will understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.

- Demonstrate Authentic Assessments Designed for Student Success, Individual Growth, and Program Improvement
  Candidates will develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.

- Effect Sustainable Communities in a Multicultural Environment
  Candidates will assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice. Candidates will promote comprehensive schooling to support educational equity for and access to college and career preparation.

- Engage in Professional Practices
  Candidates will demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field. Candidates will initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.
SOE Dispositions

Professionalism

1.1 Responsibility and Accountability
Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate
Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence
Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn, and values human diversity and equity in the learning environment. Examines own biases and prejudices, and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration
Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation
Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice
Seeks to understand their own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.
Multiple Subject Program Overview

Program Structure

The Multiple Subject Credential Program is designed to provide a progression of university- and field-based learning experiences that create opportunities for teacher candidates to develop desired knowledge and skill for teaching, and to integrate foundational theories and principles with research-based practices for teaching at the elementary school level.

The following table lists the set of courses that comprise this program. There are foundational courses that function as prerequisites to the program, and then coursework across three terms that constitute the "official" credential program, which is referred to as MSTEP – Multiple Subject Teacher Preparation. Any student can take the foundational courses but a student must be admitted as a candidate to the MSTEP Program in order to take courses in the other terms.

Teacher candidates must successfully complete all of the courses shown (which represent a combination of university- and field-based activity) and they must pass all of the state mandated assessments in order to earn a credential, and those are indicated at the bottom of the table. Column headings indicate how the conceptual focus of learning in the program shifts across time. The columns labeled “professional quarter” represent the terms that have formal clinical practice experiences. This is when teacher candidates work closely with teachers and their students in a specific classroom. Courses shown in the first column are prerequisite courses for the program. Each prerequisite course provides opportunities for students to learn about foundational ideas that guide our thinking about the content and processes of schooling.

**Multiple Subject Teacher Preparation (MSTEP) Program**

<table>
<thead>
<tr>
<th>Professional Quarter I</th>
<th>Subject Matter Pedagogy</th>
<th>Professional Quarter II</th>
<th>Assessment &amp; Learning</th>
<th>Professional Quarter III</th>
<th>Full-time Student Teaching</th>
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</thead>
<tbody>
<tr>
<td>EDUC 438</td>
<td>MS Clinical Practice I (4)</td>
<td>EDUC 454</td>
<td>MS Clinical Practice II (6)</td>
<td>EDUC 456</td>
<td>MS Clinical Practice III (12)</td>
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<tr>
<td>EDUC 439</td>
<td>MS Clinical Practice Seminar I (2)</td>
<td>EDUC 455</td>
<td>MS Clinical Practice Seminar II (3)</td>
<td>EDUC 457</td>
<td>MS Clinical Practice Seminar III (3)</td>
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<td>EDUC 429</td>
<td>Learning to Teach K-8 Literacy (4)</td>
<td>EDUC 431</td>
<td>Learning to Teach K-8 Social Studies (4)</td>
<td>EDUC 450</td>
<td>Teaching Performance Assessment Seminar (1)</td>
</tr>
<tr>
<td>EDUC 435</td>
<td>Learning to Teach K-8 Math (4)</td>
<td>EDUC 440</td>
<td>Educating Individuals with Exceptional Needs (4)</td>
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<tr>
<td>EDUC 436</td>
<td>Learning to Teach K-8 Science (4)</td>
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<tr>
<td>EDUC 450</td>
<td>Teaching Performance Assessment Seminar (1)</td>
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<tr>
<td>CBEST or equivalent</td>
<td>Literacy Content Area Task (CAT)</td>
<td>Social Studies CAT</td>
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<td>Elementary Math edTPA</td>
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<tr>
<td>EDUC 207</td>
<td>Human Learning &amp; Development (4)</td>
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<td>EDUC 300</td>
<td>Foundations of Public Education (3)</td>
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<td>EDUC 427</td>
<td>1st- and 2nd Language Acquisition In Schools (4)</td>
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<td>EDUC 428</td>
<td>Foundations of K-8 Literacy Teaching and Learning (4)</td>
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<td>CBEST for Multiple Subjects</td>
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<th>15 units*</th>
<th>19 units*</th>
<th>17 units*</th>
<th>16 units*</th>
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* The parenthetical information after each course title indicates the number of units for the course.

**Foundations of Education (prerequisites to formal credential program coursework)**

Several courses provide opportunities for students interested in teaching to learn foundational theories and principles that underlie different aspects of the nature of schools, goals for learners, and the nature of teaching. Whereas these courses are not represented as part of the formal credential program coursework, which is heavily based in clinical practice experiences, they each contain some type of component in which Cal Poly students work with K-12 schools, teachers and/or students. In addition, coursework in the MSTEP Program would...
draws upon the core ideas addressed within Foundations Courses, and teacher candidates are expected to use their understanding of these ideas in order to develop desired understanding of schooling and teaching practices that are rooted in them.

**Professional Quarter I: Subject Matter Pedagogy: Methods Block**

This is the beginning stage of developing into a competent beginning teacher; i.e., a professional who can work well to support children’s social, emotional, physical, and intellectual development in relation to the goals of schooling. This term focuses on beginning to understand the scope of activities that teachers engage in to on a daily basis to support and instruct students in a classroom environment, and the bulk of the coursework has a specific focus on understanding foundational concepts of teaching specific subjects. It involves teacher candidates in developing multi-faceted conceptions of pedagogy as influenced by state and national expectations for student learning in each of the core academic subjects. Following a clinical practice model, teacher candidates are based in classrooms – two full days each week – as they are learning about principles of general and subject-specific pedagogy in their university coursework.

This “clinical” placement provides teacher candidates with an opportunity to learn how teachers set up, manage and maintain the flow of students’ thinking and activity across a school day. University course assignments are coordinated with teacher candidates’ activity in their clinical sites, and it is this symbiotic relationship between the field and the university classroom that will help teacher candidates begin to develop deep understanding of the connection of theory to practice.

Separate performance-based assessments are required in California for a teacher to become credentialed. During this term of MSTEP, teacher candidates are separately evaluated on their ability to assess children’s literacy development, and to plan effective sequences of standards-based lessons in science and social studies to foster the development of subject-specific academic language, concepts and skills. Candidates are required to pass these assessments in order to become credentialed.

Specific Goals for Candidates during **Professional Quarter I** are the following:

**Professional Goals**

- developing good rapport with students
- developing good rapport and communication with the Cooperating Teacher
- developing the mindset of a desired professional colleague
- participate in the community of educators at the school site
- actively participate and support the development of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

**Goals about Understanding Students**

- demonstrates awareness of students’ developmental differences

**Goals about Teaching Practice**

- **actively** engage with students in the classroom
- effectively communicate with students around behavior, academic work
- follow and carry out classroom norms, rules, procedures and routines
- developing effective practice with students in small group instruction
  - keep students on task
  - evidence of monitoring learning
  - evidence of adjusting instruction as needed by students

**Professional Quarter II: Assessment & Learning Block**

In the second phase of the MSTEP program, teacher candidates begin what is typically known as student teaching, and they are in their clinical placements all day for three days each week. Moreover, they remain
with the same teacher (and possibly the same children) from their clinical placement in the first term of the program. This provides teacher candidates with the advantage of already knowing classroom routines and class and school resources as well as their cooperating teacher’s expectations and manner with children as they (teacher candidates) begin to take on responsibility for teaching portions of the school day.

The purpose of this term is for teacher candidates to build upon and extend their development from the first term regarding how teachers manage and maintain the flow of students’ thinking and activity across a school day, and foster learning in relation to state academic standards in core academic subjects. Toward this end, candidates continue to engage in standards-based instruction with small groups but add on whole class instruction as well, and they build up to taking over full instruction for a week near the end of the term. In addition, they learn about Universal Design for Learning and differentiated instruction in a Special Education course, and are expected to show evidence of beginning to be able to accommodate the diversity of needs of learners in a classroom.

Specific Goals for Candidates during Professional Quarter II are the following:

Professional Goals
- evidence of positive relationships with individual students as well as the group as a whole
- evidence of regular and timely communication with the Cooperating Teacher
- developing the manner and action of a desired professional colleague
- actively participate in the community of educators at the school site
- actively participate and support the maintenance of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

Goals about Understanding Students
- demonstrates awareness of how to respond to students’ developmental differences

Goals about Teaching Practice
- **actively** engage with all students in the classroom
- effectively manages students’ behavior and procedures involving academic work
- responds and adjusts actions to ensure continuity of classroom rules, procedures or routines
- developing effective practice with students in whole (and small) group instruction
  - keep students on task
  - evidence of monitoring learning
  - evidence of adjusting instruction as needed by students

Professional Quarter III: Full-Time Student Teaching Block

In the final phase of the MSTEP program – otherwise known as full-time student teaching – teacher candidates are in a clinical placement five days a week and they move to a new grade level so that their clinical practice in the MSTEP Program includes opportunities to learn to teach in a lower elementary school grade as well as an upper elementary school grade. The focus in this term of the program is to have teacher candidates move from orchestrating a basic level of activity and instruction in a classroom to beginning to differentiate instruction to accommodate the range of learners in their classroom. They take over primary responsibility for all of the teaching each day over a two-week span in order to demonstrate that they are capable of handling the full range of a teacher’s duties on a day-to-day basis over time.

Separate performance-based assessment tasks that occur during this term are particularly substantial. They require the teacher candidate to demonstrate competence in planning, instruction, and assessing learning in mathematics by providing artifacts showing each of those activities as well as providing written commentary describing the artifacts. Candidates are required to pass these assessment tasks in order to become credentialed.
Specific Goals for Candidates during **Professional Quarter III** are the following:

**Professional Goals**

- demonstrate positive relationships with individual students as well as the group as a whole
- demonstrate regular and timely communication with the Cooperating Teacher
- demonstrate the mindset, manner and action of a desired professional colleague
- actively participate in the community of educators at the school site
- actively participate and support the maintenance of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

**Goals about Understanding Students**

- demonstrates awareness of how to respond to students’ developmental differences

**Goals about Teaching Practice**

- actively engage with all students in the classroom
- effectively manages students’ behavior and procedures involving academic work
- responds and adjusts actions to ensure continuity of classroom rules, procedures or routines
- developing effective practice with students in whole group instruction
  - keep students on task
  - evidence of monitoring learning
  - evidence of adjusting instruction as needed by students
- increased leadership role in planning, instruction and assessment

**Clinical Practice**

The next section of the handbook describes a key feature of the MSTEP Program referred to as clinical practice. This feature has been bolstered in our credential program and is in part a response to a report by NCATE (National Council for Accreditation of Teacher Education), a national accrediting body for pre-service teacher education, that called for *clinically-based* teacher preparation programs. This language of “clinical practice” is used to signal that the fieldwork in teacher preparation programs is akin to work in hospitals and clinics that is part of the preparation of medical students to be a doctor. In hand with that, the Multiple Subject Program shifted its coursework to even more strongly base teacher candidates’ learning in school classrooms. The intent of these learning experiences is to enable teacher candidates to learn about learning, teaching and schooling in the context of its actual practice – K-12 schools.

