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Overview of STEP Conceptual Framework

Vision and Mission

Aiming to enable all people to achieve maximum benefit from their educational experiences, the Stanford University School of Education (SUSE) seeks to continue as a world leader in ground-breaking, cross-disciplinary inquiries that shape educational practices, their conceptual underpinnings, and the professions that serve the enterprise. The School seeks to develop the knowledge, wisdom, and imagination of its students, who assume leadership positions and improve the quality of education around the globe.

Philosophy, Purposes, and Goals

The work of SUSE rests on the belief that the goal of the educational enterprise is the success of all pupils, and that this goal should organize the connected work of both researchers and practitioners. The School seeks to develop educators’ professional knowledge and expertise to enable all pupils to reach intellectually and academically challenging learning goals. The School’s work is based on the assumption that such knowledge and skill develop through studying, acting, and reflecting in professional communities of educators. Educators act to foster and sustain a democratic and just society in the construction, development, and use of knowledge. Education is, therefore, both a moral and political act.

SUSE faculty and students seek to apply rigorous methods of research and scholarship to address the challenges that arise in a variety of learning contexts and educational endeavors. The elevation of the teaching profession is among the institution’s goals. Consistent with these commitments, the Stanford Teacher Education Program (STEP) has the primary goal of preparing and supporting teachers who can create equitable classrooms and schools in which all learners meet high intellectual, academic, and social standards.

STEP is a 12-month post-baccalaureate course of study for prospective elementary and secondary teachers. The program combines a full year of student teaching with 45 credits of graduate coursework leading to a Master of Arts in Education and a California Preliminary Multiple Subject or Single Subject Teaching Credential. STEP’s small cohort size, access to accomplished K-12 and university faculty, and coherent design offer focused coursework interwoven with hands-on teaching experience, sustained mentoring, and personalized advising. The program advocates teaching that is content-based and context-responsive, with a strong emphasis on both the development of content-specific pedagogy and preparation to teach culturally and linguistically diverse learners. The program supports the preparation of

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1 STEP’s conceptual framework originated in 1998 as part of STEP’s redesign, which was initiated when Professor Linda Darling-Hammond came to Stanford and assumed the role of faculty adviser to the program. Dr. Darling-Hammond and Dr. Rachel Lotan collaborated with SUSE faculty to develop a conceptual framework that drew upon current scholarship about teaching, learning, and teacher education. The complete version of this document, including relevant citations, is available in the STEP handbook. (See Conceptual Framework for Professional Education.)

2 60–80 candidates in the Single Subject Program and up to 25 in the Multiple Subject Program
reflective practitioners who work collaboratively with other educators to inquire into learning, refine their teaching, and solve common problems of practice.

Key Knowledge and Theories

Educators learn by studying, doing, and reflecting; by collaborating with other professionals; by looking closely at pupils and their work; and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms divorced from engagement in practice or in school classrooms divorced from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry.

These principles underlie the programmatic design of STEP, which brings together university- and school-based curricula. This design integrates the many areas of knowledge that inform effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in multiple clinical contexts. The capacity to look at classroom events empirically and analytically and to merge theory and practice is critical to the process of effective teaching and leadership. To be constructive, this reflection is informed by knowledge about learning and teaching and based upon the effects of one's actions on learners.

Because of the situated nature of educational decision-making, STEP’s design reflects the idea that learning to teach involves learning about practice in practice. Theories and methods encountered in coursework resonate with practices encountered in the field and vice versa, a consistency supported by strong relationships with partner schools in which candidates complete their field placements. This integration of coursework and fieldwork provides opportunities to connect theory and practice, particularly when course assignments draw on and inform the candidate’s work in the clinical setting. Learning from practice is most effective when supported by the guidance of experienced practitioners who model effective teaching practices and provide targeted feedback to candidates. Cooperating teachers and supervisors serve as expert veterans who lead candidates through a process of graduated responsibility in the clinical placement over the course of an entire academic year.

SUSE’s approach to education assumes that learning takes place within professional communities of practice. Researchers and practitioners alike need to know how to strengthen their practice through sustained collaboration, an important feature of learning experiences throughout the School of Education. To support their ongoing learning, educators collaborate with colleagues to plan, assess, reflect upon, and improve practice.

Candidate Proficiencies

If educators are to ensure success for pupils who learn in different ways, have different intellectual and academic strengths, and encounter a variety of learning challenges, then those educators must know a great deal about the learning process and have a wide repertoire of
teaching tools at their disposal. They must be responsive to the diverse needs of individual pupils and aware of the social, economic, and political contexts that inform classroom teaching. STEP seeks to connect knowledge of learning, teaching, and the social contexts of education to the core tasks of teaching: diagnosis of student strengths, interests, and needs, planning, instruction, and assessment of learning.

STEP uses criteria for candidates’ performance that are aligned with national, state, and institutional standards. These standards include the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the standards of the National Board for Professional Teaching Standards. To inform the focus on developing pedagogical content knowledge in the disciplines, STEP draws upon subject-specific national and state curricular standards. Taken together, these standards articulate what it means to be a professional educator and what effective teachers must know and be able to do. In particular, the addition of PACT to STEP’s assessment system has formalized the program’s attention to the standards specified in the California curriculum frameworks for each content area, as mandated by the state.

STEP candidates demonstrate an understanding of how pupils learn and grow, how they acquire language, how they develop literacy in all content areas, and how they grow physically, socially, emotionally and intellectually as individuals. Candidates show that they possess strong content knowledge in the discipline(s) they plan to teach, as well as a repertoire of ways to teach that content to diverse learners. STEP’s emphasis on content-specific pedagogy includes the capacity to identify and use appropriate technological resources and tools to support learning in the disciplines. Additionally, candidates demonstrate their ability to use a variety of formal and informal assessments to analyze what pupils have learned and to use this information to shape subsequent planning and instruction.

STEP further requires that candidates provide evidence that they can create classroom communities that support all learners and value their contributions. Candidates also demonstrate an understanding of diverse cultures and the ability to enact culturally responsive pedagogy. They demonstrate the use of collaborative classroom structures that cultivate productive interactions among pupils and support shared learning. Candidates build equitable classrooms that sponsor rich discourse among academically and linguistically diverse learners and press for disciplined reasoning on the part of all students. Candidates know how to communicate with families about students’ progress and how to tap the funds of knowledge that students bring to the classroom. They understand how to work with parents and families to learn more about their students and to shape supportive experiences at school and home.

Finally, candidates are able to analyze and reflect on their practice. Individually and with others, they assess the effects of their work to refine and improve their practice. This reflection is based on specific evidence of student learning, drawn from multiple sources of information that include classroom observation, written assessments and other student work, the feedback of peers and expert practitioners, and video records of classroom practice. Candidates develop these abilities in the context of a professional identity based on an ethos of care and a concern for ethical and moral behavior, as well as a commitment to the highest standards of professional conduct in working with students, families, and colleagues.
Description of Assessment System

STEP uses an assessment system that provides comprehensive and systematic data on individual candidate qualifications and performance, as well as data about curriculum and program outcomes. STEP considers admissions criteria for the assessment of candidates’ subject matter preparation and their potential to become effective beginning teachers. Throughout the year STEP uses a variety of formative assessments, including course assignments and quarterly assessments of clinical work, to document candidates’ professional growth.

The summative assessment for all candidates is the Performance Assessment for California Teachers (PACT), which requires candidates to assemble documentation of their teaching practice in specific content areas. Single Subject candidates present evidence of their teaching in the content area for which they are being credentialed, and Multiple Subject candidates document their teaching of four key content areas—Literacy, Mathematics, History/Social Science, and Science. Candidates must also meet Stanford University’s requirements for the Master of Arts degree, as well as state-approved requirements for the Preliminary Credential. After candidates have completed the program, STEP administers a variety of survey instruments to collect data from graduates and employers, and uses this information to inform program improvement.

Changes to Conceptual Framework

Significant programmatic changes have shaped the overview of the conceptual framework. Since the last accreditation cycle, SUSE’s Prospective Principals Program has been discontinued, and STEP has expanded to include a Multiple Subject Credential program. The updated overview of the conceptual framework also reflects the centrality of assessment, both the ability of teacher candidates to assess the learning of their own pupils, as well as the ability of the teacher preparation program to assess candidates’ preparedness for the teaching profession. The addition of PACT to STEP’s assessment system has substantially enhanced the program’s ability to draw on reliable sources of evidence in evaluating the program’s effectiveness in preparing beginning teachers.

Most recently, STEP’s relationships with Teachers for a New Era and the Woodrow Wilson Foundation have highlighted the connections between programs in the education school and those in the humanities and sciences. These collaborations have also informed STEP’s attention to the continuum of teacher development, beginning in the undergraduate years and extending into the early years of independent practice.

These developments, as well as the arrival of new faculty members, will lead to a review of the conceptual framework so that it can be updated to include the most recent scholarship in the field and to reflect programmatic changes. This process began in the fall of 2008.
California Standards for the Teaching Profession

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students’ differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California’s children and our nation’s future.

Engage and support all students in learning.

**Teachers need to:**
- use knowledge of students to engage them in learning;
- connect learning to students’ prior knowledge, backgrounds, life experiences, and interests;
- connect subject matter to meaningful, real-life contexts;
- use a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs;
- promote critical thinking through inquiry, problem solving, and reflection;
- monitor student learning and adjust instruction while teaching.

Create and maintain effective environments for student learning.

**Teachers need to:**
- promote social development and responsibility within a caring community where each student is treated fairly and respectfully;
- create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students;
- establish and maintain learning environments that are physically, intellectually, and emotionally safe;
- create a rigorous learning environment with high expectations and appropriate support for all students;
- develop, communicate, and maintain high standards for individual and group behavior;
- employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn;
- use instructional time to optimize learning.

Understand and organize subject matter for student learning.

**Teachers need to:**
- demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks;
- apply knowledge of student development and proficiencies to ensure student understanding of subject matter;
- organize curriculum to facilitate student understanding of the subject matter;
- utilize instructional strategies that are appropriate to the subject matter;
- use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students;
- address the needs of English learners and students with special needs to provide equitable access to the content.

