Master’s Credential Cohort Program 2017-18
Supplementary Information for
MCC Single Subject Credential

The field experience component of the Masters Credential Cohort (MCC) pathway consists of one to two early practicums, one extended practicum, and one semester of full time student teaching. This arrangement is different from the traditional pathway described in the USD student teaching handbook. MCC student teachers, supervisors, and cooperating teachers are expected to comply with the assessment requirements that are outlined in the student teaching handbook. The timing and structure of these requirements may vary according to the school site’s schedule and design.

MCC Field Experience Structure

Extended Practicum -- During the extended practicum, MCC candidates will spend a minimum of three hours each day in secondary classrooms. This experience will be with one cooperating teacher at a middle or high school. Prior to beginning extended practicum all candidates must have taken and passed the CBEST and been issued a certificate of clearance by the CTC.

Sample Extended Practicum Outline

<table>
<thead>
<tr>
<th>Gradual Assumption of Responsibility</th>
<th>Semester 1 – Placement 1</th>
<th>Semester 2 – Placement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hour 1</td>
<td>Hour 2</td>
</tr>
<tr>
<td>Early in semester</td>
<td>Observation, individual &amp; small group support</td>
<td>Observation, individual and small group support</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Co-teach class</td>
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<tr>
<td>End of USD Semester</td>
<td>Take lead on planning Co-Teach class</td>
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</tbody>
</table>

Full-Time Student Teaching -- During full-time student teaching, MCC secondary candidates will participate in full day student teaching in order to integrate themselves into the life of the school. Supervisors, cooperating teachers, and principals may require candidates to spend additional hours at the site based upon the needs of the classroom and school. Candidates will be expected to assume full-time teaching duties for four class periods (or the equivalent) at secondary for a minimum of four weeks. Prior to beginning full-time student teaching all candidates must have successfully passed extended practicum, appropriate content area CSET, all credential coursework, and the advancement to student teaching process.
Sample Full-Time Student Teaching Outline

<table>
<thead>
<tr>
<th>Gradual Assumption of Responsibility</th>
<th>Hour 1</th>
<th>Hour 2</th>
<th>Hour 3</th>
<th>Hours 4, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early semester</td>
<td>Observe class Action Research</td>
<td>Observe class</td>
<td>Observation, individual and small group support</td>
<td>Observation, individual and small group support, collaborative planning, parent / community meetings, observation of other department teachers.</td>
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<tr>
<td>Mid-semester</td>
<td>Collaboratively plan &amp; teach class Action Research CalTPA</td>
<td>Collaboratively plan &amp; teach class</td>
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<tr>
<td></td>
<td>Collaboratively/Independently plan &amp; teach class Action Research</td>
<td>Collaboratively/Independently plan &amp; teach class</td>
<td>Independently plan &amp; teach class</td>
<td>Independently plan &amp; teach class</td>
</tr>
<tr>
<td>End of school site semester</td>
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</tbody>
</table>

Requirements and Expectations

All MCC candidates are expected to comply with the following requirements. Failure to comply with these requirements could result in disciplinary action and may jeopardize the candidate’s graduate status and/or his/her ability to earn a teaching credential.

- **Attendance and observation** – Candidates will be expected to attend assigned class daily and actively participate in the events of the class and professional activities of the school (second semester). Candidates will be expected to closely observe the practices of the cooperating teacher and maintain a reflection journal as assigned. Throughout the field placement, professionalism, dependability, and clear communication are essential.
- **Classroom instruction** – Candidates will be expected to participate in classroom instruction as directed by the cooperating teacher. Instruction should include individual conferring, small group support, and whole class instruction.
- **Curriculum and assessment planning** – Candidates will be expected to teach the assigned curriculum. Candidates will be expected to assess students’ learning using assessments designed and implemented in collaboration with cooperating teachers and/or university supervisors.
- **Formative and summative evaluations by cooperating teacher and university supervisor** – Candidates will regularly be observed by both their cooperating teacher and by their university supervisor. A minimum of one formal triad will take place at the end of extended practicum, and a minimum of two formal triad evaluation meetings (midterm and final) will take place during which candidates receive feedback on their progress for continued growth. In addition, the candidate will receive formative feedback after each supervisor visit and cooperating teacher observations, and on-
going formative feedback from both. Candidates are expected to respond to this feedback and show evidence of learning and continued professional growth.