**Co-Teaching**

A key component of effective clinical practice is understanding that a teacher candidate and a cooperating teacher are engaged in **co-teaching**. That is, they are both working to further the growth, development, and learning of a classroom of children. As such, the nature of their relationship is key to how well they engage in co-teaching. Close communication is needed to determine how they will each contribute to the running of the classroom and the conduct of instruction. In a well-developed co-teaching relationship, the Teacher Candidate and Cooperating Teacher work together daily in lesson planning, conducting instruction, and evaluating student learning from assessments. There are a variety of specific instructional strategies that have been defined to assist Cooperating Teachers and their Teacher Candidates in identifying ways they can choose to work together during classroom instruction. Examples are: One Teach, One Observe; One Teach, One Assist; and Station Teaching. Further information about co-teaching strategies and co-teaching as a concept are provided by the program via other documents.

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Expectations and Policies

Attendance Policy:

• Promptly notify the school-site secretary, cooperating teacher, and university supervisor in case of absence due to illness.
• For non-illness absence in Clinical Practice II and III, absence for reasons other than illness must be approved by your University Supervisor and Cooperating Teacher and may require make-up time.
• While in the field, observe district holidays during Clinical Practicum, NOT Cal Poly holidays, unless otherwise notified. Similarly, do not observe Cal Poly holidays if your school district is in session.
• In addition, if your school district has a holiday but Cal Poly is in session on a day that you have a course at Cal Poly, you are expected to attend your class at Cal Poly.

Formal Observation of Lessons

Formal observation of a teacher candidate consists of the following elements:

1. Lesson Plan Review - the candidate emails a copy of the lesson plan (using the template provided) and the Context of the Lesson (described below) 24 hours prior to the scheduled observation.
2. Classroom Observation – the University Supervisor conducts an observation of the lesson, making notes about what occurred and determining the level of performance relative to the basic issues of: classroom management, effective planning, teaching to an objective, and accommodating students with special needs.
3. Post-lesson Conference – this discussion of the lesson observation is led by the University Supervisor.
4. Lesson Reflection - Teacher candidate emails a written reflection about the lesson (see reflection prompts below) to the University Supervisor within 48 hours of the lesson.

The Cooperating Teacher may also conduct observations of lessons. However, the MSTEP Program expects that all or most of these observations will be informal in nature; i.e., formative observations that are intended to provide feedback to the Candidate about areas of strength and areas in which the Candidates needs to grow. These observations may result in written notes and oral feedback.

Context of the Lesson: Prior to a formal observation by the university supervisor, teacher candidates need to provide a short description of the context of the lesson. The context of the lesson should include information about: a) the type of lesson, b) where it fits in the larger picture of a sequence of lessons, c) behavior expectations for the classroom, d) on or off campus events that may affect outcome of lesson, and e) an area of focus for the supervisor to particularly attend to during the observation.

Lesson Reflection: Upon completion of the lesson, the teacher candidate writes a formal reflection (1-2 page maximum) that answers the following questions:

• What worked and for whom? What did not work and for whom? Why? (Consider teaching and student learning with respect to content objectives, assessments and academic language development.)
• Relative to your area of focus for the lesson, what did you do well and what needs improvement?
• Based upon your reflection, what do you plan to do in the next lesson?

Clinical Practice I (EDUC 438)

Clinical Practice I is the fieldwork component associated with the Subject Matter Pedagogy Block of the MSTEP Program. Teacher candidates spend two days a week in an assigned elementary school classroom. Specific information about performance expectations with this fieldwork is provided in a separate document that is distributed in the Clinical Practice I Seminar (see CP I Expectations for this information and a week-by-week checklist).
**Attendance**

Absence from clinical practice due to illness will be excused for a maximum of 2 days during the quarter. If the absences exceed 2 days in a given assignment, contact the MSTEP Coordinator. Absence beyond the 2 days will likely require extra clinical practice, the exact amount to be determined by the MSTEP Coordinator in consultation with the University Supervisor and Cooperating Teacher. Excessive absences (over 3 days) may result in repeating the clinical practice or receiving a “no credit” grade for the course.

**Evaluation**

There will be approximately 4-6 visits by the University Supervisor during the quarter. They include 3-4 classroom observations and a final conference that involves goal setting for the next term of clinical practice. One of the observations will be targeted on your classroom environment.

- **Classroom Presence Observation**
  
  The intent of this observation is to evaluate your manner in the classroom as you develop your skills working with students and your cooperating teacher. The University Supervisor will lead a post-observation conference to debrief the observation.

- **Formal Observation of a Lesson in a Core Academic Subject (w/ a focus on classroom environment)**
  
  See information about formal observations at the beginning of the section about Clinical Practice.

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## Clinical Practice II (EDUC 454) & III (EDUC 456)

Clinical Practice II is the fieldwork component associated with the Learning Block of the MSTEP Program. Teacher candidates spend three days per week in the same assigned elementary school classroom in which they were placed in Clinical Practice I. Clinical Practice III is the fieldwork component associated with the Full-Time Student Teaching Block of the MSTEP Program. Teacher candidates spend five days a week in an assigned elementary classroom at a different grade level from CP I and II, moving to the intermediate grades (3-6) if the placement was a primary grade placement (K-3) and vice versa.

Specific information about performance expectations with each of these courses is provided in separate documents that are distributed in the seminar courses associated with each of these clinical practice courses (see CP II and CP III Expectations, respectively, for this information and a week-by-week checklist).

**Attendance:** Absence from clinical practice due to illness will be excused for a maximum of 3 days during the quarter. If the absences exceed 3 days in a given assignment, contact the MSTEP Coordinator. Absence beyond the 3 days will likely require extra clinical practice, the exact amount to be determined by the MSTEP Coordinator in consultation with the University Supervisor and Cooperating Teacher. Excessive absences (over 3 days) may result in repeating the clinical practice or receiving a “no credit” grade for the course.

**Evaluation**

There will be approximately 6 visits by the University Supervisor during the quarter. These include 4 formal observations (a fifth may be needed) of classroom instruction in different academic subjects (see requirements at the beginning of this section), and there will be a mid-term and final conference involving the University Supervisor and Cooperating Teacher. The conferences provide discussion opportunities about the candidate’s performance as represented by scores on the TPE Evaluation Tool and the Disposition Assessment Tool, and identification and understanding of areas of strength and where growth is needed.

**Final Reflection Essay**

Near the end of Clinical Practice II and III, the Candidate submits a reflection to his/her University Supervisor, Cooperating Teacher, and Seminar Instructor. The reflection is written in prose (not outline form or bulleted items) and is expected to be 2-3-pages. This reflection should serve as a guide for conversation in the final evaluation conference, and should include information about the following:

- The most important things I learned about myself as a teacher this quarter.
- Specific areas of teaching in which I demonstrated high achievement (in my own estimation) this quarter. Provide specific examples and identify specific TPEs in your response.
• Three “growth areas” the I intend to focus on in the next quarter or in my first year of teaching, and some specific things I intend to do to foster self-growth in these particular areas. Identify specific TPEs in your response.

Keys to Success in Clinical Practice
Teacher candidates should maximize communication with the Cooperating Teacher, University Supervisor, and your instructors on campus. Clinical practice provides the richest opportunities for learning to teach, and maintaining an open line of communication is necessary to fully realize these opportunities. If the candidate is unsure about a situation, s/he should talk openly with his/her support team. If the situation is “complicated,” the MS Program Coordinator can be involved as well.

Cooperating Teachers are looking for a commitment to teaching. When possible, arriving early, leaving later, finishing an assignment, and not clock-watching are behaviors that let those who have a responsibility to evaluate you know that you are committed to becoming a teacher. Part of being professional stems from your ability to be conscientious and sensitive in your dealings with students, school staff, cooperating teachers, parents, and Cal Poly faculty and staff. So, do not disclose confidential or personal information about your students, University Supervisor, Cooperating Teaching, or other education professionals to others outside of those who “need to know.”

Your success in your teacher credential program often depends on your attitude and performance more than any other factors. The students will look to you as a model and take cues from you by the way you talk, act, and dress. It is also important to remember these “keys to success”:

a. There are many ways to teach, so keep an open mind, and you will learn much.
b. Try to understand people for what they are and what they are trying to do.
c. Try to generate energy and vitality in the people around you with your enthusiasm.
d. From the beginning, try to be the “teacher” you’ve always wanted to be.
e. Smile often – it can change the day and open doors for you.
f. Make the most of every experience; each one is a chance to learn and ask questions.
g. Show concern in everything you do.
h. Be someone who can be counted on.

Also remember that being negative, grouchy, and angry may generate the same in the children and adults around you. When things seem bad, complaining tends to make them sound worse. With the right attitude and support, most challenging situations can be improved.

Lesson Plan Template
A key element of being a teacher is to design lessons for students. The MSTEP Program has a general structure for lesson plans that specifies the basic information to be included. The following text shows a lesson plan information sheet with the various sections and description about each section. Following the information sheet is a template of the plan (which is available electronically). Each subject matter methods instructor will discuss use of the lesson plan template as it relates to a given subject matter area. Example plans will be provided to illustrate use of the lesson plan structure for planning lessons in specific subject areas.
MSTEP Lesson Plan Information Sheet

Lesson CONTEXT

Context has a major influence on what is learned. Context refers to the following core factors in lesson design:

- basic topic/focus of a lesson
- social setting/participation structures
- time frame

• Topic

➢ Name the subject and area of focus

Subject/Topic Examples

Math - Equivalence of fractions
Science - Interaction of light and matter
Literacy - Guided Reading/Comprehension strategies

• Participation Structure(s) (there can be more than one within a lesson)

➢ Identify how students are organized for participation and communication during the lesson.

Participation Structure Examples

Seatwork refers to an activity like silent reading time when students are expected to work individually.
Small group work typically refers to a context where the teacher identifies something to be accomplished such as a question about a physical phenomenon where students work in small groups pursue answering the question.
Whole class discussion may be the way one begins a science lesson to set the stage for conducting an investigation, then move to small group work where students collect and analyze data, back to whole class discussion as the students share their results and the class discusses what they found out in seeking to answer the question.

Simultaneous participation structures may have a reading lesson that includes a small group and individual structure if the plan is to have the teacher conduct instruction with a small reading group while other students are doing seatwork. The lesson plan would focus on the nature of the instruction for the small group, but the teacher would still include in the plan what the students are expected to do during seatwork.

• Time frame

➢ Indicate the period of time for the lesson on that day (e.g., 20 min., 45 min.)