Plan instruction and design learning experiences for all students.

**Teachers need to:**
- use knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction;
- establish and articulate goals for student learning;
- develop and sequence long-term and short-term instructional plans to support student learning;
- plan instruction that incorporates appropriate strategies to meet the learning needs of all students;
- adapt instructional plans and curricular materials to meet the assessed learning needs of all students.

Assess students for learning.

**Teachers need to:**
- apply knowledge of the purposes, characteristics, and uses of different types of assessments;
- collect and analyze assessment data from a variety of sources to inform instruction;
- review data, both individually and with colleagues, to monitor student learning;
- use assessment data to establish learning goals and to plan, differentiate, and modify instruction;
- involve all students in self-assessment, goal setting, and monitor progress;
- use available technologies to assist in assessment, analysis, and communication of student learning;
- use assessment information to share timely and comprehensible feedback with students and their families.

Develop as a professional educator.

**Teachers need to:**
- reflect on teaching practice in support of student learning;
- establish professional goals and engage in continuous and purposeful professional growth and development;
- collaborate with colleagues and the broader professional community to support teacher and student learning;
- work with families to support student learning;
- engage local communities in support of the instructional program;
- manage professional responsibilities to maintain motivation and commitment to all students;
- demonstrate professional responsibility, integrity, and ethical conduct.
Teaching Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

1. Specific Pedagogical Skills for Subject Matter Instruction
   - Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
   - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

2. Monitoring Student Learning During Learning
3. Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
   - Developmentally Appropriate Practices in Grades K-3
   - Developmentally Appropriate Practices in Grades 4-8
   - Developmentally Appropriate Practices in Grades 9-12
7. Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

8. Learning About Students
9. Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

10. Instructional Time
11. Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

12. Professional, Legal, and Ethical Obligations
13. Professional Growth
Stanford Teacher Education Program
Guiding Principles for Selecting Placements

The purpose of student teaching occurring concurrently with university coursework is to allow teacher candidates the opportunity to construct bridges between theory and practice.

Teacher candidates spend time in schools and classrooms observing and practicing different approaches to teaching and learning. They experience the rhythms of a day, week, semester, and ultimately the year as they develop relationships with students, school faculty, parents/families, and others involved in the work of the school. Carefully chosen settings with expert cooperating teachers support the candidates’ growth and development as novice teachers. When cooperating teachers open up their classroom to a teacher candidate by being a mentor and coach is an important contribution to the profession and to the preparation of new teachers.

Principle #1:    Teacher candidates need opportunities to learn and engage in equitable practices.
Principle #2:    Teacher candidates need opportunities to observe high quality teaching.
Principle #3:    Teacher candidates need opportunities to engage with high quality mentors.
Principle #4:    Teacher candidates are best supported when their placements and their university-based program (STEP) are a mutually valued partnership.

Finding/selecting placements based on the principles
While the selection of a placement is a thoughtful, multi-layered process, we do not have a list of “requirements” that each site must meet. Rather, we employ the four guiding principles described above to assist with the important task of selecting placements. These principles are based on:

- research on teacher development and mentoring
- our program design, including content-based Curriculum & Instruction courses.

In order to find placements for our teacher candidates that reflect a balance of these guiding principles, we spend time getting to know the work of teachers in the diverse communities neighboring Stanford’s campus. Our original contact with a potential placement site is the result of various interactions/exchanges, including, but not limited to:

- a school principal contacts STEP and expresses interest in having a few of his/her teachers serve as cooperating teachers;
- a current cooperating teacher recommends a friend/colleague to STEP as a possible cooperating teacher;
- a STEP colleague recommends a teacher/school as a possible placement site.

Following the original recommendation or referral, STEP’s director of clinical work and other STEP faculty/staff visit the school site. The purpose of this visit is primarily to obtain an overall sense of the school and classroom culture. During this visit, we employ connoisseurship and collect information (in this case, by observing teachers at work with students as well as with their peers, by observing the classroom environment, by looking at student work, by talking with teachers, students, and school administrators). We consider that information in light of the guiding principles stated above. In some cases, a second visit will be made to gather additional information. When we find a teacher whose practices reflect our guiding principles, we consider that placement for our current and/or future teacher candidates.
The following is a list of suggestions for building a relationship as a cooperating teacher and teacher candidate. Establishing a professional relationship and getting to know each other personally will create a strong basis for your work together. The suggestions below are meant to open conversations and establish expectations prior to the start of school.

Get to Know Your Teacher Candidate:

- What teaching, tutoring, or coaching experience do you have?
- What skills, talents, interests, languages and cultural understandings are you bringing?
- What goals do you have for this placement, and for their program?
- What are your professional growth goals?
- What do you think are your strengths in teaching and planning, and in what areas might you need extra support (e.g. good at reading aloud, keeping materials organized is difficult)? Are you comfortable letting me know when they are ready to take on more, or do you want me to take the lead and push you forward? Are you comfortable jumping in, or do you want time to just observe?
- How are you feeling about getting started?

Starting out together:

- Discuss the activities planned for teachers before the opening of school. Decide together which the candidate will attend.
- Invite teacher candidate to help you set up your room.
- Talk about your approach to classroom leadership and management. What are the norms you will be working to establish in your class during the first weeks?
- Talk about your teaching plans for the first few weeks.
- Together, outline appropriate and active roles for the candidate to take on, starting on the first day, and how candidate will receive support to be comfortable in those roles (i.e. working with individual students, taking role, pre-assessments).
- Schedule a weekly meeting/planning time.

Introduction to the Classroom:

- Introduce the teacher candidate to colleagues in the school and put the teacher candidate’s name on the door.
- Introduce the teacher candidate to parents through a letter home or as an item in the school newsletter.
- Encourage the candidate to introduce him or herself to the class.
- Create a space for the teacher candidate, such as a special desk or table for the teacher candidate’s use.
- Discuss student information such as test scores and IEPs, and let the teacher candidate know what information is available.
- Introduce routines and procedures for getting students through the school day (e.g. attendance, bathroom).

Getting to Know Your Cooperating Teacher:

- What grade levels you have taught?
- What special trainings have you had that you find to be valuable?
- What skills, talents, interests, languages and cultural understandings do you bring to your classroom?
- What goals do you have in supporting a STEP teacher candidate?
- What are your professional growth goals?
- How are you feeling about getting started?
- Agree to ask each other questions when in need of clarification.

- Figure out a regular communication system. Consider time needs of the cooperating teacher and the learning needs of the candidate ( time to ask questions, hear you talk about planning/curriculum/ instruction/ students, get feedback on their teaching). Be creative about how to make it work for both you, such as an interactive journal, email, lunch breaks, after school
- Talk about how you use your lunch and before & after school times, and come to a mutual understanding about what the candidate can do during those times (work/plan/relax with you or be self-directed).
- Talk about your willingness to be flexible and to say no when needed. Candidates can feel nervous about asking you to accommodate them.

Introduction to the School Community:

- Take a tour of the school building.
- Discuss the characteristics of the school neighborhood
- Provide details around school enrollment, demographics, class size, etc.
- Articulate the rules, regulations and practices of the school; share the school’s mission, as well as the services and programs that are provided.
- Outline staff procedures for yard duty, photocopying, study hall, supplies, audio-visual equipment.
- Discuss the level of parent-involvement at the school (e.g. volunteer programs, organizations)
- Share policies around emergencies, confidentiality, reporting.
Graduated Responsibility: Principles and Practices

Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor. Graduated responsibility insures that guidance from experienced teachers shapes each candidate’s development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways by trying out ideas learned in university coursework and building a wealth of practical experience. Over time each candidate experiences an increasing sense of ownership for the teaching and learning in the placement classroom.

Principles of Graduated Responsibility

1. **Shared practice allows for an ongoing exchange of ideas about student learning.**
   As co-practitioners, the cooperating teacher and the teacher candidate frequently and systematically engage in conversations about student learning. The cooperating teacher and university supervisor help the candidate understand the guiding principles behind a teacher’s decisions regarding planning, instruction, and assessment. The quantity of time devoted to these discussions remains consistent throughout the year, though the focus of these discussions will shift as the candidate takes on greater responsibility, becomes more competent in certain aspects of teaching, and identifies new areas for growth.

2. **Support for the candidate evolves throughout the year according to targeted areas for professional growth.**
   The candidate, the cooperating teacher, and the supervisor jointly identify areas of growth for the candidate, and the cooperating teacher and supervisor tailor their support to match those needs. They recognize that the candidate’s development will not be linear but will ebb and flow as the candidate does more of the planning, instruction, and assessment. The candidate is responsible for using the feedback of the cooperating teacher and supervisor to make progress on his or her professional goals.

3. **Each candidate experiences an individual process of professional growth.**
   Graduated responsibility honors each candidate’s unique developmental trajectory as a novice teacher. Therefore, independent student teaching begins when the time is right, not at a pre-determined point during the school year. If a candidate may not be ready in time to fulfill the requirements for the duration of the independent student teaching period, then the supervisor and/or cooperating teacher will identify this concern in time to develop an alternative plan for the candidate.
**Graduated Responsibility in Practice**

This section suggests ways in which the principles of graduated responsibility might be enacted throughout the year in the relationship among the candidate, the cooperating teacher, and the supervisor. These descriptions are not meant to be prescriptive; rather, they provide suggestions about how each person’s role might evolve over time. The guidelines assume that reflection is an ongoing part of the candidate’s work and is a consistent focus of the conversations the candidate has with the cooperating teacher and supervisor about teaching and learning.

**Early in the Year**

**Planning:** The cooperating teacher is the primary architect of the unit and lesson plans and spends time discussing the design of these plans with the candidate. The cooperating teacher articulates and explains the learning goals and assessment plan and provides a rationale for the activities selected to support student learning. Over time the cooperating teacher gives the candidate responsibility for designing increasingly complex learning segments, leaving time to review the candidate’s plans before they are implemented. The supervisor supports the candidate and cooperating teacher in establishing a strong collaborative relationship.

