

California State University, Fresno
Kremen School of Education & Human Development

EHD 178/178ECE/110D Student Teaching Competency Log

Teacher Candidate _____ Semester _____

Cooperating/Master Teacher _____ Grade Level _____

School _____ District _____

University Supervisor _____

Student I.D. Number _____

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

Mid-Semester Certification of Competency

Based on the accompanying Student Teaching Competency assessments, I/we recommend:

_____ The Teacher Candidate has achieved the competencies necessary to advance to the second half of EHD 178/178ECE/110D.

_____ Although the Teacher Candidate demonstrates some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next phase of EHD 178/178ECE/110D with the understanding that continued improvement is required for the successful completion of EHD 178/178ECE/110D.

_____ The Teacher Candidate has not developed the competencies necessary to progress to the next phase of EHD 178/178ECE/110D.

Cooperating/Master Teacher _____

University Supervisor _____

Teacher Candidate _____

Date _____

California State University, Fresno
Kremen School of Education and Human Development
Department of Curriculum and Instruction
EHD 178/178ECE/110D –Field Study B Final Competency Verification

Teacher Candidate _____ Semester _____

Cooperating /Master Teacher _____ Grade Level _____

School _____ District _____

University Supervisor _____

Student I.D. Number _____

EHD 178/178ECE/110D FIELD STUDY B COMPETENCIES LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities. The EHD 178 competencies are based on the California Standards for the Teaching Profession (CSTP), the Teacher Performance Expectations (TPEs), and Teacher Performance Assessments (TPAs). The Teacher Candidate is responsible for the safekeeping and updating of this log. Upon completion of all the competencies and the verification of that completion, the logs will be filed by the University Supervisor in the student's program file.

Certification of Competency

Based on the accompanying Teacher Candidate's Competency assessments, I/we recommend:

- _____ The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.
- _____ The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.
- _____ The Teacher Candidate models exemplary professional behavior and dress.
- _____ The Teacher Candidate engaged in implementing successful Reading/Language Arts competencies in the classroom (LEE 177/177ECE).
- _____ The Teacher Candidate has passed all sections of the Site Visitation Project.
- _____ The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to the next phase of the program and student teaching/practicum.

- _____ Although the Teacher Candidate evidences some significant weaknesses at this point in the semester, she or he should be allowed to progress to the next practicum course with the understanding that continued improvement is required.
- _____ The Teacher Candidate has not developed the competencies necessary to progress to daily student teaching.

Cooperating/Master Teacher _____ University Supervisor _____

Teacher Candidate _____ Date _____

Teacher Candidate: _____

ID. _____

EHD 178/178ECE/110D – FIELD STUDY B COMPETENCY LOG

Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178/178ECE/110D competencies. It is the student's responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing all documentation and giving feedback on lessons they see taught.

Teacher candidates write lesson plans using effective teaching models. The direct instruction clinical/target, teaching or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Co-Teaching strategies are identified and used in planning and implementing instruction. Teacher Candidates review all lesson plans with the Cooperating Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson.

Competency Requirement Key

Credential Program *Required Competencies*

Multiple Subject 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

SPED 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Dual 1, 1D, 2, 2D, 3, 3D, 4, 4D, 5, 5D, 6, 7, 7D, 8, 8D, 9, 9D, 10, 10D, 11, 12, 12D

ECE 1, 2, 3, 4, 5, 6, 7, 8, 8ECE, 9, 10, 11, 12

Supervisor's
Signature

Competency

____1. Teacher Candidates completed a Student in Context Classroom Profile and provided a description/reflection on the following: the physical arrangement of the classroom, school policies such as: classroom rules/discipline, attendance procedures; dress code, school schedule, and daily procedures. Procedures should include but are not limited to lining up, pencil sharpening, distributing supplies, asking and answering questions, etc. An electronic copy of the Field Work Handbook with form templates is available at the fresnostate.edu web site. (Dual candidates should identify differences in the above for a general education classroom and a special education classroom. This description should include a description and type of SPED placement as well as case load and disabilities of students in your class (review cum folders and IEPs).