Lesson CONTENT

• Rationale

➢ Write a brief description of the reasons behind the choices in the plan.

Examples of questions to answer in this section

Why this content, at this time, in this way?
What do you know about your students that help to make your educational choices?
(Interests, experiences, backgrounds, language skills, cultures, etc.)
What is the justification behind your choice of materials used to support student learning?
(Will you utilize/adapt existing curriculum materials or develop your own in order to create ways for the students to engage with the targeted content/skill?)

• Subject Matter Standards(s)

➢ List the full text of subject matter standard(s) you are targeting in a lesson. Accurate standard citation varies by subject, so consult each CA framework for information and examples.
Features to use when the lesson deals with a portion of a given standard

**Highlight the section that is your content focus**
Put a strikethrough the text in the standard that is not pertinent to your lesson.

**California Academic Standards**

Define desired knowledge and skills for students in each subject area at each grade level (see [http://www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)). There are also framework documents that provide additional information about the standards and other topics pertinent to teaching (see [http://www.cde.ca.gov/ci/cr/cf/allfwks.asp](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp)). Framework documents should be consulted for a comprehensive view of the standards.

**Science Standards**: You will include four types of information to show a science standard -- the performance expectation and the associated information from each of the three dimensions (3D) of the standards (i.e., SEP, DCI, CCC). This will be described in the science methods class and examples will be provided.

### Subject Matter Objectives(s)

- Write one or more objectives as needed to indicate the desired outcome(s) from a lesson.

Objectives should:
- be measurable.
- specify student outcomes to demonstrate the desired knowledge or skill.
- connect to the content standard(s) and assessment(s), and describe an observable action or product that provides evidence of what is learned.

**Example Objectives:**

**I. Literacy**: Students will be able to evaluate illustrations throughout the text to identify how they support the mood, character, and setting of the story.

**II. Math**: Students will be able to compute near doubles single digit addition facts by using their knowledge of doubles addition facts. (i.e. 4 + 4 is 8, therefore 4 + 5 = 4 + 4 + 1 = 9).

**III. Science**: Every student will be able to identify four different needs animals and humans require to survive.

### Subject Matter Assessment

Assessments measure how well your lesson objectives were met.

- **Informal Assessment**
  State the student action(s) (e.g., verbal responses, white boards, signals, etc.) that will enable you to gauge student learning with regards to the objective(s). Example informal assessments:

  **I. Literacy**: During a small group discussion (guided reading lesson), the teacher will keep anecdotal records of each student’s oral identifications of at least one way that the book’s illustrations support the mood, character, or setting of the story.

  **II. Math**: After an activity involving relationships between different addition facts, students are given a quick exit slip with a couple of problems and are asked to explain their thinking on each problem.

  **III. Science**: Students’ thumbs up/down responses are observed when determining whether a given item is a want or a need.

- **Formal Assessment**
  Describe what measure you will use to assess each student following the lesson (or on another day). Examples include: rubrics (must be attached to plan), written exams (essay, short answer, multiple choice), running records (literacy), projects, and presentations. Example formal assessments:
I. **Literacy** - A rubric will evaluate each student’s written response to a prompt that asks them to choose one illustration to identify how it supports the mood, character, and/or setting of the story.

II. **Math** - Students are given a problem-based assessment that asks them to apply their understanding of their basic addition facts while planning to cater a party. Both students’ computational work and explanations are graded using a rubric.

III. **Science** - Students will complete a graphic organizer identifying animal and human needs, which will be evaluated by a rubric.

### Academic Language Demands

Every lesson provides an opportunity for students to develop academic language; i.e., the knowledge and skill with the formal ways language used in academic settings to convey meaning. This use is different from the informal ways we use language in everyday conversations. There are several areas of academic language for which a lesson can provide learning opportunities:

- **Vocabulary** - general academic vocabulary and/or subject-specific vocabulary needed for the lesson (include student friendly definitions).
- **Language Functions** - The action that students will utilize when speaking/writing (e.g., question, compare, categorize, identify)
- **Related Discourse** (i.e., “forms”) - These are the connecting words that help the students effectively use the language functions, such as “why” (e.g., questioning), “however” (e.g., comparing), “first, second” (e.g., ordering), adjectives (e.g., describing), or “therefore” (e.g., analyzing).

It is important to consider opportunities for the development of oral as well as written language, and to consider receptive as well as expressive language proficiency.

### English Language Development Standard(s)

(The ELD standards, objective, supports and assessment section will be required for selected lessons during CP I, but for all lessons in CP II and III when candidates have Emergent Bilinguals in their classrooms)

- **Write the full text of the standard at the desired proficiency level.**

  The label for the standard equals: Grade level + Part (1 or 2) + Letter (A, B, or C) + Number + Proficiency Level


  Select the proficiency level descriptor that fits the majority of your Emergent Bilingual students. If there are no Emergent Bilingual students in your class, work with the "Bridging" proficiency level.

  - **Emerging**: CELDT score 1-2
  - **Expanding**: CELDT score 3
  - **Bridging**: CELDT score 4-5

### English Language Development Objective:

- **Write one or more objectives as needed to indicate the desired outcome(s) from a lesson.**

  This information specifies, for the ELD standard or academic language goals you have targeted, what specific outcomes students could show that would indicate the extent to which they developed the desired knowledge or skill that was targeted.

### English Language Development Supports & Assessment:

- **ELD Supports**: Describe the supports you will provide to scaffold language development.
  (e.g., use of “kid-friendly” vocabulary definitions, use of visuals, sentence frames matching targeted, related discourse (forms), primary language support, small group preview/review, etc.)

- **ELD Assessment**: Include how you will assess that the students met your ELD objective, and what the students will do to demonstrate that they met your ELD objective.

### Universal Design for Learning (UDL)

- Identify the elements of your lesson design that align with the UDL principles and are intended to address the learning of a variety of student needs in your class.
This section concerns elements in your plan that are designed to address the learning needs of all students. These elements are generally based upon principles involving the teacher’s provision of multiple means to:

- represent ideas to foster students learning of them
- enable actions to learn and support students in expressing themselves during learning activities
- promote student engagement in learning activities (see http://www.udlcenter.org/aboutudl/udlguidelines).

- **Differentiation**
  - Identify the additional strategies you will use with individual students to address the additional needs they have that other lesson design elements will not sufficiently meet.

Whereas the incorporation of UDL principles can help address the needs of a variety of students, they may not be sufficient to support the needs of all students. In this section you identify the additional actions that will be necessary to take with some individual students to serve their unique needs that have not been met (e.g., enlarged font, leveled text, specific seating arrangement).

**Lesson PROCEDURES**

- **Materials List**
  - List the primary materials that you or the students need for the lesson.
    (If your list is long, consider using a table and listing items in several columns.)
    This information identifies particular items needed for teaching a lesson.
    It does not generally include items that are commonly available to students (e.g., pencils, scissors).

- **Phases of Instruction**
  - List the primary actions that will take in each part of the lesson to promote desired learning for ALL students.
    
    **Before**
    How will you open the lesson and establish that a new focus has begun?
    How will you "hook" your students in the learning? (e.g., connect to prior knowledge, state objective, and/or lead with phenomena)

    **During**
    How will you continue to engage students on the topic?
    What will you do to direct/guide/facilitate student thinking and actions to support development of desired knowledge and skills?
    What questions will you ask to guide student learning?

    **After**
    How will you bring closure to the learning activity so that you and your students end the lesson knowing what was accomplished and how it relates to what will happen next?

**Lesson REFLECTION**

After teaching a lesson, it is important to examine:

- what went well?
- which actions or choices were made that most supported learning?
- what was not so successful in supporting desired learning?
- what you discover about student learning? Did the students meet your objectives?
- what might need further attention?
- what should be changed for further instruction?

- **Written Reflection**
  - Use the reflection questions to guide your reflection, and provide lesson-specific information as evidence of conclusions you draw about the lesson’s effectiveness.
    (Consider including samples from student work as evidence with your reflections.)
## Lesson Plan Template

### Candidate Name: 

### School: 

### Grade Level: 

### # of Ss: 

### Lesson Context

**Topic:**

**Participation Structure:**

**Timeframe:**

### Lesson Content

**Rationale:**

**Content Standard(s):**

**Content Objective(s):**

**Subject Matter Assessment:**

- **Informal**
- **Formal**

**Academic Language Demands:**

- **Academic Vocabulary**
- **Subject Matter Vocabulary**
- **Function**
- **Related Discourse (forms)**
- **Language Supports**

****(In CP I, this section is to be completed for ONE designated ELD lesson per methods course. In CP II and II, this section must be completed if candidates have Emergent Bilingual Students in their classes.****

**English Language Development Standard(s):**

**English Language Development Objective:**

**English Language Development Assessment:**

### Supporting Students

<table>
<thead>
<tr>
<th>UDL Multiple Means of Representation:</th>
<th>UDL Multiple Means of Expression:</th>
<th>UDL Multiple Means of Engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(How are you going to present your content so it meets the needs of all students?)</em></td>
<td><em>(How do students demonstrate what they have learned?)</em></td>
<td><em>(How are you going to engage and motivate your students?)</em></td>
</tr>
</tbody>
</table>
Differentiation (student specific strategies for Individual needs that the UDL design doesn’t address):

<table>
<thead>
<tr>
<th>Lesson PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials List:</strong></td>
</tr>
</tbody>
</table>

**BEFORE:**

**DURING:**

**AFTER:**

<table>
<thead>
<tr>
<th>Lesson REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What worked? What didn’t work?</td>
</tr>
<tr>
<td>What did you learn about your students?</td>
</tr>
<tr>
<td>What did you learn about yourself as a teacher?</td>
</tr>
<tr>
<td>How will your assessments drive future instruction?</td>
</tr>
<tr>
<td>Include student samples, if applicable.</td>
</tr>
</tbody>
</table>
Clinical Practice Team

The MSTEP program approaches clinical practicum as a team effort that encompasses the teacher candidate, cooperating teacher, university supervisor, university faculty as well as the school site, MSTEP Coordinator, and MSTEP Placement Coordinator. Each member of the team has a vital role to create the best possible clinical practicum experience. The roles and responsibilities of each member are described below.

Teacher Candidate Responsibilities

Below are items for Teacher Candidates to attend to prior to clinical practicum but after they have met all prerequisite requirements.

Professionalism:
- **Ascertain the general dress standards** prevailing for teachers in his/her clinical practicum situation and conform to these. It is important that teacher candidates be viewed as professionals, and appropriate dress is certainly one contributing factor.
- **Social Media** – It is important that you are aware that your accounts on Facebook, Twitter, or any other social media website are not private. Others can access your accounts. With this in mind, it is vital to consider what you are posting on social media. Your posts can potentially have you removed from your clinical placement, the MSTEP program, and possibly affect your teaching career.