**Instruction:** The candidate initially observes the cooperating teacher’s instruction, paying particular attention to student learning, and the cooperating teacher models a variety of pedagogical practices. The candidate and cooperating teacher reflect together on the outcomes of these lessons as the cooperating teacher shares the thinking behind particular instructional decisions. In addition, the candidate actively participates in classroom routines, such as taking roll, collecting assignments, and working with small groups and individual students. The candidate soon takes responsibility for short learning segments, such as introducing a lesson, giving instructions, or facilitating a brief discussion. The supervisor observes some of these learning segments and, together with the cooperating teacher, focuses the candidate’s attention on specific aspects of effective teaching.

**Assessment:** The candidate and cooperating teacher review student work together and discuss its strengths and weaknesses. The candidate records student responses when observing the cooperating teacher teach, after which they interpret this data together. With the guidance of the cooperating teacher and supervisor, the candidate designs and implements pre-assessments prior to a new unit of instruction. The candidate, cooperating teacher, and supervisor discuss how this information informs subsequent planning and instruction.

**Communication with Families:** The candidate attends parent conferences (including IEP and SST meetings) and Back-to-School events when possible. The cooperating teacher models communication with families and shares relevant school policies. The candidate makes positive phone calls home and may complete a home visit. The cooperating teacher and candidate co-write a letter to families to introduce the candidate’s role in the classroom.
Moving Forward

**Planning:** The cooperating teacher and candidate continue to co-plan, with the candidate taking more responsibility for the design of particular lessons rather than drawing primarily on the cooperating teacher’s lesson plans. The cooperating teacher and supervisor provide many of the resources for planning (texts, ideas, etc.) and offer feedback, but the candidate also begins to experiment with his/her own ideas, some of which will correspond to what s/he is learning in university coursework.

**Instruction:** The candidate implements learning segments of increasing length and complexity, which leads to the delivery of entire lessons and, in time, sequences of related lessons. With the support of the cooperating teacher and supervisor, the candidate tries a variety of instructional strategies, such as direct instruction, discussion, group work, and student-centered activities. The supervisor and cooperating teacher help the candidate negotiate the challenges of taking on more responsibility and balancing multiple aspects of the teaching role.

**Assessment:** The candidate and cooperating teacher read anchor assignments together to norm expectations for feedback, after which the candidate takes responsibility for responding to student work. The cooperating teacher reviews these responses and helps the candidate refine his/her formative feedback. The candidate also begins to develop and select assessments independently. The cooperating teacher and supervisor help the candidate to analyze whole-class assessments and then to use this information to modify instruction and address the needs of individual students.

**Communication with Families:** With the support of the cooperating teacher, the candidate increases communication with families, including calls and e-mails in support of students who may be struggling. When possible, the candidate continues to be present for meetings with parents and guardians.

Independent Student Teaching

**Planning:** The candidate has primary responsibility for planning. Drawing on what s/he has learned from both university coursework and experience in the field, the candidate hones his/her ability to organize instruction over several weeks. The cooperating teacher and supervisor continue to be key resources by keeping the candidate mindful of relevant curriculum standards, helping the candidate to anticipate scheduling issues in the school calendar, and providing feedback about the long-range planning.

**Instruction:** The candidate takes responsibility for all instructional time, using a variety of methods to meet student needs. The cooperating teacher and supervisor continue to provide regular feedback on the candidate’s instruction. The cooperating teacher moves in and out of the classroom and occasionally supports the candidate’s instruction by facilitating small groups or working with individual students as needed.

**Assessment:** The candidate takes primary responsibility for all assessments of student learning, keeping the cooperating teacher continuously informed about student progress and using the guidance of the cooperating teacher and the supervisor to refine his/her assessment practices.
**Communication with Families:** The candidate assumes responsibility for keeping families informed about student progress and may develop new ways to involve families in student learning. The candidate may initiate parent conferences and may also participate in a student study team meeting.

**Graduated Responsibility Across Two Placements**

STEP Elementary teacher candidates always have two placements during the academic year, and STEP Secondary teacher candidates occasionally change placements mid-year. Candidates enter a new placement with a wealth of experience and knowledge learned in their first setting. At the same time, it can take time to acclimate to changes in grade level, school, curricular focus and/or student population. Below are some ideas for how to begin in a new placement in ways that utilize the candidate’s strengths and provide opportunities for continued growth, while allowing time for the candidate to find his/her place in the new classroom. The integration plans for the winter/spring placements can also support the candidate’s transition into a new environment.

- Schedule a three-way meeting with the candidate, cooperating teacher and supervisor to discuss the candidate’s strengths and learning goals in order to formulate a plan for the first few weeks of the placement.

- Capitalize on the strengths of the candidate, but also recognize that the new placement is a new context. For example, the candidate might teach learning segments in areas that feel comfortable to individuals or small groups.

- Allow ample time for the teacher candidate to get to know the students. Consider how the candidate might work with individuals or small groups.

- Plan for time to discuss class norms, the curriculum covered in the year to date and future learning.
Independent Student Teaching in STEP

The period of independent student teaching is an essential component of STEP in that it provides the teacher candidate with the opportunity to integrate the core tasks of teaching: diagnosis of student strengths, interests, and needs, planning, instruction, and assessment of learning, and to solidify his/her identity as a professional educator. The cooperating teacher and university supervisor support the candidate in this process. After a significant period of co-teaching, the candidate takes primary responsibility for planning and implementing lessons, assessing student learning, and communicating with families about student progress while continuing to have access to feedback, resources and support from the cooperating teacher and supervisor.

**When does independent student teaching take place?**

Secondary candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. Because graduated responsibility honors each candidate’s unique developmental trajectory, independent student teaching begins at a different time for each candidate. The university supervisor and cooperating teacher agree on a timeline that makes sense for each candidate based on his or her strengths and performance as a developing teacher.

Elementary candidates complete ten days of independent student teaching during a three week window in spring quarter. In mid-March the university supervisor, cooperating teacher, and teacher candidate begin to discuss how the candidate will gradually increase ownership of classroom activities to allow for a seamless transition into independent student teaching.

Once the cooperating teacher and university supervisor have determined that the candidate is ready to begin independent student teaching, the candidate must submit to STEP the “Advancement to Independent Student Teaching” form. The cooperating teacher, university supervisor, director of clinical work, and program director indicate their approval by signing the form.

**How do the cooperating teacher and university supervisor support independent student teaching?**

To support the candidate as he/she takes on a more independent role in the classroom, the cooperating teacher, university supervisor, and candidate are encouraged to develop a schedule for independent student teaching, determining when the cooperating teacher leaves the classroom and whether any special events take place during independent student teaching. The cooperating teacher continues to provide the support that the candidate needs to plan
curriculum and conducts routine observations of the candidate's teaching. The two continue to meet and reflect on a regular basis. Ongoing communication among the cooperating teacher, university supervisor, and candidate ensures that concerns can be addressed in a timely manner and that the candidate gets the support needed both in the field placement and in university coursework.

**To what extent can the candidate make his/her own choices during independent student teaching?**

Independent student teaching provides the opportunity for candidates to design and try out instructional activities to support any previously established curriculum for that period of time. The candidates are encouraged to seek support from their cooperating teachers, supervisors and course instructors in designing the curriculum and instruction during independent student teaching. Independent student teaching affords the candidate increased freedom to make choices around classroom structures, instructional strategies, and curriculum design, while building on prior instruction and maintaining routines that support student learning. An important goal for independent student teaching is to strike a balance among the local context, the needs of the students, and the interests and developmental needs of the candidate.

**To what extent is the cooperating teacher present in the classroom during independent student teaching?**

Although the candidate assumes responsibility for the classroom during independent student teaching, the cooperating teacher remains the "teacher of record" throughout the academic year. Cooperating teachers are encouraged to move in and out of the classroom during independent student teaching, allowing the candidate plenty of time in charge of the classroom. The cooperating teacher remains accessible for questions and support. If certain classroom activities benefit from the presence of two teachers (e.g., reading groups, labs), the cooperating teacher can support a consistent learning experience for the students by remaining in the room and continuing to assume a role in these activities.

**What role do candidates have in the secondary placement during independent student teaching? (STEP Secondary only)**

During the academic year the candidate gradually assumes more responsibility in both the primary and secondary placements. Whereas the candidate eventually "takes over" the primary course during independent student teaching, he/she remains in the role of co-teacher in the secondary course. In this capacity, the candidate engages in planning, instructing, assessing, and reflecting alongside the cooperating teacher, who maintains responsibility for the secondary placement through the end of the year.
STEP Observation Cycle

The university supervisor completes three formal observations of the teacher candidate each quarter. The purpose of these observations is to build a record of the candidate’s growth as an educator, to help he/she develop a variety of ways to reflect on practice, and to connect that reflective process to the California Standards for the Teaching Profession.

1. The Lesson Plan
   The teacher candidate consults with the cooperating teacher to identify learning goals that fit well with the flow of the class and with his/her knowledge of the students. The candidate designs a lesson plan to support the students’ progress toward these goals. The candidate designs the lesson plan on his/her own, but is encouraged to solicit input from the cooperating teacher, university supervisor, course instructors, and peers. Early in the year the lesson will be fairly short (10-20 minutes), but over time the observed lessons will grow longer. Eventually the candidate will create lesson plans that span the entire class period. While there is no standard format for the lesson plan, it should include the following elements:
   
   a. Learning goals for the students
   b. A description of the lesson in enough detail that a colleague could implement the plan
   c. Plan for assessing students’ progress toward the goals of the lesson

2. The Planning Conference
   In the planning conference the candidate confers with the university supervisor about the lesson plan. The supervisor will provide feedback to help the candidate revise the plan and prepare for the lesson. The supervisor’s expertise is especially useful in anticipating what students may find challenging, refining particular strategies that have been chosen for the lesson, and contemplating potential pitfalls in classroom management. Together, the candidate and university supervisor will also select a focus for the observation. For example, the supervisor might track students’ participation throughout the lesson or note the kinds of questions that the candidate is asking the students (see Observation Tools).

