Master’s Credential Cohort Program 2015-16
Supplementary Information for MCC
Single Subject Candidates

The student teaching component of the Masters Credential Cohort (MCC) pathway consists of one semester of part-time student teaching 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 same 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 Student Teaching Structure

**First Semester** -- During the first semester, MCC candidates will spend a minimum of three hours each day in secondary classrooms. During one of those hours, the candidate will be expected to gradually take responsibility for teaching the class; he/she must plan and teach a minimum of four weeks independently. The student teaching placement during the first semester will be with one cooperating teacher at a middle or high school. Prior to beginning student teaching all candidates must have taken and passed both the CBEST and the CSET in the appropriate content area and been issued a certificate of clearance by the CTC.

<table>
<thead>
<tr>
<th>Month</th>
<th>Hour 1</th>
<th>Hour 2</th>
<th>Hour 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 – Placement 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September or October</td>
<td>Observation, individual &amp; small group support</td>
<td></td>
<td>Observation, individual &amp; small group support</td>
</tr>
<tr>
<td>October or March</td>
<td>Co-teach class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November or April</td>
<td>Teach class, plan for edTPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December or May</td>
<td>Plan, teach and film edTPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January or June</td>
<td>Write edTPA narrative</td>
<td></td>
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</tbody>
</table>

**Second Semester** -- During the second semester, 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 the second semester of student teaching all candidates must have successfully completed first semester and all credential coursework and passed the advancement to student teaching interview.
Sample Second Semester Student Teaching Outline

<table>
<thead>
<tr>
<th>Month</th>
<th>Hour 1</th>
<th>Hour 2</th>
<th>Hour 3</th>
<th>Hours 4, 5</th>
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</thead>
<tbody>
<tr>
<td>February or</td>
<td>Observe class</td>
<td>Observe class</td>
<td>Observation, individual and</td>
<td>Observation, small group support, collaborative</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td>small group support</td>
<td>planning, parent / community meetings,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>observation of other department teachers.</td>
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<tr>
<td>March or</td>
<td>Collaboratively plan</td>
<td>Collaboratively plan</td>
<td>Observation,</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>&amp; teach class</td>
<td>&amp; teach class</td>
<td>individual and small group</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April or</td>
<td>Collaboratively/</td>
<td>Collaboratively/</td>
<td>Independently plan &amp; teach</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Independently plan &amp;</td>
<td>Independently plan &amp;</td>
<td>class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>teach class</td>
<td>teach class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May or</td>
<td>Action Research</td>
<td></td>
<td></td>
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<tr>
<td>December</td>
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<tr>
<td>June or</td>
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<tr>
<td>January</td>
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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 two formal triad evaluation meetings (midterm and final) will take place each semester during which candidates receive feedback on their progress for continued growth. In addition, the candidate will receive formative feedback after each of the six supervisor visits and six cooperating teacher observations each semester, 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 a student teaching seminar during the first semester of student teaching. 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. These include lesson and unit planning, the edTPA performance assessment, and action research design and data collection. See specific course sequence for both the 1-Year and 2-Year programs below.

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

**Summer I (9 units)**
- EDUC 581C  Multicultural and Philosophical Foundations of Education (3)
- EDUC 582  Psychological Foundations of Education in a Diverse Society (3)
- EDU X787H  First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

**Fall I (14 units)**
- EDUC 532P  Secondary Curriculum and Methods of Teaching in a Global Society (3)
- EDUC 534P  Secondary Methods of Teaching Literacy and Language Arts (3)
- EDUC 584C  Methods of Teaching English Language and Academic Development (3)
- EDUC 551P  Student Teaching (2)
- EDUC 567S  MCC Student Teaching Seminar I (3)

**Intersession I (3 units)**
- EDSP 589P  Healthy Environments and Inclusive Education (3)

**Spring I (12 units)**
- EDUC 535  Curriculum Design and Evaluation (3)
- OR
- EDUC 578  Learning and Technology (3)
- EDUC 557  Action Research for Elementary Teachers I (2)
- EDUC 552P  Student Teaching (6)