Teaching and Planning:
- **Develop lesson plans and units of instruction** that mesh appropriately with the curriculum of the cooperating teacher and the school district.
- **Prepare and promptly deliver all written plans and reports** as stipulated by cooperating teacher, university supervisor, and other appropriate persons.
- **Treat information learned about students and parents** in the course of this assignment as confidential knowledge, except when it is the legal responsibility of the teacher candidate to do otherwise. Respect the confidentiality of pupil information by not disclosing personally identifiable information to anyone not directly involved with the pupil or school. If questions occur you may consult with the Cooperating Teacher, University Supervisor and/or the Seminar Instructor. If necessary, consult with the Multiple Subject Coordinator and the school-site principal.

Assignments and Assessments:
- **Follow the guidelines** provided to you about the requirements and recommendations for your activity during the quarter in which you are in clinical practicum.
- **Professionally receive and act upon constructive feedback** offered by the cooperating teacher and the university supervisor during MSTEP clinical practicum observations and assessment.
- Be familiar with and actively involved in the teacher candidate assessment process.
- Be responsible for carrying out the legal responsibilities of classroom teachers when and if you assume substitute-teaching responsibility in your assignments (i.e., confidentiality, child abuse, etc.), pursuant to California Penal Code Section 11166.5.
- **Make known** to MS Placement Coordinator and/or Cooperating Teacher special disability needs you have prior to the time of your placement if special on-site accommodations are required.
- **Use PolyLearn or Lime** to input required assignments and an evaluation of your clinical practicum experience.
Cooperating Teacher Responsibilities

The cooperating teacher plays a very important role during clinical practicum, serving as teacher educator, resource person, role model, helper, critic, and confidante. At the same time, however, the cooperating teacher bears primary responsibility to his or her elementary students. Their learning must be a top priority at all times.

During your clinical practicum, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the teacher candidate with the best possible learning experiences. To accomplish this, the cooperating teacher will have the following major responsibilities as well as others that may be appropriate in specific situations:

1. When possible, meet with the teacher candidate prior to the beginning of the clinical practicum experience to provide initial orientation to the classroom and the experience. The site principal, or his/her designee, will also provide input during this pre-clinical practicum orientation phase.
2. Provide opportunities for the teacher candidate to function as a professional colleague during clinical practicum and encourage the teacher candidate to become involved in professional organizations, such as the California Reading Association, and to participate in other professional growth opportunities, such as school district workshops.
3. Develop a week-by-week and quarter-long plan with the teacher candidate so that the teacher candidate may correlate his or her planning with the cooperating teacher’s long-range plans while meeting all requirements of the clinical practicum experience.
4. Assist the teacher candidate in refining and developing skills related to subject matter teaching.
5. Provide consistent/ongoing supervision and evaluation of the teacher candidate’s work:
   a. Read lesson plans before lessons are taught and provide written/oral suggestions;
   b. Observe lessons being taught and provide written and oral comments on at least a weekly basis, including the period of time in which the teacher candidate takes over major responsibility for planning and teaching;
   c. Encourage the use of technology to facilitate student learning as well as communication among members of the clinical practicum team;
   d. Confer freely and often with the teacher candidate;
   e. Work with the university supervisor to help the teacher candidate develop appropriate professional improvement goals; and
   f. Help the teacher candidate set up a lesson-plan notebook similar to the one utilized by teachers at your school site.
6. Inform the university supervisor when the student encounters serious problems as soon as such problems are identified.
7. Meet with university supervisors as requested.
8. Help the teacher candidate carry out specific teacher responsibilities.
9. Gradually and patiently turn over instructional responsibilities to the teacher candidate.
10. Continue to model new types of lessons for the teacher candidate throughout the quarter.
11. Use Lime to provide feedback on the university supervisor and program.

School District and School Site Responsibilities

The districts and the school sites are responsible for providing a supportive environment for the teacher candidate. Examples of district/site responsibilities are outlined below, and several are contingent upon students being placed in a timely way:

1. The principal is encouraged to participate in the orientation process that helps to introduce the teacher candidate to the unique education environment at the school site.
2. The teacher candidate will meet with the site principal or designee prior to beginning the clinical practicum assignment. The principal or designee will provide specific information related to school
rules, discipline policies, curriculum, school map, district map, location of support personnel, materials, and will provide a general introduction to the school.

3. The site principal or designee will provide information related to district polices, salary schedules, professional associations operating within the school district, professional responsibilities associated with the teaching profession, and the legal implications thereof.

4. The site principal may be asked to observe teacher candidates by the cooperating teacher and/or university supervisor.

5. The school district and the Multiple Subject Placement Coordinator will strive to make the selection of cooperating teachers and placement of teacher candidates in a timely fashion.

University Supervisor Responsibilities

The university supervisor is a key member of the supervisory team, with responsibilities that are similar, but also somewhat different, from those of the cooperating teacher. The university supervisor is the primary evaluator. In consultation with the cooperating teacher, it is the university supervisor who determines the grade that the teacher candidate receives. Selected important responsibilities for the university supervisor follow:

1. Plays a coordinating and informing role during the orientation sessions provided for his/her teacher candidates and cooperating teachers.

2. Handles requests for absence from clinical practicum not due to illness, and approves decisions regarding make-up work. Helps the teacher candidate and cooperating teacher develop a plan for make-up work.

3. Works collaboratively with the cooperating teacher to orient the teacher candidate to the supervision evaluation cycle employed during Clinical Practice I, II and III.

4. Cooperatively supervises the teacher candidate with the cooperating teacher. The cooperating teacher will, as the day-to-day on-site teacher educator, carry the major responsibility for classroom guidance, observation, and supervision of the teacher candidate.

5. Visits, observes, conducts instructional conferences, and cooperatively supervises the teacher candidate. This includes a minimum of four observations and the mid-quarter and final assessment conferences.

6. Reviews with the teacher candidate the criteria used to evaluate performance and the evaluation process outlined in this handbook.

7. Cooperatively completes a formative and summative evaluation for the teacher candidate. Considers cooperating teacher input when identifying the appropriate grade for the teacher candidate.

8. Uses Lime to submit summative evaluation for the teacher candidate.

9. Submits grades by the grading deadline via procedures defined by Academic Records; the SOE Credential Office will also have this information.

10. Attends staff development meetings scheduled for the team of university supervisors.

11. Completes a feedback form for each cooperating teacher working with assigned teacher candidates.
Placements for Clinical Practice

The MS Placement Coordinator, with the guidance and input of the MS Committee, will place teacher candidates in their Clinical Practice assignments. Placing Teacher Candidates in schools is an extremely important task that requires the utmost in professionalism. Therefore, the Placement Coordinator and MS Committee will be responsible for initiating and negotiating the placements for Teacher Candidates. Teacher candidates are not to ask specific school administrators or teachers to request a special placement.

Clinical Practice assignments typically occur between San Miguel and Lompoc; therefore, teacher candidates should expect to drive between 30 minutes and 1 hour to their school sites.

Grade-Level and Cross-cultural Placements

Teacher candidates are required to demonstrate their ability to teach students of diverse ages and abilities. To accomplish this, teacher candidates will have two assignments in self-contained classrooms in grades K-8 (one in a lower grade level, K-2; one in an upper level, 3-5) and/or one in a 6-8 grade where multiple subjects are taught.

Cal Poly’s MSTEP program faculty will make every effort to ensure that teacher candidates are provided multiple opportunities and experiences with students that have different gender, racial/ethnic, or linguistic identity as well as different academic abilities.

Multiple Subject Program POLICIES

Grades in Clinical Practice Courses

Clinical practice fieldwork courses (EDUC 438, 454, 456) involve evaluation using specific assessments determined by the program, and these will provide the basis for specific feedback on a teacher candidate’s progress. Teacher candidates receive a grade of credit (CR) or no credit (NC) in these courses, with “credit” indicating satisfactory completion of the required work and satisfactory progress in development as a teacher for that term. Grades of “credit” are required in order to progress from one term of clinical practice to the next. To be eligible for recommendation for a Preliminary Multiple Subject Credential, teacher candidates must receive a grade of “credit” in EDUC 456 (Clinical Practice III) and EDUC 457 (Clinical Practice Seminar III).

On occasion, a candidate may struggle to be successful and may not be making sufficient progress to complete the expected amount of take-over of instruction in a classroom.

If agreed upon by the University Supervisor, Cooperating Teacher, and MSTEP Coordinator, a grade of “incomplete” can be given and a Candidate can be allowed to repeat the term. University policy regarding incompletes will be followed in these cases.

In cases when a candidate is not able to be successful in the expected fieldwork and further options are not deemed appropriate, a grade of “No Credit” may be given. The following steps will occur:

1. No later than one week prior to the final conference, the University Supervisor will notify the Teacher Candidate that s/he will receive a grade of “no credit.”

2. At this same time the University Supervisor will provide the Multiple Subject Program Coordinator with documentation of the circumstances that resulted in the grade of “no credit.”

3. The University Supervisor will also submit to the Program Coordinator a written recommendation concerning the Candidate’s continuation in the MSTEP program. This recommendation should specify one of the following options for the Candidate:
   a. repeat the clinical practice experience in the quarter immediately following the quarter in which the “no credit” was earned;
   b. engage in corrective learning experiences prior to reentry into clinical practice -- these
experiences and the quarter of reentry are to be agreed upon by the University Supervisor and the Multiple Subject Program Coordinator and put in writing;
c. have him/her removed from the Program.

4. If the University Supervisor recommends reentry and the Multiple Subject Program Coordinator concurs, the recommendation will be forwarded to the School of Education Director. If the Director agrees, the teacher candidate will be reassigned in accordance with the recommendation for a decision. If not, the process is spelled out in the School of Education Policy on Removal of a Student.

5. If the University Supervisor recommends reentry and the Multiple Subject Program Coordinator does not concur, the matter will be referred to the Multiple Subject Credential Committee, which will make a recommendation to the School of Education Director via the Program Coordinator. The Director will then determine whether the Candidate should be reassigned or removed from the program.

6. If the University Supervisor recommends that the teacher candidate be removed from the program, the School of Education Policy on Removal of a Student will be followed.

NOTE: All recommendations endorsed or denied by the Multiple Subject Program Coordinator or SOE Director will be forwarded to the SOE Credential Office for placement in the Candidate’s file.

Substitute Teaching during Clinical Practice

During fieldwork in the MSTEP Program, Teacher Candidates may have an opportunity to serve as a substitute teacher. This section describes the Program policy about what is allowed. This policy applies ONLY to substitute teaching in the field on days that are part of Cal Poly fieldwork. It does NOT apply to days when the candidate is not required to be in the field.