3. The Observation
   The supervisor observes the candidate implement the lesson he/she has designed. The supervisor will collect data to help the candidate see aspects of the lesson that are often difficult to notice as a new teacher. The supervisor will typically sit in an unobtrusive place in the room while taking notes, although he or she may occasionally circulate around the room to observe how students are engaging with the work. The supervisor may also arrive early or stay beyond the designated time of the lesson in order to understand of the broader context of the classroom.

4. The Debrief Conference
   During the debrief conference the candidate discusses the observed lesson with the supervisor and, when possible, the cooperating teacher. This debrief should be scheduled as soon as possible after the lesson’s completion so that the discussion is rooted in the specific details of
what happened. The debrief will help the candidate to celebrate the strengths of emerging practice, identify areas for improvement, and reflect on the experience of facilitating the lesson. The lesson will never go exactly as envisioned, but the moments that feel most uncertain or unclear often provide the richest opportunities for the candidate’s own learning.

5. The Reflection
Within 48 hours of the debrief session, the candidate submits a written reflection to the supervisor. Writing this reflection pushes the candidate to examine practice in a more sustained, deliberate way. It also demonstrates the candidate’s growing ability to reflect on your practice independently. This reflection does not merely recap what happened during the lesson or editorialize about a particular issue.

The following questions may help candidates to select a focus for the reflection:

a. Choose a moment during the lesson that surprised or challenged you. What key issue(s) arose at that moment? What have you learned by reconsidering that moment after the fact?
b. If you were to implement the lesson again, what would you do differently, and what would you repeat? Why? What did you notice that would lead you to alter your approach next time?
c. What was an important decision or adjustment that you had to make during the lesson? What influenced your decision-making in the moment? Looking back on that moment, what were the advantages and drawbacks of what you decided to do?
d. What have you learned about your students during this lesson? What have you leaned about yourself? What evidence of student learning can you identify, and how does that evidence influence what you will do next?
e. Discuss a specific fear or uncertainty that emerged for you during the lesson. What prompted it? How did it influence your teaching? What can you learn from it?
f. What connections can you find between what is happening in your classroom and what you are learning in your coursework? As you consider these connections, what questions have emerged as a result of this lesson? How do you answer those questions right now?

These prompts are not intended to provide an exhaustive menu of options. As the year progresses, the candidate will discover many new questions and ideas. Over time the candidate should, in consultation with the supervisor, pursue his/her own questions in the written reflections.

The reflection should:

- Offer careful analysis of specific moment(s) that arose during the lesson
- Provide concrete details to support that analysis
- Discuss how the analysis of this lesson will influence your future practice
- Make specific reference to the California Standards for the Teaching Profession
- Be 2-3 pages in length
- Employ the polished, edited writing of a professional educator

If the supervisor does not feel that the written reflection has met the above criteria, the candidate will be asked to revise and resubmit it.
Check One: □ 1st Placement (Fall) □ 2nd Placement (Winter/Spring)

Teacher Candidate: ____________________________________________________________

Last name                                      First name

Teaching assignment

School: _________________________________________________________________

Grade level: ________________________________

Cooperating Teacher: ______________________________________________________

Last name                                      First name

Weekly planning time: ____________________________

Day                                    Time
Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the university supervisor as they work in the clinical setting. The three work together to support the candidate’s growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate’s classroom experience with STEP coursework. All three parties sign this agreement.

The California Standards for the Teaching Profession (CSTPs) and Teacher Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate’s progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor. In addition to the CSTPs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

**Graduated Responsibility**

The structure of the STEP student teaching experience relies on the concept of graduated responsibility. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate’s development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways. Graduated responsibility prepares candidates for a two-week period of independent student teaching, which occurs within a predetermined window in the spring. During this time, the cooperating teacher ensures that the teacher candidate has ample guidance and support.

**The following documents support graduated responsibility:**

- Building Relationships Between Teacher Candidate and Cooperating Teacher
- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching Overview

**The Joint Work of the Cooperating Teacher and Teacher Candidate**

Together the cooperating teacher and the candidate move through all phases of the teaching cycle: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each area:

**Planning:**

- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Discuss rationale for the focus and sequencing of the curriculum.
- Articulate the intended educational goals and expected outcomes for the lessons, units and/or curricular areas.
• Explore strategies to diagnose and address specific student needs.

Instructing:
• Co-teach with teacher candidate according to the teacher candidate’s readiness
• Model a variety of teaching strategies for the teacher candidate.
• Provide opportunities for the teacher candidate to practice different teaching strategies.
• Demonstrate how to manage everyday teaching tasks such as taking role, giving directions, and handling paperwork.

Assessing:
• Discuss and model different assessment techniques (e.g., tests, performance assessments, peer review, self assessment, journals, portfolio, etc).
• Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:
• Reflect together about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
• Provide multiple opportunities for candidates to self-assess their teaching
• Make thinking visible and share your thoughts about the outcome of a lesson.
• Emphasize the teacher candidate’s strengths and give constructive, specific feedback about areas for improvement.
• Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be quite successful at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate in taking on more responsibility in the classroom. The candidate and cooperating teacher will continue to plan and debrief on a regular basis. By mid-spring, the teacher candidate should already have experienced significant responsibility for components of the curriculum. The cooperating teacher will continue to be a presence and provide support around the needs of individual students, curriculum planning, and the progress of the class.

The cooperating teacher, the university supervisor, STEP’s Director of Clinical Work, and Director determine the appropriate time for the candidate to begin independent student teaching. A minimum of two weeks of independent teaching is required. For more information, see the handbook document entitled Independent Student Teaching in STEP.

Responsibilities of the Cooperatoring Teacher
• Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
• Review the STEP handbook
• Observe the candidate’s teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
• Maintain proactive, ongoing communication with the supervisor about the candidate’s progress. The supervisor and cooperating teacher together monitor the candidate’s graduated responsibility trajectory. Should concerns exist, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
• Complete three quarterly assessments and upload them to Tk20 (http://stanford.tk20.com) by the following dates: Monday, December 8, 2014, Monday, March 16, 2015, Monday, June 1, 2015. (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before he or she can graduate.)
• Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate
The teacher candidate will maintain a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Maintain prompt and regular attendance and conscientious out-of-class preparation for his or her teaching responsibilities
- Maintain up to date records of course plans, unit plans, and lesson plans; abide by school policies; meet administrative due dates;
- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, Director of Clinical Work, and STEP Director
- Request absences for special circumstances in writing from cooperating teacher, Director of Clinical Work, and STEP Director.

Videotaping
As part of the teacher candidates’ work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students’ names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching
STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students’ needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities
The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent-teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor
The university supervisor plays a vital role as a bridge between the two contexts, a mentor, and an evaluator of the candidate’s progress. As they pertain to the field placement, the supervisor’s responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate’s progress and needs.
- Recommend candidate for credential (spring)
- Report any concerns to STEP’s director of clinical work immediately
If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email Ruth Ann Costanzo, Director for Clinical Work at (650) 725-1226 (rcostanzo@stanford.edu), or Ira Lit, Director of STEP Elementary at (650) 725-2221 (iralit@stanford.edu).
**STANFORD TEACHER EDUCATION PROGRAM--ELEMENTARY**  
**CLINICAL WORK AGREEMENT 2014-2015**

Date

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<thead>
<tr>
<th>STEP Teacher Candidate name</th>
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**STEP Director of Clinical Work**  
Ruth Ann Costanzo  
*(650) 996-0533*

**Wk. phone**

Director’s initials  
Ira Lit  
*(650) 725-2221*
This plan has two strands: 1) integrating the teacher candidate into the activities of classroom teaching, and 2) integrating the teacher candidate into the placement school and its wider community. The actual timings and arrangements for integration are determined by the cooperating teacher, the teacher candidate, and the university supervisor and will take into account their individual needs and circumstances.

Integration into Classroom Teaching

The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor.

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<td><strong>Creating the learning environment</strong></td>
<td><strong>The teacher candidate will continue activities begun previously and:</strong></td>
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<td>• Cooperating teacher introduces teacher candidate as co-teacher to students and parents.</td>
<td>• expand length of learning segment: co-plan, implement, and review somewhat longer teaching/learning segments.</td>
<td>• further expand teaching/learning segment, using new instructional strategies and experimenting with ideas learned in coursework.</td>
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<tr>
<td>• Cooperating teacher and teacher candidate discuss classroom norms and routines.</td>
<td>• explore cooperating teacher’s curricular resources and begin to take note of other options.</td>
<td>• increase role in joint planning.</td>
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<tr>
<td>• Teacher candidate observes cooperating teacher’s teaching, paying attention to student learning and various pedagogical approaches.</td>
<td>• increase time spent on examining student work with cooperating teacher.</td>
<td>• increase parts and numbers of lessons taught independently and co-taught with CT</td>
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<tr>
<td>• Cooperating teacher and teacher candidate discuss assessment and grading philosophy/policy.</td>
<td>• begin providing oral and written feedback to students.</td>
<td>• work with cooperating teacher to norm expectations for student feedback and increase responsibility for grading.</td>
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<tr>
<td>• Teacher candidate examines student work with cooperating teacher.</td>
<td>• begin grading in consultation with cooperating teacher</td>
<td>• Implement a 2-3 day string of lessons in ELA and in Math</td>
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<tr>
<td>• Candidate begins actively participating in classroom routines and teaching (taking roll; working w/ small groups and independent students; co-plan lessons and units; co-plan and implement brief learning segment, such as giving instructions, conducting a pre-assessment, or facilitating a discussion.)</td>
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**Building relationships with students (questions for the teacher candidate):**

Who are your students?
- What is the range of previous academic achievement, home languages, and range of language proficiencies, racial/ethnic/socio-economic background?
- What are the special educational needs of your students?
- What are your students’ interests and hobbies?