*Special topics sessions provided for no credit*

**Summer II (7 units)**
- EDUC 510  Cognition and Learning (3)
- EDUC 558  Action Research for Elementary Teachers II (1)
- EDUC 5XX  MEd Elective (3)
# 2-Year Single Subject MCC Sequence of Courses

## Fall I (12 units)
- **EDU X787H**  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**  Student Teaching (2)
- **EDUC 567S**  MCC Student Teaching Seminar I (2)
- **EDUC 584C**  Methods of Teaching English Language and Academic Development (3)
- **EDSP 589P**  Healthy Environments and Inclusive Education (3)

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

## Spring II (10 units)
- **EDUC 558**  Action Research for Elementary 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 512**  Historical Struggles for Educational Equity (3)

## Placement Locations

Within the MCC program, student teaching 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 one semester in a middle school and the other semester 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 semester will be spent in an urban and/or underperforming school; and at least one semester 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 student teaching 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 student teaching experience. 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 six times during each semester. Informal communication throughout the semester.
  - Facilitating two triad evaluation meetings (midterm and final) each semester 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 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. Most cooperating teachers will host an MCC candidate in their classroom for one semester for three hours or four hours each day. 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 six times during the semester.
  - Complete the midterm and final evaluation forms.
  - Participating in two triad evaluation meetings (midterm and final) with the candidate and university supervisor during the semester.
  - 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 two triad evaluation meetings (midterm and final) with the university supervisor and cooperating teacher each semester.
  - 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:**  
Michele L. McConnell  
School of Leadership and Education Sciences  
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San Diego, CA 92110-2492  
(619) 260-5913  
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**Field Experience Manager:**  
Nancy Hanssen  
School of Leadership and Education Sciences  
University of San Diego  
5998 Alcala Park  
San Diego, CA 92110-2492  
(619) 260-4159  
nhanssen@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:

Before first semester student teaching:
- Verification of successful completion of CSET and CBEST, fingerprint screening, and university transcripts submitted to USD’s credential analyst –Andrea Cash andreacash@sandiego.edu
- Successful completion of EDUC 581C, EDUC 582, and EDU X787H with grades of B- or above in all courses
- Successful completion of practicum and satisfactory evaluation from field placement supervisor.
- Placement interview (if required by school site)

During first semester student teaching:
- Six formal observations by the university supervisor and six formal observations by the cooperating teacher.
- Two triad evaluation conferences (midterm and final)
- Successful completion of all assignments in the MCC student teaching seminar.

Before second semester student teaching:
- Successful completion of credential coursework with grades of B- or above in all courses.
- Successful completion of the Advancement to Student Teaching Interview.

During second semester student teaching:
- Six formal observations by the university supervisor and six formal observations by the cooperating teacher.
- Two formal triad evaluation conferences. 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 second semester student teaching / Credential completion:
- Successful completion of the edTPA. Failure to successfully complete the edTPA at the first submission may result in the candidate becoming ineligible to complete the cooperating’s 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 student teaching.

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>
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<tbody>
<tr>
<td>Formal Observations</td>
<td>Cooperating teacher (6 per semester)</td>
</tr>
<tr>
<td></td>
<td>University Supervisor (6 per semester)</td>
</tr>
<tr>
<td>Student Teaching Triad Evaluation</td>
<td>University Supervisor and Cooperating teacher</td>
</tr>
<tr>
<td>Conferences-- Midterm &amp; Final</td>
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</tr>
<tr>
<td>Advancement Interview</td>
<td>University Supervisors and Faculty</td>
</tr>
<tr>
<td>edTPA</td>
<td>Calibrated Assessors</td>
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</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.
- **Advancement Interview Questions** – The advancement interview questions and assessment rubric are based on the edTPA expectations (see below). Individual candidate advancement interviews will take place with a panel of teachers, supervisors, faculty and administrators at the end of the fall semester.
- **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).
- **edTPA** – Within the MCC program, the edTPA is used as a summative assessment of student teaching performance. Successful completion of the edTPA is required in order to obtain a California Multiple Subjects Teaching Credential through USD. The edTPA guidelines also inform the advancement interview that is required prior to beginning the second semester of student teaching in the MCC program. The edTPA is content area specific. More information on the edTPA and the rubrics that are particular to each content area can be found at [http://edtpa.aacte.org](http://edtpa.aacte.org)