- **MCC Course related assignments** – Candidates will be concurrently enrolled in an extended practicum seminar during the extended practicum experience. Assignments in classes will support and complement students’ fieldwork experiences. Specific assignments that respond to candidates’ student teaching experiences will be assigned and monitored by instructors in the relevant courses. See specific course sequence for both the 1-Year, 18 month, and 2-Year programs below.

### 1-Year Single Subject MCC Sequence of Courses

**Summer I (9 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 581C</td>
<td>Multicultural and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 582</td>
<td>Psychological Foundations of Education in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>First and Second Language Development and Structure for the Classroom Teacher</td>
<td>3 (CEU units)</td>
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**Fall I (14 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 532P</td>
<td>Secondary Curriculum and Methods of Teaching in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 534P</td>
<td>Secondary Methods of Teaching Literacy and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 584C</td>
<td>Methods of Teaching English Language and Academic Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 551P</td>
<td>Extended Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 567S</td>
<td>MCC Extended Practicum Seminar I</td>
<td>3</td>
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</table>

**Intersession I (3 units)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDSP 589</td>
<td>Healthy Environments and Inclusive Education</td>
<td>3</td>
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</table>

**Spring I (12 units)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 535</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 578</td>
<td>Learning and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 557</td>
<td>Action Research for Secondary Teachers I</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 552P</td>
<td>Full-Time Student Teaching</td>
<td>6</td>
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**Summer II (7 units)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>EDUC 510</td>
<td>Cognition and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 558</td>
<td>Action Research for Secondary Teachers II</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5XX</td>
<td>MEd Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
### 18 Month Single Subject MCC Sequence of Courses

#### Spring I (9 units)
- EDUC 534P  Secondary Methods of Teaching Literacy and Language Arts (3)
- EDUC 584C  Methods of Teaching English Language and Academic Development (3)
- EDSP 589  Healthy Environments and Inclusive Education (3)

#### Summer I (9 units)
- EDUC 581C  Multicultural and Philosophical Foundations of Education (3)
- EDUC 582  Psychological Foundations of Education in a Diverse Society (3)
- EDUC 540  First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

#### Fall I (8 units)
- EDUC 532P  Secondary Curriculum and Methods of Teaching in a Global Society (3)
  *Section assignments vary by content area*
- EDUC 551P  Extended Practicum (2)
- EDUC 567S  MCC Extended Practicum Seminar I (3)

#### Spring II (12 units)
- EDUC 552P  Full-Time Student Teaching (6)
- EDUC 557  Action Research for Secondary Teachers I (2)
  *One of the following:*
- EDUC 535  Curriculum Design and Evaluation (3)
- OR
- EDUC 578  Learning and Technology (3)

#### Summer II (7 units)
- EDUC 510  Cognition and Learning (3)
- EDUC 558  Action Research for Secondary Teachers II (1)
- EDUC 5XX  MEd Elective (3)

### 2-Year Single Subject MCC Sequence of Courses

#### Fall I (12 units)
- EDUC 540  First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)
- EDUC 532P  Secondary Curriculum and Methods of Teaching in a Global Society (3)
- EDUC 581C  Multicultural and Philosophical Foundations of Education (3)
- EDUC 582  Psychological Foundations of Education in a Diverse Society (3)