**Establishing relationships: The cooperating teacher, teacher candidate, and university supervisor will:**
- set up 3-way meeting and discuss how the 3-way relationship supports the candidate’s learning.
- establish consistent time for cooperating teacher and candidate to collaborate and debrief.
- review and sign Clinical Work Agreement.
- discuss teaching cycle (planning, implementing, assessing, reflecting) and the concept of learning segment.
- discuss procedure and expectations for formal supervisor observations.
Integration into the School and the Community
Teacher candidates need to acquire a comprehensive understanding of the school as an organization and the community that it serves. To better understand the context of their teaching and their students’ learning experiences, teacher candidates will engage in specific activities across the school and in the wider community.

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<td>• become familiar with school personnel and policies re: attendance, behavior, emergencies.</td>
<td>• observe at least two teachers in other grade levels.</td>
<td>• make positive phone calls or emails home.</td>
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<td>• learn about school enrollment and demographics.</td>
<td>• visit special ed dept, ESL/ELD/ SDAIE classes.</td>
<td>• make home visits if possible.</td>
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<td>• get school calendar and find out about school-wide events.</td>
<td>• observe students in other subjects (including art, music, health, and other electives) and participate in the class when possible.</td>
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<td>• observe at least two teachers at the same grade level.</td>
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<td>• attend department/faculty/professional development meetings when possible.</td>
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**Getting to know the community:** The teacher candidate will:
• attend back-to-school events.
• attend parent-teacher conferences when possible, including SST and IEP meetings.
• if appropriate, co-write a letter with cooperating teacher introducing the candidate’s role in the classroom.
**STEP Elementary Integration Plan – Winter/Spring Quarter**

This plan has two strands: 1) integrating the teacher candidate into the activities of classroom teaching, and 2) integrating the teacher candidate into the placement school and its wider community. The actual timings and arrangements for integration are determined by the cooperating teacher, the teacher candidate, and the university supervisor and will take into account their individual needs and circumstances.

**Integration into Classroom Teaching**
The guiding principle of learning to teach is assuming graduated responsibility from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor.

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<th>January</th>
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<th>April/May/June</th>
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<tbody>
<tr>
<td><strong>Creating the learning environment</strong></td>
<td><strong>The teacher candidate will continue activities begun previously and:</strong></td>
<td><strong>Independent Student Teaching takes place during a three-week window in May. During spring quarter the teacher candidate should take increasingly more responsibility for all aspects of the teaching cycle in preparation for this two-week window. The candidate will:</strong></td>
</tr>
<tr>
<td>• Cooperating teacher introduces teacher candidate as co-teacher.</td>
<td>• expand length of learning segment: co-plan, implement and review somewhat longer teaching/learning segments.</td>
<td>• take responsibility for the majority of daily and unit planning</td>
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<td>• Cooperating teacher and teacher candidate discuss classroom norms and routines.</td>
<td>• use new instructional strategies and experiment with ideas learned in coursework.</td>
<td>• try out various teaching strategies, discuss outcomes with cooperating teacher and supervisor, and make necessary adjustments.</td>
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<td>• Teacher candidate observes cooperating teacher’s teaching, paying attention to student learning and various pedagogical approaches.</td>
<td>• explore cooperating teacher’s curricular resources and begin to take note of other options.</td>
<td>• take responsibility for all aspects of assessment (pre/post, formative, summative).</td>
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<td>• Cooperating teacher and teacher candidate discuss assessment and grading philosophy/policy.</td>
<td>• increase time spent examining student work with cooperating teacher and take more responsibility for grading.</td>
<td>• plan for inclusion of standardized tests into spring curriculum.</td>
</tr>
<tr>
<td>• Teacher candidate examines student work with cooperating teacher.</td>
<td>• begin to develop and select assessments independently.</td>
<td>• plan and engage in classroom and school-wide end-of-year activities.</td>
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<tr>
<td>• Teacher candidate actively participates in classroom routines and teaching by taking roll, and working with small groups and independent students.</td>
<td>• introduce strategies for working with English language learners.</td>
<td>• determine how best to say good-bye to students.</td>
</tr>
<tr>
<td>• The teacher candidate plans and implements increasingly longer learning segments, utilizing varied strategies.</td>
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<td><strong>For more information, see Independent Student Teaching in STEP</strong></td>
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**Building relationships with students (questions for the teacher candidate):**

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**Establishing relationships: The cooperating teacher, teacher candidate, and university supervisor will:**

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<td>• observe at least two teachers in other grade levels.</td>
<td>• keep families informed about student progress, including phone calls or emails in support of students who may be struggling.</td>
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<td>• learn about school enrollment and demographics.</td>
<td>• visit special ed dept, ESL/ELD/ SDAIE classes.</td>
<td>• initiate parent conferences.</td>
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<td>• get school calendar and find out about school-wide events.</td>
<td>• observe students in other subjects (including art, music, health, and other electives) across the year and participate in the class if possible.</td>
<td>• participate in SST and IEP meetings.</td>
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<td>• observe at least two teachers at the same grade level.</td>
<td>• visit other schools to observe accomplished teachers and discuss observations in weekly supervisory group.</td>
<td>• explore new ways to involve families in student learning.</td>
</tr>
<tr>
<td>• attend department/faculty/professional development meetings when possible.</td>
<td>• make positive phone calls or emails home.</td>
<td>• celebrate the end of the year with your class and colleagues!</td>
</tr>
<tr>
<td><strong>Getting to know the community: The teacher candidate will:</strong></td>
<td>• make home visits if possible.</td>
<td></td>
</tr>
<tr>
<td>• attend back-to-school events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attend parent-teacher conferences when possible, including SST and IEP meetings.</td>
<td></td>
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</tr>
<tr>
<td>• if appropriate, co-write a letter with cooperating teacher introducing the candidate’s role in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher candidate
(Last, first):
Assessor
(Cooperating Teacher/Supervisor):
Grade level/Course name:
Quarter
(Autumn/Winter/Spring):

List 3 to 5 strengths the teacher candidate has demonstrated this quarter:

List 1 to 2 areas for growth on which the teacher candidate might focus in the near term:
In STEP, we use the Quarterly Assessment instrument to evaluate the teacher candidate’s practices in light of the California Standards for the Teaching Profession (CSTP).

The scale below reflects expected growth in the teacher candidate’s practice during the STEP year. We aim to describe a continuum of practice from the performance of a novice teacher candidate to the performance of a well prepared and highly skilled, yet still beginning teacher.

Moving from level 1 to level 4, the descriptors show how practice develops in terms of consistency, organization, integration, initiative, independence, effectiveness, and professionalism. The goal is for the teacher candidate to be at level 4 on all of the standard elements by the end of the academic year, though we typically see a range of performance across the elements with the overwhelming majority of ratings at level 3 or level 4.

The candidate’s growth and development rests significantly on the candid, professional, and clear evaluation and communication of her/his performance by the supervisor and cooperating teacher.

---

**Level 1:** The novice teacher candidate’s performance shows signs of development. Yet, it is typically is inconsistent and variable in achieving anticipated outcomes. Small segments of independent and successful practice are performed regularly. The candidate’s performance requires strong guidance and extensive support, and relies substantially on the cooperating teacher's plans, assessment tools, practices and guidance.

**Level 2:** The teacher candidate’s performance is steady and episodes of independent and successful practice are more frequent and longer in duration. The candidate’s performance may require regular guidance and support, and continues to rely on suggestions and feedback from the cooperating teacher and supervisor. The candidate's practice may still be variable in achieving anticipated outcomes.

**Level 3:** The candidate’s performance is generally consistent and reliable. Performance is more commonly linked to anticipated outcomes. The candidate successfully organizes multiple, related lessons. The candidate’s performance indicates readiness to assume increased responsibility for daily instruction with continued support from a cooperating teacher, university supervisor or mentor.

**Level 4:** The candidate’s performance is typically consistent, purposeful, and well-timed. The candidate successfully organizes series of related instructional segments over significant periods of times. Performance is more firmly linked to anticipated outcomes. The candidate’s performance indicates readiness to assume the regular, daily responsibilities as a teacher of record.

**OTHER** Mark this column if...
- (1) you have insufficient evidence to evaluate the candidates performance at this time, or
- (2) you have special concerns or questions about the candidate’s performance on this standard at this time.
### Standard 1: Engaging and Supporting All Students in Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th></th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
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<tr>
<td>1.2</td>
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<tr>
<td>1.3</td>
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<tr>
<td>1.4</td>
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<tr>
<td>1.5</td>
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<tr>
<td>1.6</td>
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</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
## Standard 2: Creating and Maintaining Effective Environments for Student Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>Element</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 promotes social development and responsibility within a caring community where each student is treated fairly and respectfully;</td>
<td></td>
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<tr>
<td>2.2 creates physical or virtual learning environments that promote student learning, reflects diversity, and encourage constructive and productive interactions among students;</td>
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<tr>
<td>2.3 establishes and maintains learning environments that are physically, intellectually, and emotionally safe;</td>
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<tr>
<td>2.4 creates a rigorous learning environment with high expectations and appropriate support for all students;</td>
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<tr>
<td>2.5 develops, communicates, and maintains high standards for individual and group behavior;</td>
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<tr>
<td>2.6 employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn;</td>
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<tr>
<td>2.7 uses instructional time to optimize learning.</td>
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</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
### Standard 3: Understanding and Organizing Subject Matter for Student Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>Element</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks;</td>
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<tr>
<td>3.2 applies knowledge of student development and proficiencies to ensure student understanding of subject matter;</td>
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<tr>
<td>3.3 organizes curriculum to facilitate student understanding of the subject matter;</td>
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<tr>
<td>3.4 utilizes instructional strategies that are appropriate to the subject matter;</td>
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<tr>
<td>3.5 uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students;</td>
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<tr>
<td>3.6 addresses the needs of English learners and students with special needs to provide equitable access to the content.</td>
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</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings.
### Standard 4: Planning Instruction and Designing Learning Experiences for All Students