____1D. Dual candidates complete the above profiles for their SPED classroom. The description should include: type of SPED placement, caseload and disabilities of the students in their class. Elaborate on the students you are assigned to work with (including strengths and needs for support).

____2. Teacher Candidates assumed responsibility of the morning routine on a daily basis as documented by supervisor/master teacher observation.

Co-Teaching Strategy: _____

____2D. Dual candidates should provide a schedule and description of responsibilities with SPED students with whom they work.

____3. Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their EHD 178/110D, Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 9a; NCATE 1.3).

The reflection should include:

1. What is the purpose of this document?
2. What is the responsibility of the teacher? Students? Parents?

3. Having read this document what are the implications for the use of technology in your classroom?

____3D. Dual candidates will identify at least 2 technology accommodations that are being used or could be used with students in their current SPED placements.

____4. Teacher Candidates request a copy of the School/District's Student Study Team (SST)/Student Success Team forms and procedures from their EHD 178/178ECE/110D, Field Study B School Site. Request permission to, and attend, a Student Study/ Student Success Team meeting. Following the meeting the Teacher Candidate will write a reflection about the meeting to include strengths and concerns. (NCATE 1.6 Collaboration, Reflection)

____4D. Dual candidates will also attend an IEP meeting and write a reflection about the meeting which includes a description of the roles of the members of the committee.

____5. Teacher Candidates plan and teach a mini mathematics unit (3 to 5 lessons) to a small group of elementary students. After the lessons, the Teacher Candidate will post-assess the students' knowledge, analyze the students' learning, and reflect on the effectiveness of the lessons. (CCTC 4 a-e, 5f, 8A(a), 13e,f, 15 a, b; TPE 1, 2, 3, 4, 7, 9; NCATE 1.1, 1.3, 1.4, 1.6 all, 1.7) *Completed and teaching verified during field experience but graded by course faculty.

Co-Teaching Strategies: _____

____5D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

____6. The teacher candidate will utilize the One Teach, One Observe Co-Teaching Strategy when observing a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1). The description should include:

1. Describe how the lesson aligns with the California Science Content or New Generation Science Standards (NGSS).
2. Describe the strategies used for materials management. How did the strategy facilitate instruction?
3. What instructional and English learner strategies did you observe?
4. How did the use of these strategies help the students achieve their learning goals?
5. How was student achievement measured/ evaluated?

____7. Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided in the handbook. The lesson must align with the California Science and Language Arts Content Standards, Common Core Standards, and New Generation Science Standards; will incorporate the use of expository text; and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b),13e,15a,b; TPE 1,4,5,7; NCATE 1.1, 1.3, 1.6; NAEYC 1, 3, 4, 5; Reflection, Critical Thinking, Valuing Diversity)

Co-Teaching Strategy: _____

____7D. Dual candidates will reference IEP and Student Study Team goals for students when planning, implementing and reflecting on this instruction.

____8. Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3)

Co-Teaching Strategy: _____

ECE Cohort candidates will include this lesson as part of their 10-lesson standards-drive, project-based integrated history-social science and/or science unit.

____8ECE.

____8D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction.

____9. Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3)

Co-Teaching Strategy: _____

____9D. Dual candidates will reference IEP and Student Study Team goals for students when planning and implementing this instruction).

____10. Teacher Candidates plan, teach, and reflect a series (minimum of 4 consecutive days) Language Arts lessons before their Site Visitation observation.

Co-Teaching Strategies: _____

____11. The Site Visitation Project: see FAST Manual. Teacher candidate must receive a passing score of 2 or above.

Co-Teaching Strategy: One Teach, One Observe.

____12. Teacher Candidates completed weekly reflections (NCATE 1.6 Reflections)

____12D. Dual candidates will write at least three reflections on classroom management and reinforcement techniques used in both the Multiple Subject and Special Education classrooms.