1. Candidates can only substitute teach in their Cooperating Teacher’s classroom. 
   If there is a shortage of substitutes in the school on a particular day, the school can choose to have the teacher candidate act as a substitute for his/her Cooperating Teacher and the Cooperating Teacher can be the substitute teacher in another classroom.

2. Substitute teaching for one’s Cooperating Teacher is not allowed during Early Start periods or Clinical Practice I.

3. During Clinical Practice II, candidates may serve as a substitute for their Cooperating Teacher for a maximum of five days.

4. During Clinical Practice III, candidates may serve as a substitute for their Cooperating Teacher for a maximum of 10 days.

5. The candidate must be pre-approved by the University Supervisor in order to substitute teach.

To be eligible for substitute teaching, candidates must complete required forms for a school district, and they must hold the appropriate permit. Paid teaching assignments involving substitute teaching cannot be used to fulfill required days in the field for Cal Poly fieldwork courses.

Voluntary Withdrawal from Clinical Practice

If a teacher candidate withdraws from clinical practice for medical, economic, or other reasons they must notify the MSTEP Placement Coordinator and SOE Credential Office as soon as possible. If they then wish to be assigned in the next or another quarter, the Candidate must submit an updated student information form, a new MSTEP II application, and a signed letter, addressed to the MSTEP Coordinator requesting the new assignment. The letter should be submitted to the SOE Credential Office along with an MSTEP II application. In some instances, the Candidate may be required to submit a new application to the University. Communication with the SOE Credential Office is key to determining whether this applies to a Candidate’s situation.
**Strikes or Other Emergencies**

The university shall maintain a position of neutrality in any strike or labor action involving school districts with which it has contracts (or agreements) for the placement of teacher candidates or other students engaged in supervised fieldwork activities. In the event of a strike or other labor action involving a cooperating agency, the teacher candidate and other fieldwork students, if working in a unit that is directly involved, will be automatically withdrawn from the assignment and further information will be provided.

It is the responsibility of the teacher candidate or fieldwork student to notify the university that a strike or other labor action has begun, or that a strike, etc., will begin at a certain time. Should a teacher candidate or other fieldwork student accept employment with an emergency permit during a strike or labor action, the student's teacher candidate or fieldwork student status will be terminated. As a result of such employment, the teacher candidate will receive a grade of ‘No Credit’ for clinical practicum, and the individual shall not be identified as a university teacher candidate or fieldwork student. Teacher candidates and fieldwork students are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the MSTEP Coordinator.
Request Form for Non-Illness Absence from Clinical Practice

• The teacher candidate must discuss the request for non-illness absence with his/her Cooperating Teacher and University supervisor in advance of the requested date(s). This should be as much in advance as possible, preferably at least one week in advance.

• The form below must be completed and signed by the University Supervisor and Cooperating Teacher in order to have the absence approved. Copy of an email message indicating approval can be provided in lieu of a signature.

• A copy of the completed form should be provided to the SOE Information Center (Rm. 02-120 or soe@calpoly.edu) and the Multiple Subject Program Coordinator in advance of the date(s) in the request.

Approval Form

Name of Teacher Candidate:

Candidate Phone # and Email Address:

Date(s) of Request Phase of Program (CP 1, II or III):

Name of University Supervisor:

Name of Cooperating Teacher/School:

Signatures (indicate if signature is via email; attach copy of approval message) Date

University Supervisor:

Cooperating Teacher:
Removing a Candidate from a School of Education Program

The following steps describe the formal process used in the School of Education to address situations in which there are concerns about a student’s progress in fulfilling expectations in a program. The end result of following the complete process is the removal of a candidate from a School of Education Program.

1. When a concern is identified regarding a student in a School of Education program (e.g. low GPA, disposition concern, etc.), the Coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher/fieldwork mentor, site administrator, or other responsible party.

2. Once written notification is received by the Program Coordinator, s/he will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the Coordinator.

3. If it is determined to be a valid concern, the Coordinator will send a “Letter of Concern” to the student and a copy of the letter will be given to the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential’s Office. The letter will include the following:
   a. Statement of the concern
   b. Actions to be taken to address the concern
   c. Timeline for completing actions
   d. Possible outcomes
      i. Continuance in program
      ii. Additional action to be taken
      iii. Dismissal from program

4. The candidate will be invited to submit a written response to the Letter of Concern.

5. If requested by the Coordinator or student, a meeting will be held to discuss the concern, corresponding actions to be taken and timeline.

6. According to the timeline established, a decision will be made by the Program Coordinator regarding continuance or dismissal. This decision will be put in writing for the student and the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential’s Office. The student will be notified that he or she can appeal the decision to the Director of the School of Education.

7. If the student submits a written appeal to the Director of the School of Education, the Director of the School of Education will review all written documentation noted in steps 1-6 above. The Director of the School of Education will schedule a meeting with the student and the Coordinator to discuss the issue. The Director of the School of Education may also request to speak with others who have knowledge of the situation.

8. Upon reviewing the evidence and speaking with the parties involved, the Director of the School of Education will determine retention or removal. This decision will be given in writing to the student and the Coordinator. If the student is a credential candidate, a copy will also be given to the Credential’s Office.
Teacher Candidate Evaluation
MSTEP Teacher Candidate Assessment

Assessments for teacher candidates in the MSTEP Program are intended to ensure that teacher candidates have the knowledge, skills, and dispositions needed to successfully begin their career as K-8 teachers. Every teacher candidate is formally evaluated using three assessments that occur across the program: a Dispositions Assessment, a TPE Assessment and a standardized Teaching Performance Assessment. These assessments are particularly used in monitoring students progress through the clinical practice components of the program.

- The Dispositions Assessment concerns states of mind or being that result in tendencies to act in particular ways. This assessment allows us to track the extent to which teacher candidates exhibit qualities that are associated with fostering the growth and learning of all children. It is used in each term of clinical practice (as well as in terms prior to entry into the MSTEP Program), and achieving a Level 2 (of 3 levels of performance) by the end of Clinical Practice III is required for each disposition in order to satisfactorily complete the MSTEP Program.

- The TPE Assessment is based upon teaching performance expectations (TPEs) that have been defined by the state of California and capture basic elements of teaching practice that must be demonstrated in order to become a credentialed teacher. There are four levels of performance that are defined with respect to expectations for a beginning teacher (i.e., higher levels than defined could be exhibited by expert teachers). Due to its focus on teaching practice, it is used in the two terms of clinical practice that provide the greatest amount of teaching opportunity for teacher candidates: Clinical Practice II and Clinical Practice III.

- The standardized Teaching Performance Assessment (TPA) has a component that occurs in each clinical practice term. The largest TPA component is a teaching event that consists of planning, instruction, and assessment, and this is accomplished using an external system known as edTPA run by Pearson Education. The teaching event focuses on mathematics education and is completed during Clinical Practice III. Related assessments must be completed in each of the other subject matter areas taught by a multiple subject teacher. These are called Content Area Tasks (CATs). A CAT in literacy and science is completed during Clinical Practice I, and a CAT focused on planning in social studies is completed during Clinical Practice II. All of these must be passed in order to become credentialed.

The following table shows the timeline for assessment in relation to each clinical practice term.

<table>
<thead>
<tr>
<th>Clinical Practice Coursework</th>
<th>Professional Quarter I</th>
<th>Professional Quarter II</th>
<th>Professional Quarter III</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 438 MS Clinical Practice I</td>
<td>EDUC 454 MS Clinical Practice II</td>
<td>EDUC 456 MS Clinical Practice III</td>
<td></td>
</tr>
<tr>
<td>EDUC 439 MS Clinical Practice Seminar I</td>
<td>EDUC 455 MS Clinical Practice Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California TPAs</td>
<td>Elementary Literacy CAT</td>
<td>RICA</td>
<td>edTPA – Elementary Math</td>
</tr>
<tr>
<td>Elementary Science CAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Assessments</td>
<td>Intro to TPE Assessment</td>
<td>TPE Assessment</td>
<td>TPE Assessment</td>
</tr>
<tr>
<td></td>
<td>Dispositions Assessment</td>
<td>Dispositions Assessment</td>
<td>Dispositions Assessment</td>
</tr>
</tbody>
</table>

More information about each assessment occurs on the following pages.

‡ Content Area Task (CAT)
§ Reading Instruction Competence Assessment (RICA).
** Education Teaching Performance Assessment (edTPA).
California Assessment Requirements

Effective July 1, 2008, California SB 2042 and SB 1209 mandated the implementation of a Teaching Performance Assessment (TPA) for teacher candidates entering professional teacher preparation programs. The TPA measures a teacher candidate’s knowledge, skills, and ability in relation to California’s six Teaching Performance Expectations (TPEs), listed below. California has adopted edTPA as the primary TPA system. Additional TPAs are required for certification as a teacher of multiple subjects. All TPAs must be successfully completed for a teacher candidate to earn a California Preliminary Multiple Subject Teaching Credential.

California Teaching Performance Expectations (TPEs)

Adopted, June 2016

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

For more detailed information on the TPEs: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf
Assessment of Teaching Performance Expectations (TPEs)

California has defined teaching performance expectations that describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. There are thirteen specific expectations that are divided into six domains representing key aspects of teaching: a) making subject matter comprehensible to students, b) assessing student learning, c) engaging and supporting students in learning, d) planning instruction and designing learning experiences for students, e) creating and maintaining effective environments for student learning, and f) developing as a professional educator.

The MSTEP Program TPE Assessment Tool contains a set of rubrics that indicate a developmental continuum in the learning to teach process, relative to each of the 6 Teaching Performance Expectations defined by the state of California. This assessment has a four-level rating scale in relation to expectations for a well-started beginning teacher:

1. **Emergent (Level 1):** A level of development in which the teacher candidate continuously relies on day-to-day assistance from the cooperating teacher for support, guidance, and survival. A teacher candidate functioning at this level may not be able to effectively provide leadership in the classroom, and if the teacher candidate does not improve, may result in receiving a “no credit” grade for a clinical practice course.

2. **Basic (Level 2):** A level of development in which the teacher candidate still relies on the cooperating teacher for support but shows evidence of becoming more self-directed and shows evidence of internalizing feedback regarding instructional and classroom management decisions.

3. **Proficient (Level 3):** A level of development in which the teacher candidate is able to teach independently, and shows evidence of consistently applying knowledge about teaching and learning in decision-making during his/her planning, instruction, assessment, and reflection.

4. **Advanced (Level 4):** A level of development in which the teacher candidate is able to easily teach independently, and shows evidence of consistently applying knowledge about teaching and learning insightfully and at high levels in decision-making during his/her planning, instruction, assessment, and reflection.