<table>
<thead>
<tr>
<th>Check the box that best describes the level of performance on each element of the standard:</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction;</td>
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<tr>
<td>4.2 establishes and articulates goals for student learning;</td>
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<tr>
<td>4.3 develops and sequences long-term and short-term instructional plans to support student learning;</td>
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</tr>
<tr>
<td>4.4 plans instruction that incorporates appropriate strategies to meet the learning needs of all students;</td>
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<tr>
<td>4.5 adapts instructional plans and curricular materials to meet the assessed learning needs of all students.</td>
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</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
### Standard 5: Assessing Students for Learning

Check the box that best describes the level of performance on each element of the standard:

<table>
<thead>
<tr>
<th>Element</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 applies knowledge of the purposes, characteristics, and uses of different types of assessments;</td>
<td></td>
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</tr>
<tr>
<td>5.2 collects and analyzes assessment data from a variety of sources to inform instruction;</td>
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</tr>
<tr>
<td>5.3 reviews data, both individually and with colleagues, to monitor student learning;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 uses assessment data to establish learning goals and to plan, differentiate, and modify instruction;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.5 involves all students in self-assessment, goal setting, and monitoring progress;</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.6 uses available technologies to assist in assessment, analysis, and communication of student learning;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.7 uses assessment information to share timely and comprehensible feedback with students and their families.</td>
<td></td>
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</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings:
**Standard 6: Developing as a Professional Educator**

This standard requires a slightly different scale. The elements of this standard describe the responsibilities and expectations of becoming a member of a professional community. The scale is designed to acknowledge the potential for growth in regards to professional identity and responsibility over the course of the candidate’s pre-service experience. **The goal is for the teacher candidate’s performance to “meet professional expectations and demonstrate readiness to competently and successfully assume the responsibilities of the teaching profession” by the end of the academic year.**

<table>
<thead>
<tr>
<th>Check the box that best describes the level of performance on each element of the standard:</th>
<th>FALL AND WINTER QUARTERS</th>
<th>SPRING QUARTER ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 reflects on teaching practice in support of student learning</td>
<td>Performance needs attention and support.</td>
<td>Performance is developing appropriately.</td>
</tr>
<tr>
<td>6.2 establishes professional goals and engages in continuous and purposeful professional growth and development</td>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>6.3 collaborates with colleagues and the broader professional community to support teacher and student learning [e.g. STEP peers, supervisor, cooperating teacher: grade level, department and other school members, as appropriate and applicable]</td>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>6.6 manages professional responsibilities to maintain motivation and commitment to all students</td>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>6.7 demonstrates professional responsibility, integrity, and ethical conduct</td>
<td>YES / NO</td>
<td></td>
</tr>
</tbody>
</table>

As appropriate, provide further comments and/or specific evidence supporting your ratings. Comments are **required** if performance needs attention and support (fall and winter) or as not fully meeting professional expectations (spring).

**Experiences afforded teacher candidates in the following CSTPs vary widely. Briefly describe this candidate’s opportunities for learning in these areas and his/her developing ability to meet the standard.**

| 6.4 works with families to support student learning | 6.5 engages local communities in support of the instructional program |
1. PROFESSIONAL GROWTH PLANS (complete at the end of EVERY quarter)

**This section should be completed as part of the three-way conversation among the Candidate, Supervisor and Cooperating Teacher.**

After reflecting on the work of the past quarter, we agree that the candidate should focus on standard number(s) ________________ in the following ways:


2. MID-PROGRAM REVIEW (complete at the end of AUTUMN and WINTER quarter)

OVERALL ASSESSMENT of the candidate’s current performance:

☐ Appropriate performance for this time of year
☐ Adequate performance, with some minor concerns (elaborate below)
☐ Performance is of serious concern and requires immediate attention (elaborate below)

__________________________  __________________________
Supervisor/CT Comments:  Teacher candidate comments:

__________________________  __________________________
Signature of Supervisor/CT:  Date:

__________________________  __________________________
Signature of Teacher Candidate:  Date
3. SPRING QUARTER SUMMARY REVIEW (complete at the end of SPRING quarter only)

Please indicate your assessment of the candidate's readiness to assume the professional responsibilities as a teacher of record in her/his own classroom:

☑ The candidate's performance indicates a readiness for entry into the profession.
☑ The candidate's performance indicates a readiness for entry into the profession, with some minor concerns.
☑ The candidate's current performance is of serious concern and requires further development.

<table>
<thead>
<tr>
<th>Supervisor/CT Comments:</th>
<th>Teacher candidate comments:</th>
</tr>
</thead>
</table>

Signature of Supervisor/CT: ___________________________ Date: ________________

Signature of Teacher Candidate: ________________________ Date ________________
As a summative assessment to your STEP year, you will complete the Performance Assessment for California Teachers (PACT). Over the course of the year you will receive support on the various components through your coursework and from the PACT team. Please note that you will include many of your course projects as part of this assessment so you should plan to keep copies of all of your coursework in a safe format (i.e. backup your work).

Background
In 1998 CA state legislature voted to require teacher preparation programs to use standardized performance assessments to make credentialing decisions. A coalition of CA universities who were dissatisfied with the state’s performance assessment developed an alternative standards-based assessment called the Performance Assessment for California Teachers. The aim was to develop subject-specific assessments that captured teaching knowledge and skills.

Purposes of PACT
PACT was developed primarily as a direct evaluation of a candidate’s teaching based on teaching practice and as one important piece of evidence for a credential recommendation. In addition, the process of completing PACT serves as a professional learning experience for teacher candidates as they plan, implement, analyze, and reflect upon learning segments. Finally, PACT provides evidence for programs about areas of strength and weakness for the purpose of program improvement.

Design of PACT
PACT focuses on three kinds of assessment, designed to capture both the formative development of teachers’ knowledge and skills throughout the year and a summative assessment during student teaching.

1. Embedded Signature Assessments: The ESAs differ from institution to institution and include items such as case studies of individual students, lesson or unit plans, analyses of student work, and observations and reflections on student teaching. At Stanford, the ESAs represent major course assignments – e.g., Literacy Program Paper, Math Lesson Study Project, English Language Learners Project, Special Needs Case Study, Classroom Leadership & Management Plan, and Reflections on Supervisor’s Formal Observations.

2. Teaching Event: The Teaching Event (TE) is designed to capture four categories of teaching: planning, instruction, assessment and reflection. To complete the TE, each candidate plans a learning segment (3-5 lessons) that focuses on literacy instruction, videotapes that learning segment, analyzes student learning, and reflects on his or her practice. The TE also captures the candidate’s attention to teaching academic language. For detailed information, see the PACT website: http://www.pacttpa.org/.

3. Subject-Specific Tasks: Elementary candidates also complete three subject-specific tasks that address at least one category of teaching (planning, instruction, and/or assessment). These three additional tasks address the core content areas that are not the focus of the more substantial teaching event – mathematics, science, and history/social science.
# TC Event Calendar 2014-2015

## Summer Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 23-27</td>
<td>Orientation week</td>
</tr>
<tr>
<td>June 30-Aug 14</td>
<td>Summer courses</td>
</tr>
</tbody>
</table>

## Pre-fall

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18-September 19</td>
<td>Pre-fall courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>First supervisory group meetings &amp; every Wed following (except 11/6 in sec)</td>
</tr>
</tbody>
</table>

## Fall Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>First day of Stanford classes</td>
</tr>
<tr>
<td>October 1</td>
<td>4:30-6:45pm Dine and Discuss: CTs, supervisors, TCs</td>
</tr>
<tr>
<td>December 12</td>
<td>Last day of Stanford classes</td>
</tr>
<tr>
<td>December 19</td>
<td>Introduction to job workshops</td>
</tr>
</tbody>
</table>

## Winter Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5-March 6</td>
<td>Advancement to Independent Student Teaching form (sec)</td>
</tr>
<tr>
<td>January 5</td>
<td>First day of Stanford classes</td>
</tr>
<tr>
<td>January 7</td>
<td>5:30-6:30pm First supervisory group meetings &amp; every Wed following (except 1/15)</td>
</tr>
<tr>
<td>January 9</td>
<td>3:30-5:30pm Job search workshop: Résumé Writing</td>
</tr>
<tr>
<td>January 14</td>
<td>4:30-6:45pm Dine and Discuss: CTs, supervisors, TCs</td>
</tr>
<tr>
<td>January 17</td>
<td>3:30-5:30pm Job search workshop: Cover Letters</td>
</tr>
<tr>
<td>January 16</td>
<td>3:30-5:30pm Job search workshop: Interview Techniques</td>
</tr>
<tr>
<td>March 11</td>
<td>Last Seminar/Practicum &amp; supervisory for winter quarter</td>
</tr>
</tbody>
</table>