#### Spring I (13 units)
- EDUC 534P  Secondary Methods of Teaching Literacy and Language Arts (3)
- EDUC 551P  Extended Practicum (2)
- EDUC 567S  MCC Extended Practicum Seminar I (2)
EDUC 584C  Methods of Teaching English Language and Academic Development (3)
EDSP 589  Healthy Environments and Inclusive Education (3)

Fall II (9 units)
EDUC 552P  Full-Time Student Teaching (6 units)
EDUC 557  Action Research for Secondary Teachers I (3)

Spring II (10 units)
EDUC 558  Action Research for Secondary Teachers II (1)
EDUC 5XX  MEd Elective (3)

Choose 1
EDUC 535  Curriculum Design and Evaluation (3)
EDUC 578  Learning and Technology (3)

Choose 1
EDUC 510  Cognition and Learning (3)
EDUC 511  Education Reform (3)
EDUC 597  Historical Struggles for Educational Equity (3)

Placement Locations
Within the MCC program, field experiences will take place at carefully selected sites chosen for teaching excellence, faculty and administrative support for candidate learning, and diversity among the student body. Many MCC candidates will spend time in a middle school and in a high school.

Per CTC regulations, the teaching experiences at these two sites must include at least two subject-specific teaching assignments that differ in content and/or level of advancement. In addition, in response to CTC regulations, at least one experience will be spent in an urban and/or underperforming school; and at least one experience will be spent in a classroom that includes English Learners.

Placement decisions will be made at the discretion of the Field Experiences Office. Although candidates are invited to share their preferences, decisions will be made in accordance with the goals of the program, the requirements of the state, and the professional judgment of the USD faculty and staff as to the placement site that best fits the experience and needs of the MCC candidate.

Supervision Structure
Throughout the field experience, the teacher candidate, the university supervisor, and the cooperating teacher are expected to work together to support the professional growth of the teacher candidate. Specific responsibilities are as follows:

- **University supervisor** – The university supervisor is responsible for supporting and monitoring MCC candidates throughout the tenure of their field experiences. The supervisor provides an important link between the university and the placement sites. The supervisor will serve as a content
area expert and support the candidate’s development of subject-specific pedagogical content knowledge. The university supervisor is responsible for the following:

- Meeting with the candidate and cooperating teacher at the beginning of each semester to establish an appropriate structure to support the candidate’s integration into the classroom.
- Formally observing and providing feedback to each MCC candidate. Informal communication throughout the semester.
- Facilitating triad evaluation meetings with each candidate and cooperating teacher.
- Maintaining regular contact with the field experiences director and cooperating teacher and alerting them to any concerns regarding the MCC candidate.
- Participating in field experience support meetings with USD faculty, the field experiences director, and the MCC program coordinator as needed.
- Assigning a final grade for full-time student teaching.

- **Cooperating teacher** -- The cooperating teacher is an exemplary classroom teacher at the middle or high school level with content expertise, strong pedagogical practices, and a demonstrated ability to support adult learning. Cooperating teachers will be responsible for the following:
  - Establishing an appropriate structure to support candidates’ integration into the classroom.
  - Providing guidance in supporting candidates’ planning, instruction, and assessment of students.
  - Providing regular informal feedback to student teachers.
  - Formally observing and providing feedback to each MCC candidate during the experience.
  - Completing the midterm and final evaluation forms.
  - Participating in triad evaluation meetings with the candidate and university supervisor.
  - Maintaining regular contact with university supervisor and alerting he/she to any concerns regarding the MCC candidate.