The TPE Assessment Tool is used both formatively and summatively in CP II and CP III. Teacher candidates will be rated on their progress regarding the TPEs at a midway point (4th or 5th week of the term -formative evaluation) and at the end of the clinical practice assignment (9th or 10th week of the term –summative evaluation). The results of each evaluation are shared with the teacher candidate at a scheduled three-way conference involving the Cooperating Teacher, University Supervisor, and teacher candidate. The purpose of this meeting is to discuss the progress of the teacher candidate towards meeting the Teaching Performance Expectations and to identify specific TPEs as areas of strength or areas for growth.

**Rating a Teacher Candidate**

In rating the teacher candidate on each TPE, the evaluator selects the appropriate category, which ranges from 1 to 4. The rubrics for supporting emergent bilinguals and students with disabilities include “not applicable” to account for teacher candidates in classrooms that do not contain students who are emergent bilinguals or in special education.

Failure to achieve consistently acceptable ratings may result in a “no credit” grade for the course, or even removal from the student teaching assignment.
### A. PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>A1. Knowledge of Students</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC acquires knowledge of how all Ss learn – ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lesson accordingly; TC understands that Ss learn through developmentally-appropriate &amp; active engagement.</td>
<td>1 2 3 4</td>
<td>TPE 1, UDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2. Setting Instructional Outcomes</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most outcomes represent high expectations/rigor &amp; are clear, measurable, aligned w/ standards, &amp; suitable for most Ss.</td>
<td>1 2 3 4</td>
<td>TPE 3, 4, UDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3. Designing Coherent Instruction</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most learning activities align with learning outcomes &amp; follow an organized progression; Ss engage in cognitive activities with evidence of UDL; groupings &amp; time allocations appropriate.</td>
<td>1 2 3 4</td>
<td>TPE 1, 3, 4, UDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4. Designing Student Assessment</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments match instructional outcomes; clear criteria provided &amp; appropriately designed assessments implemented.</td>
<td>1 2 3 4</td>
<td>TPE 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A5. Supporting Emergent Bilinguals</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD standards align w/ &amp; support lesson outcomes, assessments, &amp; instructional activities; whole-class scaffolds support academic language production &amp; content engagement.</td>
<td>1 2 3 4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A6. Supporting Students w/ Disabilities</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional methods included that support individualized needs of Ss w/ disabilities &amp; fully address IEP/504 accommodations &amp; modifications &amp; provide access to grade-aligned instruction.</td>
<td>1 2 3 4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### B. CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions (TC:Ss &amp; Ss:Ss) friendly &amp; respectful; appropriate for all ages, cultures, developmental levels; &amp; provide opportunity for some intellectual risk taking.</td>
<td>1 2 3 4</td>
<td>TPE 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Little loss of instructional time due to effective routines &amp; procedures; effective TC management of transitions and materials; Ss need minimal guidance/prompting to follow established routines.</td>
<td>1 2 3 4</td>
<td>TPE 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B3. Managing Student Behavior</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards of conduct established w/ consistent implementation &amp; effective monitoring of S behavior; response to misbehavior consistent and respectful.</td>
<td>1 2 3 4</td>
<td>TPE 2</td>
</tr>
</tbody>
</table>

### C. INSTRUCTION

<table>
<thead>
<tr>
<th>C1. Communicating With Students</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC communicates clear instructional purpose, directions/procedures, &amp; accurately represents content; appropriate teacher modeling &amp; use of academic language.</td>
<td>1 2 3 4</td>
<td>TPE 1, 3, UDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2. Using Questioning and Discussion Techniques</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some questions promote S thinking &amp; TC consistently challenges Ss to explain their thinking; Ss formulate questions &amp; most Ss engaged/involved in discussions.</td>
<td>1 2 3 4</td>
<td>TPE 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C3. Engaging Students in Learning</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks &amp; materials fully aligned with outcomes; TC challenges S thinking with an opportunity for Ss to demonstrate thinking; recognizable &amp; suitable structure (e.g., groupings &amp; pacing); multiple options for engagement.</td>
<td>1 2 3 4</td>
<td>TPE 1, UDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C4. Using Assessment in Instruction</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss aware of assessment criteria &amp; some engage in self-assessment; TC monitors learning of the whole class &amp; small groups &amp; feedback to Ss is accurate &amp; specific; multiple means of expression provided.</td>
<td>1 2 3 4</td>
<td>TPE 5, UDL</td>
</tr>
</tbody>
</table>
### C5. Supporting Emergent Bilinguals
- Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing; some attempt to draw on home language, culture, and/or prior knowledge; TC implements some whole class language supports to engage EBs. *TPE 1*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### C6. Supporting Students w/ Disabilities
- Use of evidence-based instructional methods that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations/modifications and provide access to grade-aligned instruction. *TPE 1*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

#### D1. Reflecting on Teaching
- TC accurately assesses the effectiveness of lesson & identifies specific ways to improve the lesson. *TPE 6*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

#### D2. Professionalism
- TC demonstrates professionalism through appropriate dress, confidence, & actively serving all Ss to ensure S success. *TPE 6*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Observation Evidence:**

<table>
<thead>
<tr>
<th>2-3 Strengths</th>
<th>Evidence to Support Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-3 Areas for Growth</th>
<th>Evidence to Support Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Emailed Copies To:**

**Date:**

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MSTEP Program – School of Education
# MSTEP Program TPE Assessment Tool Rubric

## A. PLANNING AND PREPARATION

### A1. KNOWLEDGE of STUDENTS (Ss) TPE 1, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC shows minimal understanding of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and does not indicate that such knowledge is valuable</td>
<td>TC shows general knowledge and awareness of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – but tends to teach to the class as a whole</td>
<td>TC purposefully acquires knowledge about how the whole class AND groups of Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</td>
<td>TC understands that Ss learn through developmentally appropriate &amp; active intellectual engagement with content</td>
</tr>
</tbody>
</table>

### A2. SETTING INSTRUCTIONAL OUTCOMES TPE 3, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes represent low expectations/lack of rigor</td>
<td>Outcomes represent moderate expectations/rigor</td>
<td>Most outcomes represent high expectations/rigor</td>
<td>All outcomes represent high expectations/rigor</td>
</tr>
<tr>
<td>All outcomes are unclear</td>
<td>Some outcomes are unclear</td>
<td>Most outcomes are clear</td>
<td>All outcomes are clear</td>
</tr>
<tr>
<td>Outcomes are not measurable</td>
<td>Some outcomes are not measurable</td>
<td>Most outcomes are measurable</td>
<td>All outcomes are measurable</td>
</tr>
<tr>
<td>Outcomes are poorly aligned with content standards</td>
<td>Outcomes are somewhat aligned with content standards</td>
<td>Most outcomes are aligned with content standards</td>
<td>All outcomes are aligned with content standards</td>
</tr>
<tr>
<td>All outcomes are not suitable for most Ss</td>
<td>Some outcomes are suitable for most Ss</td>
<td>Most outcomes are suitable for most Ss</td>
<td>All outcomes are suitable for Ss with differentiation/flexibility for individual Ss</td>
</tr>
</tbody>
</table>

### A3. DESIGNING COHERENT INSTRUCTION TPE 1, 3, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning activities are poorly aligned with learning outcomes and/or content standards</td>
<td>Some learning activities are aligned with learning outcomes and/or content standards</td>
<td>Most learning activities are aligned with learning outcomes and content standards</td>
<td>All learning activities are aligned with learning outcomes and content standards</td>
</tr>
<tr>
<td>Learning activities do not follow an organized progression</td>
<td>Some learning activities do not follow an organized progression</td>
<td>Most learning activities follow an organized progression</td>
<td>All learning activities follow an organized progression</td>
</tr>
<tr>
<td>Ss are not actively engaged in cognitive activities with no evidence of UDL</td>
<td>Ss are minimally engaged in cognitive activities with limited evidence of UDL</td>
<td>Ss are engaged in cognitive activities with evidence of UDL</td>
<td>Ss are challenged in high-level cognitive activities with appropriate UDL</td>
</tr>
<tr>
<td>No use of groupings</td>
<td>Some use of groupings but may be inappropriate</td>
<td>Appropriate use of groupings</td>
<td>Appropriate and varied groupings that include S choice</td>
</tr>
<tr>
<td>Unrealistic time allocations</td>
<td>Uneven time allocations</td>
<td>Appropriate time allocations</td>
<td>Appropriate time allocations with flexibility for individual Ss</td>
</tr>
</tbody>
</table>

### A4. DESIGNING STUDENT ASSESSMENT TPE 5

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments do not match learning outcomes and/or</td>
<td>Assessments partially match learning outcomes</td>
<td>Assessments match learning outcomes and</td>
<td>Assessments clearly match learning outcomes and content</td>
</tr>
</tbody>
</table>

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MSTEP Program – School of Education

34

10/7/15
<table>
<thead>
<tr>
<th>content standards</th>
<th>and/or content standards</th>
<th>content standards</th>
<th>standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of criteria for expectations</td>
<td>• Criteria available but unclear</td>
<td>• Criteria clear</td>
<td>• Well-developed criteria</td>
</tr>
<tr>
<td>• Minimal formative assessment</td>
<td>• Rudimentary use of formative assessment</td>
<td>• Appropriately-designed formative assessment</td>
<td>• Well-designed formative assessment adapted to individuals as needed.</td>
</tr>
<tr>
<td></td>
<td>• Ss contribute to assessment process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A5. SUPPORTING EMERGENT BILINGUALS TPE 1

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Missing or inappropriate ELD Standards</td>
<td>● ELD standards not aligned with learning outcomes, assessments, AND/OR instructional activities</td>
<td>● ELD standards aligned with &amp; support learning outcomes, assessments, &amp; instructional activities AND meet specific needs of individual ELs/EBs</td>
<td>● ELD standards aligned with &amp; support learning outcomes, assessments, &amp; instructional activities AND meet specific needs of individual ELs/EBs</td>
</tr>
<tr>
<td>● Missing or inappropriate EB scaffolding &amp; support</td>
<td>● General scaffolds that do not adequately support EB language production AND/OR content engagement</td>
<td>● Whole-class scaffolds that adequately support EBs’ academic language production &amp; content engagement</td>
<td>● Targeted scaffolds that support individual EBs’ academic language production &amp; content engagement, building on prior knowledge AND/OR language proficiency</td>
</tr>
</tbody>
</table>