## Spring Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>5:30-6:30pm First supervisory group meetings &amp; every Wed following Teaching Event Exhibitions in secondary</td>
</tr>
<tr>
<td>May 4-29</td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td>3:00pm Graduation Portfolios due</td>
</tr>
<tr>
<td>June 3</td>
<td>5:15pm Last Seminar/Practicum &amp; supervisory group mtgs; supervisors “pin” TCs</td>
</tr>
<tr>
<td>June 11</td>
<td>Grades due</td>
</tr>
<tr>
<td>June 12</td>
<td>STEP Conference</td>
</tr>
<tr>
<td>June 14</td>
<td>Stanford graduation</td>
</tr>
</tbody>
</table>
AUTUMN QUARTER
AUGUST  1 (Fri)  Axess open for course enrollment
25 (Mon)  1st-year M.D. instruction begins
28 (Thu)  2nd-year M.D. instruction begins
SEPTEMBER  2 (Tue)  Law School instruction begins for 1st-year J.D. students
12 (Fri, 5:00 p.m.)  At-status enrollment deadline in order to receive stipend or financial aid refund by first day of term
15 (Mon)  MBA first-year instruction begins
16 (Tue)  New undergraduates arrive; Convocation
18 (Thu)  Undergraduate housing opens for returning students
22 (Mon)  First day of quarter; instruction begins
22 (Mon)  Law School instruction begins for 2nd- & 3rd-year J.D. & advanced degree students
22 (Mon, 5:00 p.m.)  Preliminary Study List deadline. Students must be "at status"; i.e., students must have a study list with sufficient units to meet requirements for their status, whether full-time, 8-9-10 units (graduate students only), or approved Special Registration Status
22 (Mon, 5:00 p.m.)  Deadline to submit Leave of Absence for full refund
25 (Thu)  Conferal of degrees, Summer Quarter
26 (Fri)  GSB course add/drop deadline (GSB courses only)
OCTOBER  10 (Fri, 5:00 p.m.)  Final Study List deadline, except GSB. Last day to add or drop a class; last day to adjust units on a variable-unit course. Last day for tuition reassessment for dropped courses or units. Students may withdraw from a course until the Course Withdrawal deadline and a 'W' notation will appear on the transcript
NOVEMBER  5 (Wed, 5:00 p.m.)  Term withdrawal deadline; last day to submit Leave of Absence to withdraw from the University with a partial refund
14 (Fri, 5:00 p.m)  Change of grading basis deadline, except GSB
14 (Fri, 5:00 p.m.)  Course withdrawal deadline, except GSB, Law, and M.D.
14 (Fri, 5:00 p.m.)  Application deadline for Autumn Quarter degree conferal
24-28 (Mon-Fri)  Thanksgiving Recess (no classes)
DECEMBER  1-7 (Mon-Sun)  End-Quarter Period
5 (Fri)  Last day of classes (unless class meets on Sat.)
5 (Fri)  Last opportunity to arrange Incomplete in a course, at last class
5 (Fri, noon)  University thesis, D.M.A. final project, or Ph.D. dissertation, last day to submit
5 (Fri, 5:00 p.m.)  Application deadline for Autumn Quarter degree conferal ($50 fee)
5-12 (Fri-Wed)  Law School examinations
8-12 (Mon-Fri)  End-Quarter examinations
13 (Sat, noon)  Undergraduate housing closes for Winter Break
16 (Tue, 11:59 p.m.)  Grades due
JANUARY  8 (Thu)  Conferal of degrees, Autumn Quarter
WINTER QUARTER
OCTOBER  26(Sun)  Axess open for course enrollment
DECEMBER  26 (Fri)  At-status enrollment deadline in order to receive stipend or financial aid refund by first day of term
JANUARY  3 (Sat, 8:00 a.m.)  Undergraduate housing opens for Winter Quarter
5 (Mon)  First day of quarter; instruction begins for all students
5 (Mon, 5:00 p.m.)  Preliminary Study List deadline. Students must be "at status"; i.e., students must have a study list with sufficient units to meet requirements for their status, whether full-time, 8-9-10 units (graduate students only), or approved Special Registration Status
5 (Mon, 5:00 p.m.)  Deadline to submit Leave of Absence for full refund
9 (Fri)  GSB course add/drop deadline (GSB courses only)
19 (Mon)  Martin Luther King, Jr., Day (holiday, no classes)
23 (Fri, 5:00 p.m.)  Final Study List deadline. Last day to add or drop a class; last day to adjust units on a variable-unit course. Last day for tuition reassessment for dropped courses or units. Students may withdraw from a course until the Course Withdrawal deadline and a 'W' notation will appear on the transcript
FEBRUARY  16 (Mon)  Presidents' Day (holiday, no classes; Law School does hold classes)
19 (Thu, 5:00 p.m.)  Term withdrawal deadline; last day to submit Leave of Absence to withdraw from the University with a partial refund
27 (Fri, 5:00 p.m.)  Change of grading basis deadline, except GSB
27 (Fri, 5:00 p.m.)  Course withdrawal deadline, except GSB, Law, and M.D.
27 (Fri, 5:00 p.m.)  Application deadline for Winter Quarter degree conferal
MARCH  9 (Mon)  Last day of Law classes.
9-15 (Mon-Sun)  End-Quarter Period
13 (Fri)  Last day of classes (unless class meets on Sat.)
13 (Fri)  Last opportunity to arrange Incomplete in a course, at last class
13 (Fri, noon)  University thesis, D.M.A. final project, or Ph.D. dissertation, last day to submit
13 (Fri, 5:00 p.m.)  Application deadline for Winter Quarter degree conferal ($50 fee)
13-20 (Fri)  Law School examinations
16-20 (Mon-Fri)  End-Quarter examinations
21 (Sat)  Undergraduate housing move-out (if departing Winter Quarter)
24 (Tue, 11:59 p.m.)  Grades due
APRIL  2 (Thu)  Conferal of degrees, Winter Quarter
SPRING QUARTER
FEBRUARY  8 (Sun)  Axess open for course enrollment
MARCH  20 (Fri)  At-status enrollment deadline in order to receive stipend or financial aid refund by first day of term
28 (Sat)  Undergraduate housing move-in date for Spring Quarter
30 (Mon)  First day of quarter; instruction begins
30 (Mon, 5:00 p.m.)  Preliminary Study List deadline. Students must be "at status"; i.e., students must have a study list with sufficient units to meet requirements for their status, whether full-time, 8-9-10 units (graduate students only), or approved Special Registration Status
30 (Mon, 5:00 p.m.)  Deadline to submit Leave of Absence for full refund
APRIL  2 (Thu)  GSB instruction begins (MBA and MSx courses only)
7 (Tue)  GSB course add/drop deadline (GSB courses only)
10 (Fri, 5:00 p.m.)  Application deadline for Spring Quarter degree conferal
17 (Fri, 5:00 p.m.)  Final Study List deadline. Last day to add or drop a class; last day to adjust units on a variable-unit course. Last day for tuition reassessment for dropped courses or units. Students may withdraw from a course until the Course Withdrawal deadline and a 'W' notation will appear on the transcript
MAY 12 (Tue, 5:00 p.m.)  Term withdrawal deadline; last day to submit Leave of Absence to withdraw from the University with a partial refund.
22 (Fri, 5:00 p.m)  Change of grading basis deadline, except GSB
22 (Fri, 5:00 p.m.)  Course withdrawal deadline, except GSB, Law, and M.D.
25 (Mon)  Memorial Day (holiday, no classes)
29 (Fri)  Last day of Law classes
29-6 (Fri)  Final-Quarter Period
JUNE  1-5 (Mon-Fri)  Law School examinations
3 (Wed)  Last day of classes
3 (Wed)  Last opportunity to arrange Incomplete in a course, at last class
3 (Wed, noon)  University thesis, D.M.A. final project, or Ph.D. dissertation, last day to submit
3 (Wed, 5:00 p.m.)  Late application deadline for Spring Quarter degree conferal ($50 fee)
4 (Thu)  Day before finals, no classes
5-10 (Fri-Wed)  End-Quarter examinations.
10 (Wed, noon)  Grades for GSB graduating students due
11 (Thu, noon)  Grades for graduating students due
12 (Fri)  Undergraduate housing move-out date (for all students not involved in Commencement)
13 (Sat)  Senior Class Day
13 (Sat)  Baccalaureate Saturday
13 (Sat)  Law School Diploma Ceremony
14 (Sun)  Commencement. Conferral of degrees, Spring Quarter
15 (Mon)  Undergraduate Housing move-out date (for graduates and others involved in Commencement with permission)
16 (Tue, 11:59 p.m.)  Grades for non-graduating students due
SUMMER QUARTER
APRIL  12 (Sun)  Axess open for course enrollment
JUNE  12 (Fri)  At-status enrollment deadline in order to receive stipend or financial aid refund by first day of term
22 (Mon)  First day of quarter; instruction begins
22 (Mon, 5:00 p.m.)  Preliminary Study List deadline
22 (Mon)  Deadline to submit Leave of Absence for full refund
JULY  3 (Fri)  Independence Day (celebrated; holiday, no classes)
6 (Mon, 5:00 p.m.)  Final Study List deadline. Last day to add or drop a class; last day to adjust units on a variable-unit course. Last day for tuition reassessment for dropped courses or units. Students may withdraw from a course until the Course Withdrawal deadline and a 'W' notation will appear on the transcript
24 (Fri, 5:00 p.m.)  Term withdrawal deadline; last day to submit Leave of Absence to withdraw from the University with a partial refund.
31 (Fri, 5:00 p.m.)  Change of grading basis deadline
31 (Fri, 5:00 p.m.)  Course withdrawal deadline
31 (Fri, 5:00 p.m.)  Application deadline for Summer Quarter degree conferal
AUGUST  8-13 (Sat-Thu)  End-Quarter Period
13 (Thu)  Last day of classes
13 (Thu)  Last opportunity to arrange Incomplete in a course, at last class
14-15 (Fri-Sat)  End-Quarter examinations
18 (Tue, 11:59 p.m.)  Grades due
28 (Fri, noon)  University thesis, D.M.A. final project, or Ph.D. dissertation, last day to submit
31 (Fri, 5:00 p.m)  Application deadline for Summer Quarter degree conferal
SEPTEMBER  24 (Thu)  Conferal of degrees, Summer Quarter

Issued April 1, 2014
Observation & Mentorship Resources

The documents provided in this section are designed to support the formal and informal mentorship provided by the university supervisor and the cooperating teacher for the teacher candidate. University supervisors are required to complete three formal observations of the candidate each quarter, using the documents provided here. **The supervisor and candidate submit the following documents to STEP as record of this formal observation:**

- Observation Cycle Coversheet with signatures
- Learning Segment Plan
- Observation Notes
- Record of Debrief Conference
- Candidate reflection with supervisor notes
- Revised Reflection (if required)

**Cooperating teachers are encouraged to familiarize themselves with these documents and participate in the planning conference or debrief conference whenever possible.**

The other resources in this section support the teacher candidate’s ever-deepening and broadening reflective analysis throughout the year. Cooperating teachers and supervisors can take advantage of these resources as they engage in conversations with the teacher candidate about his/her development in different stages of the teaching cycle.