- **MCC teacher candidate** -- The teacher candidate is expected to play an active role in facilitating his or her own learning. In addition to the requirements and expectations outlined above, the teacher candidate is responsible for the following:
  - Meeting regularly with the cooperating teacher at a time that is convenient to him/her to discuss classroom observations, curriculum expectations, instructional planning, assessment and student learning.
  - Participating in debriefing sessions with the university supervisor and/or cooperating teacher after formal observations and taking steps to respond to the feedback provided in those sessions.
  - Participating in triad evaluation meetings (midterm and final) with the university supervisor and cooperating teacher.
  - Actively participating in all aspects of classroom teaching including individual, small group or whole class instruction, instructional planning, and assessment.
  - Maintaining a reflection journal that includes observations, questions, connections, concerns, and/or evolving views on teaching and learning (if assigned).
  - Actively participating in the life of the school through attendance at faculty meetings, professional learning community sessions, extra-curricular activities, and student outreach events.
- Actively seeking out resources within and beyond the school. This may include asking for targeted support from the cooperating teacher, visiting other teachers’ classrooms, crafting curriculum materials using internet and library resources, and attending professional conferences and workshops.
- Asking questions and sharing observations and concerns with the cooperating teacher, university supervisor, peers, and USD faculty.
- Alerting appropriate support providers if personal or professional concerns arise that may interfere with student teaching responsibilities and your professional growth.
PLEASE NOTE: If concerns arise with regard to a candidate’s performance during student teaching, the director of field experiences should be contacted immediately at the phone number below. University supervisors and/or cooperating teachers should document concerns using the “Notification of Need to Improve” and/or “Identification, Assistance, or Dismissal of Candidate” forms found in the USD Student Teaching Handbook.

**Director of Field Experiences:**

Dr. Helene T. Mandell  
School of Leadership and Education Sciences  
University of San Diego  
5998 Alcala Park  
San Diego, CA 92110-2492  
(619) 260-7817  
hmandell@sandiego.edu

**Assistant Director of Field Experiences:**

Serena Pariser  
School of Leadership and Education Sciences  
University of San Diego  
5998 Alcala Park  
San Diego, CA 92110-2492  
(619) 260-7713  
spariser@sandiego.edu
Assessment and Evaluation

The following assessment measures are in place to support candidate learning and ensure appropriate preparation to meet the California Teaching Credential requirements. Candidates must meet or exceed the expectations set for each of these requirements in order to begin, continue, and successfully complete his/her student teaching assignments. Please note that these assessments are in addition to course assignments, which also must be completed satisfactorily in order to earn a California Teacher Credential.

Evaluation Timeline:

Prior to extended practicum:
- Verification of successful completion of CBEST, fingerprint screening, and university transcripts submitted to USD’s credential analyst – Andrea Cash andreacash@sandiego.edu
- Successful completion of EDUC 581, EDUC 582, and EDU 558XB with grades of B- or above in all courses
- Successful completion of early practicum and satisfactory evaluation from field placement supervisor.
- Placement interview (if required by school site)

During extended practicum:
- Three formal observations by the university supervisor and three formal observations by the cooperating teacher.
- Final evaluation with growth plan.
- Successful completion of all assignments in the MCC extended practicum seminar.

Prior to full-time student teaching:
- Verification of successful completion of the appropriate content CSET.
- Successful completion of credential coursework with grades of B- or above in all courses.
- Successful completion of the advancement to student teaching process.

During full-time student teaching:
- Five formal observations by the university supervisor and five formal observations by the cooperating teacher.
- One formal triad evaluation conference. Student teachers are expected to score an average of 3 or higher in each of the TPE categories of the student teaching evaluation form at the conference at the end of second semester student teaching.
- Successful completion of all assignments in the MCC student teaching seminar.

End of full-time student teaching / Credential completion:
- Successful completion of the CalTPA. Failure to successfully complete the CalTPA at the first submission may result in the candidate becoming ineligible to complete the credential portion of the MCC program due to time constraints.
**Evaluation Records:**
A complete evaluation record will be maintained in the Field Experience office. It is strongly recommended that candidates maintain copies of their observation records, and evaluation records from their field experiences.