### A6. SUPPORTING STUDENTS with DISABILITIES TPE 1

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans:</td>
<td>Plans:</td>
<td>Plans:</td>
<td>Plans:</td>
</tr>
<tr>
<td>● Lack appropriate instructional methods and/or supports for providing instruction to Ss with disabilities</td>
<td>● Include instructional methods and/or supports that do not consistently address the individualized needs of Ss with disabilities</td>
<td>● Include research or evidence-based instructional methods and/or supports, including assistive technology as needed to support the individualized needs of Ss with disabilities</td>
<td>● Include opportunities for Ss with disabilities to manage their own scaffolds and supports, including assistive technology as needed</td>
</tr>
<tr>
<td>● Demonstrate no evidence of providing accommodations or modifications as stated on student IEPs or 504 plans</td>
<td>● Include non-individualized accommodations or modifications OR do not include all of the relevant accommodations or modifications as stated on Ss’ IEPs or 504 plans</td>
<td>● Fully address accommodations and modifications as indicated on Ss’ IEPs or 504 plans</td>
<td>● Fully address accommodations and modifications as indicated on Ss’ IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs</td>
</tr>
<tr>
<td>● Do not allow Ss with disabilities access to grade aligned and standards-based instruction</td>
<td>● Allow Ss with disabilities inconsistent access to grade aligned and standards-based instruction</td>
<td>● Allow Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction</td>
<td>● Allow Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction</td>
</tr>
</tbody>
</table>
### B. CLASSROOM ENVIRONMENT

#### B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT  **TPE 2**

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions (TC:Ss &amp; Ss:Ss) are <em>mostly negative.</em> Interactions may:</td>
<td>Interactions (TC:Ss &amp; Ss:Ss) are <em>generally appropriate with occasional inconsistencies.</em> Interactions may:</td>
<td>Interactions (TC:Ss &amp; Ss:Ss) are <em>friendly &amp; respectful.</em> Interactions are:</td>
<td>Interactions (TC:Ss &amp; Ss:Ss) are <em>highly respectful.</em> Interactions are:</td>
</tr>
<tr>
<td>• Be <em>inappropriate</em> or <em>insensitive</em> to Ss’ ages, culture, AND/OR developmental levels</td>
<td>• Show TC’s <em>disregard</em> for Ss’ ages, culture, AND/OR developmental levels</td>
<td>• Appropriate for all ages, cultures, AND/OR developmental levels</td>
<td>• Sensitive to Ss as individuals</td>
</tr>
<tr>
<td>• Lack of warmth in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs</td>
<td>• Create a <em>neutral</em> classroom environment (neither warm nor disrespectful)</td>
<td>• Polite, <em>respectful</em></td>
<td>• Create classroom with genuine <em>warmth</em> and care; high-level of respect</td>
</tr>
<tr>
<td>• No evidence of intellectual risk taking</td>
<td>• Few students take intellectual risks</td>
<td>• Some Ss take intellectual risks</td>
<td>• Many Ss comfortable taking intellectual risks</td>
</tr>
</tbody>
</table>

#### B2. MANAGING CLASSROOM PROCEDURES  **TPE 2**

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial instructional time lost due to <em>inefficient</em> routines &amp; procedures</td>
<td>Some instructional time lost due to <em>partially inefficient</em> routines &amp; procedures</td>
<td>Little loss of instructional time due to <em>effective</em> routines &amp; procedures</td>
<td>Maximized instructional time due to <em>efficient, seamless</em> routines &amp; procedures</td>
</tr>
<tr>
<td>• TC management of transitions AND/OR materials <em>not clearly evident</em></td>
<td>• TC management of transitions AND/OR materials <em>inconsistent</em></td>
<td>• TC management of transitions AND/OR materials <em>effective</em></td>
<td>• Ss <em>take initiative</em> in managing transitions AND/OR materials</td>
</tr>
<tr>
<td>• Ss do not clearly know or follow established routines</td>
<td>• Ss require prompting to follow established routines</td>
<td>• Ss need <em>minimal guidance/prompting</em> to follow established routines</td>
<td>• Routines are <em>well understood</em> and <em>some</em> may be <em>initiated by Ss</em></td>
</tr>
</tbody>
</table>

#### B3. MANAGING STUDENT BEHAVIOR  **TPE 2**

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No established standard of conduct</td>
<td>• Standards of conduct established, but <em>inconsistent implementation</em></td>
<td>• Standards of conduct established, consistent implementation</td>
<td>• Standards of conduct <em>clearly established</em> with Ss</td>
</tr>
<tr>
<td>• Little OR no monitoring of student behavior</td>
<td>• Some monitoring of student behavior</td>
<td>• Effective monitoring of student behavior</td>
<td>• Ss <em>take an active role</em> in monitoring their own &amp; others behavior</td>
</tr>
<tr>
<td>• TC response to misbehavior is <em>repressive</em> OR <em>disrespectful</em> of student dignity</td>
<td>• TC response to student misbehavior is <em>inconsistent</em></td>
<td>• TC response to misbehavior is <em>consistent AND respectful</em></td>
<td>• TC response to misbehavior is subtle, preventive, and <em>sensitive to individual student</em> needs &amp; respect for dignity</td>
</tr>
</tbody>
</table>
### C. INSTRUCTION

#### C1. COMMUNICATING with STUDENTS TPE 1, 3, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unclear</strong> purpose of lesson</td>
<td><strong>Limited</strong> understanding of lesson purpose</td>
<td><strong>Clear</strong> instructional purpose</td>
<td><strong>Clear</strong> instructional purpose that links to larger curriculum</td>
</tr>
<tr>
<td><strong>Confusing</strong> directions/procedures</td>
<td><strong>Somewhat clear</strong> directions/procedures but need clarification</td>
<td><strong>Clear</strong> directions/procedures that may be modeled</td>
<td><strong>Clear</strong> directions/procedures with possible confusion anticipated</td>
</tr>
<tr>
<td><strong>Major</strong> content errors</td>
<td><strong>Minor</strong> content errors</td>
<td><strong>No</strong> content errors</td>
<td><strong>Content</strong> thorough &amp; clear</td>
</tr>
<tr>
<td><strong>Inappropriate</strong> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</td>
<td>Not used AND/OR explained</td>
<td><strong>Appropriate</strong> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</td>
<td><strong>Appropriate</strong> use of academic language (e.g., vocabulary, grammar, syntax, discourse) that extends Ss' vocabularies</td>
</tr>
<tr>
<td><strong>Limited</strong> wait time</td>
<td><strong>Inconsistent</strong> wait time</td>
<td><strong>Adequate</strong> wait time</td>
<td><strong>Consistently appropriate</strong> wait time</td>
</tr>
</tbody>
</table>

#### C2. USING QUESTIONING TPE 5

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low</strong> cognitive challenge with single correct responses</td>
<td><strong>Single path</strong> of inquiry with answers seemingly determined in advance</td>
<td><strong>Some</strong> questions designed to promote Ss’ thinking and understanding</td>
<td><strong>Variety</strong> of questions to challenge Ss cognitively, advance discourse, &amp; promote metacognition</td>
</tr>
<tr>
<td>Does not ask Ss to explain their thinking</td>
<td><strong>Inconsistently</strong> attempts to have Ss explain their thinking</td>
<td><strong>Consistently</strong> challenges Ss to explain their thinking</td>
<td><strong>Challenges</strong> Ss to take active/lead role in questioning/discussion</td>
</tr>
<tr>
<td>TC <strong>mediates</strong> all questions &amp; answers</td>
<td><strong>TC inconsistently encourages</strong> Ss to respond to each other</td>
<td><strong>Ss formulate questions &amp; initiate topics</strong></td>
<td><strong>Genuine discussion</strong> among Ss with TC stepping aside when appropriate</td>
</tr>
<tr>
<td>Few Ss participate in discussion with predominantly recitation-style responses</td>
<td><strong>Some</strong> Ss are involved in discussions designed to engage student thinking</td>
<td><strong>Most</strong> Ss involved in discussion with TC employing strategies to ensure most voices are heard</td>
<td><strong>Ss ensure that all voices are heard</strong></td>
</tr>
<tr>
<td><strong>Limited</strong> wait time</td>
<td><strong>Inconsistent</strong> wait time</td>
<td><strong>Adequate</strong> wait time</td>
<td><strong>Consistently appropriate</strong> wait time</td>
</tr>
</tbody>
</table>

#### C3. ENGAGING STUDENTS in LEARNING TPE 1, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks &amp; materials</strong> poorly aligned with learning outcomes and/or content standards</td>
<td><strong>Tasks &amp; materials</strong> partially aligned with learning outcomes and/or content standards</td>
<td><strong>Tasks &amp; materials</strong> aligned with learning outcomes and content standards</td>
<td><strong>Tasks &amp; materials</strong> aligned with learning outcomes and content standards</td>
</tr>
<tr>
<td>Rote responses</td>
<td><strong>Minimal S thinking</strong> required &amp; little opportunity to demonstrate thinking</td>
<td><strong>Challenges S thinking</strong> (with scaffolds/support) &amp; an opportunity for Ss to demonstrate thinking</td>
<td><strong>Well-designed</strong> &amp; scaffolded tasks &amp; materials encourage complex thinking w/ evidence of S initiation of inquiry</td>
</tr>
<tr>
<td>Lesson lacks structure (e.g., groupings unsuitable, poor pacing – too slow or too rushed)</td>
<td><strong>Lesson has recognizable structure</strong> (e.g., groupings moderately suitable, pacing may be too slow or too rushed)</td>
<td><strong>Lesson has recognizable &amp; suitable structure</strong> (e.g., groupings suitable to activities, appropriate pacing)</td>
<td><strong>Lesson has clearly defined structure</strong> that enhances student learning (e.g., pacing that promotes S reflection)</td>
</tr>
<tr>
<td>One pathway to learning</td>
<td><strong>Some options</strong> for engagement</td>
<td><strong>Multiple options</strong> for engagement</td>
<td><strong>Options</strong> for engagement that Ss initiate</td>
</tr>
</tbody>
</table>

#### C4. USING ASSESSMENT in INSTRUCTION TPE 5, UDL

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss unaware of assessment</td>
<td>Ss partially aware of</td>
<td>Ss aware of</td>
<td>Ss aware of &amp; have contributed</td>
</tr>
</tbody>
</table>
### C5. SUPPORTING EMERGENT BILINGUALS  
**TPE 1**

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited</strong> opportunity for EBs to use academic language or demonstrate understanding orally or in writing</td>
<td><strong>Few</strong> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</td>
<td><strong>Multiple</strong> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</td>
<td><strong>Multiple</strong> opportunities for EBs to use academic language AND demonstrate understanding orally or in writing</td>
</tr>
<tr>
<td><strong>No attempt</strong> to draw on home language, culture, and/or prior knowledge</td>
<td><strong>Limited</strong> or <strong>superficial</strong> attempts to draw on home language, culture, and/or prior knowledge</td>
<td><strong>Some</strong> attempt to draw on home language, culture, and/or prior knowledge</td>
<td><strong>Tasks</strong> draw on home language, culture, AND prior knowledge</td>
</tr>
<tr>
<td><strong>Did not</strong> implement language supports or instructional scaffolds to engage EBs</td>
<td><strong>Implemented</strong> few language supports and instructional scaffolds to engage EBs</td>
<td><strong>Implemented</strong> some whole class language supports and instructional scaffolds to engage EBs</td>
<td>Implemented <strong>targeted</strong> language supports and instructional scaffolds based on individual EB’s language proficiency</td>
</tr>
</tbody>
</table>