**Additional resources in this section:**

Observation Planning Conference Overview
Overview of Classroom Observation Tools
  - Basic Observation Notes
  - Selective Scripting Observation Notes
  - Seating Chart Observation Notes
Record of an Observation Cycle

Teacher Candidate: ___________________________ Date: _______________________

Supervisor: _________________________________ Observation # ____ of 9 Video

---------------------------------------------------------------

Planning Conference

Participants: _________________________________ Date held: _______________

---------------------------------------------------------------

Debrief Conference

Participants: _________________________________ Date held: _______________

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Written Reflection Date submitted: _______________

A revision IS / IS NOT required. Date returned: _______________

---------------------------------------------------------------

Candidate’s Response

I have read your comments and have attached the revision (if requested).

Candidate’s signature: __________________________ Date: _______________

---------------------------------------------------------------

Supervisor’s Final Response to STEP Office

The document record is complete and approved.

Supervisor’s signature: __________________________ Date: _______________

Return completed packet to Clinical Work mailbox
Overview of Classroom Observation Tools

A supervisor or cooperating teacher provides a set of experienced eyes with which to see what unfolds in a classroom. The collection of specific observation data can provide detailed information to explore in the debrief conference, and the experienced teacher can often highlight aspects of the lesson that might otherwise go unnoticed by the candidate.

There are a variety of ways to structure classroom observation notes. Each of the following tools is most useful when the candidate and the observer have together identified a clear focus for the observation. If the candidate has already considered what he or she wants to explore in an analysis of the lesson, then the observer is better able to capture evidence that provides the basis for a rich discussion. However, additional topics for exploration during the debrief may also emerge from the observation. The observer attempts to strike a balance between honoring the pre-determined focus and attending to other things that emerge during the lesson.

Basic Observation Notes:
This tool is helpful in capturing a broad spectrum of classroom events. It is designed to distinguish between evidence of what transpires in the classroom and the observer’s ideas, interpretations, and/or opinions. While the line between the two can sometimes be unclear, the rule of thumb is that evidence is that which is observable: student behavior, descriptions of class activities, language used by the teacher and students. Interpretations are the observer’s thoughts or inferences about what happened. For example, “Tony knocked over a chair and walked out of the room” is evidence, while saying that “Tony seems angry and frustrated” would be the observer’s interpretation.

The observer might also pose questions within the observation notes or identify areas for potential discussion during the debrief conference. These questions and comments should, however, be distinguished in some way from the descriptive observational notes. The basic observation notes tool is adaptable to any focus of an observation.

Selective Scripting:
This tool allows the observer to record selective conversations and/or observations during the course of the lesson and is especially useful for collecting data on specific teacher behaviors and how these behaviors seem to influence what happens in the classroom. It is useful in capturing dialogue among the teacher and students, descriptions of student behavior, and aspects of the classroom dynamics.

To do selective scripting, record what the teacher says in the first column and what students say in the second. It is difficult to capture entire conversations in the moment, so focus on getting enough of the sentence to record the gist so that you can use the information in your debrief. It is adapted from the New Teacher Center
helpful to have a narrow focus for a selective scripting observation so that you can more easily identify moments during the observation when you should be recording teacher and student talk.

Selective scripting might be useful for collecting information about:

- what the teacher emphasizes (positively and negatively).
- how the teacher expresses expectations of students and communicates learning goals.
- how the teacher facilitates students’ connections between prior knowledge and new learning.
- how the teacher gives directions and how students respond.
- how the teacher frames the purposes and directions for each segment of the lesson.
- what types of questions asked by the teacher and the students, as well as the types of responses that these questions elicit.
- how a teacher checks for understanding.
- how a lesson is differentiated, adapted, or modified.
- how the teacher uses student responses to guide instruction,
- who speaks in the class and in what context (whole class, small group, etc).

**Seating Chart:**
Draw the seating arrangement of the class and label it with student names, gender, language and/or special needs. This kind of observation tool can support the teacher in noticing patterns of the interactions and comments of both teacher and students, as well as their movements and behaviors.

Seating charts are useful for tracking:

- which students are doing what at regular time intervals.
- which students and groups of students are participating and at what points in the lesson this participation occurs.
- which students are talking and when.
- where the teacher directs questions.
- how the physical environment facilitates student interactions and access to materials.
- how the teacher moves around the room and interacts with individual students and/or groups of students.
- how the teacher’s interactions vary from student to student in terms of quality, duration, and focus.
- which students move around the room and when.
- the extent to which individual students are engaged in the content and processes of the lesson.

Adapted from the New Teacher Center
BASIC OBSERVATION NOTES

Teacher Candidate: ___________________________ Supervisor: ___________________________

Grade Level/Subject Area: ___________________________ School: ___________________________

Observation Focus: ___________________________ Visit #: ______

<table>
<thead>
<tr>
<th>Time</th>
<th>Observations</th>
<th>Comments/Anecdotal Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Engaging and Supporting All Students in Learning</td>
<td>3. Understanding and Organizing Subject Matter Planning Instruction and Designing Learning Experiences</td>
</tr>
<tr>
<td>2.</td>
<td>Creating and Maintaining Effective Environments</td>
<td>4.</td>
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</tbody>
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Adapted from the New Teacher Center Formative Assessment System
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</tr>
</thead>
</table>

California Standards for the Teaching Profession

7. Engaging and Supporting All Students in Learning
8. Creating and Maintaining Effective Environments
9. Understanding and Organizing Subject Matter
10. Planning Instruction and Designing Learning Experiences
11. Assessing Student Learning
12. Developing as a Professional Educator
# Selective Scripting Observation Notes

**Teacher Candidate:**

**Supervisor:**

**Grade Level/Subject Area:**

**School:**

**Observation Focus:**

<table>
<thead>
<tr>
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Adapted from the New Teacher Center Formative Assessment System
Seating Chart Observation Notes

Date: ____________  Visit #: ____________

Teacher Candidate: __________________________  Supervisor: __________________________

Grade Level/Subject Area: __________________________  School: __________________________

Observation Focus: __________________________________________

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</tbody>
</table>

Adapted from the New Teacher Center Formative Assessment System Documents
Planning Conference Overview

Each observation cycle begins with a planning conference. Since planning is an essential component of instruction that supports student learning, the supervisor plays a critical role in helping the candidate become more skillful in this area. Building on the candidate’s initial ideas about the goals and activities of the lesson, the supervisor helps the candidate clarify and refine how to engage students with the content in ways that connect to students’ strengths, interests, and needs. Over time the nature of these planning conversations will change as the candidate takes on more responsibility in the classroom and begins to grapple with more complex issues of teaching and learning. The planning conference also assists the supervisor, candidate and/or cooperating teacher in identifying a focus (or foci) for the observation. Evidence of student learning and other specific aspects of the lesson are discussed in the debrief conference.

Listed below are a variety of questions that might frame a planning conference. This document is intended to be a resource to guide the kinds of questions a supervisor might ask, but each supervisor must select the questions most pertinent to the particular context and the individual teacher candidate’s needs and interests.

**What are the goals, the overall plan and the context of the lesson?**
- Tell me about this lesson and its context. What are your goals for student learning? What are the concepts you are focusing on?
- What is your plan for this lesson so far?
- What has led up to this lesson? How is it building on previous lessons? How does it meet student needs?
- Where does it fit in the curriculum standards?
- What tools/materials are needed?
- Where would you like some assistance with this lesson?

**Where does this lesson fall in this unit and why? What is the relationship between this lesson and the broader curriculum?**
- How are these concepts and/or skills addressed at other points in the unit?
- In thinking about the broader goals of the lesson sequence or unit, what goal(s) will be the primary focus of this lesson? How does this lesson move students toward that goal?

**What prior knowledge do students bring to this lesson? What might they find challenging about it?**
- What relevant concepts have already been explored with this class? With what results?
- What strategies does this lesson build on? How?
- How might you connect this concept to students’ experiences and interests?
• What do you predict students may find difficult or confusing? What misconceptions do you anticipate? How does your plan address these potential areas of confusion?
• What ideas might students begin to express and what language might they use?

How does the lesson help students reach the goals?
• What ideas might students begin to express and what language might they use?
• What opening question/activity do you have in mind?
• How might you close the lesson?
• How might you describe the directions and purposes for each task or activity within the lesson?
• What models, manipulatives, or visuals might you use? What is your plan for managing these materials?
• What thinking and activities will move students toward the stated goals?
• In what ways will students make their thinking and understanding public?
• What grouping structure(s) will you use and why?
• How might you ensure that students are talking with and listening to one another about the academic content in mutually respectful ways?
• How might you highlight and clarify the big ideas of the lesson?
• How do you plan to assist students whom you predict will have difficulties?
• What extensions or challenges might you provide for students who are ready for them?
• How much time do you predict will be needed for each part of the lesson? What might make the transitions within the lesson clear and efficient?

How will you know if students have met the lesson’s goals?
• How will you know if students are successful in meeting the learning goals for this lesson?
• What sources of evidence will provide information about student learning? What might the students say or do that will demonstrate their learning?
• How will students become aware of the goals and criteria for their learning?
• How will students know if they are successful?
• To what extent are there opportunities for student self-assessment in this lesson or lesson sequence?

How will the observation of this lesson best support your growth as a teacher?
• What are you curious to explore about teaching and learning in this observation?
• What have you been working on in your teaching? How might this observation support your growth in this area?
• What students most intrigue or concern? How might this observation help you think about those students in particular?
• What do you want to know about how students experience this lesson?
Debrief of a Classroom Observation

Teacher Candidate:_________________________ Supervisor:_________________________
Grade Level/Subject Area:____________________ School:__________________________
Observation focus:________________________________________________________________

Strengths and highlights of the class:

Outcomes of and evidence for the identified focus:
(i.e. student learning, classroom management, assessment)
Outcomes: Evidence:

Next steps (instructional and/or candidate professional growth):
• What do the students need next?
• What would you do differently if you were to teach the lesson again?
• What goals for professional growth did the lesson prompt?
• How will you move forward with working on these goals?

Questions/clarifications/dilemmas:

Supervisor: Keep copy, and give one to STEP administration, Teacher Candidate, and Cooperating Teacher (as needed)