The following table provides a list of assessments, evaluators, locations, and submission dates. *Candidates are expected to work with their university supervisors, cooperating teachers, and the Field Experience staff to ensure that all assessments are submitted in a complete and timely manner.*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Observations</td>
<td>University Supervisor and Cooperating Teacher (3 in extended practicum, 5 in full-time student teaching)</td>
</tr>
<tr>
<td>Student Teaching Triad Evaluation</td>
<td>University Supervisor and Cooperating Teacher (1 final in extended practicum, 1 final in full-time student teaching)</td>
</tr>
<tr>
<td>Conferences-- Final</td>
<td>University Supervisor and Cooperating Teacher (1 final in extended practicum, 1 final in full-time student teaching)</td>
</tr>
<tr>
<td>Advancement Process</td>
<td>University Supervisors and Faculty</td>
</tr>
<tr>
<td>CalTPA</td>
<td>Calibrated Assessors</td>
</tr>
</tbody>
</table>

**Evaluation Materials:**
Candidates should familiarize themselves with the following assessment materials:

- **Teacher Performance Expectations**—TPEs are set by the state of California and guide the MCC coursework assignments and student teaching evaluations. See the USD Student Teaching Handbook.

- **Student Teaching Observations**—During formal observations, cooperating teachers and university supervisors should script lessons and take notes that include their observations, questions, comments, and suggestions. Afterwards they should complete the Lesson Observation Form (LOF) online. A copy of the LOF should be provided to the candidate immediately after the observation. Classroom observations should focus on elements of instruction that are enumerated in the TPEs and 21st century skills. The LOF is found in the USD Student Teaching Handbook.

- **Student Teaching Evaluation**—The Student Teaching Evaluation Form is used during the midterm and final student teaching evaluation conferences. A copy of the completed evaluation form will be provided to the candidate immediately after the evaluation conference; a second copy will be submitted electronically in the candidate’s file (Evaluation is in the USD Student Teaching Handbook).

- **CalTPA**—Within the MCC program, the CalTPA is used as a summative assessment of student teaching performance. Successful completion of the CalTPA is required in order to obtain a California Single Subject Teaching Credential through USD.
EXTENDED PRACTICUM TEACHER CANDIDATE EVALUATION FORM

Please complete the Extended Practicum Candidate Evaluation. In addition to providing feedback to USD, this form should be used as a forum for discussing the teacher candidate’s progress with him or her. Please print a copy of the completed form prior to submitting and give a copy to the candidate, by the end of the semester.

Please select the Term:

- Fall
- Spring
- Summer

Please provide the first and last name of the student teacher candidate.

[Blank line]

Please select the candidate’s credential program:

- Multiple Subject
- Single Subject
- Education Specialist

Please provide the name of the school site.

[Blank line]

Please provide your first and last name.

[Blank line]

Select your role:

- Cooperating Teacher
- USD Supervisor

Student Performance Part 1

For the following student teacher performance areas, please rank the teacher candidate using the following scale:
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Dependability</td>
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<td>Professionalism</td>
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<td>Commitment and</td>
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<td>Willingness to</td>
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<td>Work</td>
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<td>Ability to</td>
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<td>Receive</td>
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<td>Feedback and</td>
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<td>Suggestions</td>
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<td>Capacity for</td>
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<td>Reflection</td>
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<td>and Inquiry</td>
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<td>Enthusiasm and</td>
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<td>Potential for</td>
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<td>Teaching</td>
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<td>Flexibility</td>
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<td>Clear Communication</td>
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<tr>
<td>Relationship/Rapport with Students</td>
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<tr>
<td>Sensitiveness to Issues of Diversity: Cultural, Linguistic, Economic and Cognitive Histories</td>
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<tr>
<td>Working with Students Individually</td>
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<td>Working with Students in Groups</td>
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Student Performance Part 2

This portion of the evaluation will serve as a guide for the candidate as they progress into full-time student teaching.

Using the TPEs as a reference, or considering the broad topics of planning, instruction, and assessment, list or describe at least three areas of strength and at least three areas of growth the candidate can focus on for full-time student teaching.