### C6. SUPPORTING STUDENTS with DISABILITIES  
**TPE 1**

<table>
<thead>
<tr>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not use</strong> instructional methods to address the individualized needs of Ss with disabilities</td>
<td><strong>Instructional</strong> methods do <strong>not consistently</strong> address the individualized needs of Ss with disabilities</td>
<td><strong>Instructional</strong> methods include use of <strong>assistive technology</strong> as needed to support the individualized needs of Ss with disabilities</td>
<td><strong>Ss</strong> with disabilities <strong>manage</strong> many of their own scaffolds and supports, including assistive technology as needed</td>
</tr>
<tr>
<td><strong>Does not provide</strong> individualized supports (including accommodations and modifications as indicated on Ss’ IEPs and 504 plans)</td>
<td><strong>General</strong> accommodations or modifications provided but <strong>no individualized supports</strong> provided, as indicated on Ss’ IEPs and 504 plans</td>
<td><strong>Instruction includes</strong> accommodations and modifications as indicated on Ss’ IEPs and 504 plans</td>
<td><strong>Ss</strong> have consistent access to <strong>individualized</strong> accommodations and modifications as indicated on Ss’ IEPs and 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs</td>
</tr>
<tr>
<td><strong>No opportunity</strong> for Ss with disabilities to actively participate in grade-level and standards-based content</td>
<td><strong>Ss</strong> with disabilities have <strong>inconsistent access</strong> to grade-level and standards-based content throughout instruction</td>
<td><strong>Ss</strong> with disabilities <strong>access</strong> grade-level and standards-based instruction</td>
<td><strong>Ss</strong> with disabilities demonstrate ability to <strong>transfer</strong> grade-level &amp; standards-based content <strong>across contexts</strong></td>
</tr>
</tbody>
</table>
### D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

#### D1. REFLECTING on TEACHING TPE 6

<table>
<thead>
<tr>
<th>Reflections on teaching indicate:</th>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC is unsure of whether the lesson was effective or achieved its instructional outcomes OR the TC profoundly misjudges the success of a lesson</td>
<td></td>
<td></td>
<td></td>
<td>TC makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites many specific examples – including the results of formative assessments – to support this judgment</td>
</tr>
<tr>
<td>TC has no suggestions for how a lesson could be improved</td>
<td></td>
<td></td>
<td></td>
<td>TC offers several specific alternative actions and measures probable success of those actions</td>
</tr>
<tr>
<td>TC has generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes general suggestions for how a lesson could be improved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes a few specific suggestions of what can be tried the next time the lesson is taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes; TC can cite general references to support this judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes; TC cites many specific examples – including the results of formative assessments – to support this judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### D2. PROFESSIONALISM TPE 6

<table>
<thead>
<tr>
<th>TC disregards professional best practices or policies</th>
<th>Not Demonstrated – 1</th>
<th>Partially Demonstrated – 2</th>
<th>Demonstrated – 3</th>
<th>Demonstrated with Distinction – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC must be reminded of professional best practices or policies</td>
<td></td>
<td></td>
<td></td>
<td>TC proactively implements professional best practices or policies</td>
</tr>
<tr>
<td>Potentially distracting attire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Ss or other adults overly confident or overly timid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Ss or other adults occasionally too confident or too timid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC’s attempts to serve Ss are inconsistent or limited, which results in some Ss being ill-served</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC is not alert to Ss’ needs, engaging in inappropriate practices that result in Ss being ill-served</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC is receptive to professional best practices or policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate attire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Ss and adults appropriately confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC is active in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes a concerted effort to challenge negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC is highly proactive in serving Ss, seeking out resources when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC offers several specific alternative actions and measures probable success of those actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate attire and well-suited to classroom context and lesson content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Ss and adults appropriately confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC is highly proactive in serving Ss, seeking out resources when needed</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC makes a concerted effort to challenge negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Dispositions for Multiple Subject Teaching

The MSTEP assessment process ensures that teacher candidates have the dispositions that are required in the teaching profession. The MSTEP Dispositions Assessment Tool is a set of rubrics that indicate levels of performance for dispositions that are necessary to be an effective and skilled teacher. Students will be on a developmental continuum of these skills, but it is expected that teacher candidates are generally operating at a Level 2 during the program and reach a Level 2 for all dispositions by the end of the MSTEP Program. Evaluation using the Dispositions Assessment Tool can occur at any time there are serious concerns about a student’s or candidate’s dispositions, but it is expected to be used as specified below, with a formative evaluation at the mid-quarter and summative evaluation at the end-of-quarter. When there are areas of concern (Level 1 ratings), students or teacher candidates are expected to show advancement to Level 2 by the end of the term.

What are dispositions?
Traditionally, dispositions are defined as “inherent qualities of mind and character.” In addition, they can refer to someone’s inclinations or tendencies (e.g., a disposition towards social justice).

What are dispositions for teachers?
The National Council for Accreditation of Teacher Education (NCATE) sets standards that require students to demonstrate professional dispositions necessary to support the achievement of all children (see NCATE president's discussion: Wise, Arthur E., “Disposed to Teach? What Teachers Must Know and Be Able to Do”).

Why are we assessing dispositions?
- NCATE requirement to measure “professional knowledge, skills, and dispositions necessary to help all students learn” (NCATE, 2002).
- CTC Teacher Performance Expectations: (12) Professional, Legal and Ethical Obligations and (13) Professional Growth.
- Research base: Teacher impact on student achievement: “Parents, teachers, educators and researchers agree that effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills and possess dispositions that foster growth and learning in students” (Wasicsko, 2002).
- Ethical and professional responsibility: Patterns that emerge in teacher preparation are likely to be present in classroom teaching. As an institution that recommends candidates for teaching credentials, it is our professional and ethical responsibility to use our best judgment and distinct observation to identify and evaluate the dispositions of students.

How and when are we assessing dispositions?
The three points of formal assessment of student or candidate dispositions are:
- Preadmission (EDUC 428)
- Clinical Practice I (Methods instructor, university supervisor, and teacher candidate)
- Clinical Practice II (university supervisor, classroom teacher and teacher candidate)
- Clinical Practice III (university supervisor, classroom teacher and teacher candidate)

At any point, an interim assessment may be completed using a Disposition Check. School of Education staff may also use a Disposition Check to provide information about the disposition of a Cal Poly student or MSTEP teacher candidate.

What is the disposition assessment process?
- All students seeking to enter the MSTEP program will be evaluated using the Disposition Assessment form prior to admission through a Disposition Conference (EDUC 428). At this time, students will also self-evaluate. This evaluation will be used as criteria for admission in the program and serve as a baseline for monitoring dispositional development.
- In Clinical Practice I, II and III, supervisors (with input from cooperating teachers) will evaluate teacher candidates’ dispositions and teacher candidates will self-evaluate. On the Clinical Practice III assessment, all teacher candidates must at least meet the middle level indicator for each dispositional item in order to graduate from the program.
- Interim dispositional assessments will only occur if a university teacher and/or staff, university supervisor or cooperating teacher believes there is a dispositional issue (i.e., the teacher candidate receives the lowest level on any one item) and teacher candidates will be notified by a Disposition Check. This notification may occur in person or via correspondence. The Coordinator will also receive notification of the Disposition Check. Teacher candidates may be removed from placements and/or the program at any time due to dispositional issues.

How can dispositions be improved?
- Additional classes (e.g., Culturally Responsive Education, writing support)
- Counseling
### Dispositions Evaluation Tool for the MSTEP Program

<table>
<thead>
<tr>
<th>Student/Candidate:</th>
<th>Evaluator:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase of Program</strong></td>
<td><strong>Pre-Admission</strong></td>
<td><strong>Professional Quarter I (CP I)</strong></td>
</tr>
</tbody>
</table>

#### A. Attendance
- 3. Exemplary attendance.
- 2. Consistent attendance.
- 1. Inconsistent attendance.

#### B. Punctuality
- 3. Exemplary punctuality.
- 2. Consistent punctuality.
- 1. Inconsistent punctuality.

#### C. Work Habits
- 3. Work is on time and completed independently or with minimal guidance.
- 2. Work is on time.
- 1. Work is often late or timely completion of work requires extensive guidance.

#### D. Work Quality
- 3. Work is consistently well thought out and carefully prepared.
- 2. Work is sufficiently thought out and prepared.
- 1. Work is of poor quality and lacks organization and preparation.

#### E. Oral Expression
- 3. Demonstrates excellent abilities in expressing ideas and positively facilitates and supports classroom discourse.
- 2. Demonstrates ability to express ideas and positively support classroom discourse.
- 1. Frequently has difficulty with expressing ideas and/or rarely or infrequently supports classroom discourse.

#### F. Written Expression
- 3. Work is consistently well organized, clearly expresses ideas, and is free of grammatical errors.
- 2. Work is organized, clearly expressed, and contains few grammatical errors.
- 1. Work frequently lacks organization, clarity, and grammatical correctness.

#### G. Collaboration
- 3. Facilitates collaboration with others, ensuring collaborative efforts are successful.
- 2. Generally collaborates and/or will collaborate when asked.
- 1. Has difficulty collaborating and/or hinders group efforts. May excessively dominate or withdraw from collaborating.

#### H. Response to Critical Feedback
- 3. Actively solicits critical feedback and insights from others and acts on feedback from others.
- 2. Is receptive to critical feedback and adjusts performance accordingly.
- 1. Has difficulty accepting critical feedback and may be defensive or resistant.

#### I. Response to Multiple Perspectives
- 3. Incorporates multiple perspectives when making decisions.
- 2. Considers multiple perspectives.
- 1. Has difficulty considering perspectives that differ from one's own.

#### J. Self-Confidence in Professional Settings
- 2. Sufficiently confident and comfortable.
- 1. Often appears unsure, self-conscious, or is inappropriately self-assured.

#### K. Intellectual Independence
- 3. Exceeds expectations and demonstrates an ability to connect big ideas and take risks.
- 2. Meets expectations by doing what is asked, exhibiting some skill in conceptualizing and applying big ideas.
- 1. Does what is asked, but has difficulty conceptualizing and applying big ideas.

#### L. Promoting Social Justice
- 3. Consistently promotes social justice, equity and fairness by highlighting issues in curriculum and creating lessons with universal access for all.
- 2. Sometimes contributes to promotion of social justice, equity and fairness by highlighting issues in curriculum and/or sometimes creating lessons or opportunities for universal access for all.
- 1. Rarely promotes social justice, equity, and fairness through highlighting issues in curriculum and/or lessons do not allow for universal access for all.

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†† Professional conduct is represented by at least a Level 2 rating in all categories of dispositions.

MSSTEP Program – School of Education