



Handbook for Field Supervisors of Extended Practicum Candidates & Student Teachers

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Department of Learning and Teaching

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Welcome to Supervising for DLT

Thank you for taking on the responsibility of supporting and mentoring teacher candidates in the Department of Learning and Teaching at the University of San Diego. The field experience component is a crucial opportunity for our teacher candidates to develop as professional educators. Your teaching expertise, coaching support, and evaluation and feedback skills are invaluable to the growth of our candidates. You have been selected as a supervisor for our candidates for a variety of reasons including your use of effective teaching strategies, willingness to promote the values of our program, and how you provide a strong model of professional ethics. We are excited and pleased to welcome you to our department.

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Mission & Vision Statements

School of Leadership and Education Sciences

Mission

The School of Leadership and Education Sciences (SOLES) at the University of San Diego believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

Vision

SOLES shapes the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

Core Values

Our courses of study and our worldview are deeply rooted in several key values embraced by program leadership, faculty, staff and students. These core values are:

- Diversity, inclusion, and social justice
- Excellence in teaching
- Care for the whole person and common home
- Community engagement
- Excellence in scholarship

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded, and committed leaders in their chosen fields.

Department of Learning and Teaching

Mission

The mission of the Department of Learning and Teaching (DLT) is to prepare its students to address the needs of the multi-ethnic, multi-lingual and multi-racial birth through adult student population and to advance scholarship that helps to promote this process.

Meta-Values

Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

Members of our department learning-community are committed to:

Diversity and Inclusion

We believe recognizing and valuing all forms of human diversity is an ethical responsibility. Our commitment to equitable education involves actively working to

include those who are socio-historically oppressed; and providing access to high quality educational opportunities and the supports needed to participate and achieve in society.

Critical Inquiry

We believe that critical inquiry is at the core of the learning of our students. Critical inquiry entails analysis of positionality, privilege, power, and educational systems within social, political, historical, and economic contexts. Our students examine and analyze personal biases and beliefs towards the shaping of their instructional practice; critically and theoretically analyze schools of thought; research theories and practices relating to education; apply critical inquiry to evidence-based pedagogical practices; and use educational research as a tool to create equitable, accessible, and inclusive learning environments.

International and Global Citizenship

We believe in offering students local and international cross-cultural experiences so that they are able to think critically about education, social, and cultural implications of linguistic and cultural contexts different from their own. A key goal is for students to step out of their comfort zone and experience self-transformation and understand their role and responsibility as global citizens.

Change for a More Just World

We believe that at the end of the program our students see themselves as Changemakers who are able to help develop youth who take action for the common good. This involves inspiring youth to make a difference by innovating, leading, problem solving, collaborating, practicing empathy, and advocating for a just world.

DLT Student Learning Outcomes

The following learning outcomes are aligned with CalTPA, and InTASC Standards.

Outcome 1: Teacher candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Outcome 2: Teacher candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners, as evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.

Outcome 3: Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches.

Outcome 4: Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.

Outcome 5: Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.

Progression of DLT Field Experiences

Each teacher candidate follows the same progression across their semesters, as described in the chart below.

Placement	General Overview	Teacher Candidate Goals	Hours Required	Supervised Experience?
Semester 1: Practicum EDTE 551	Introductory experience in the field observing teachers and students and gaining an understanding of San Diego-area schools from the teacher's perspective	Observe a classroom setting and complete field-based assignments from course instructors	A minimum of 20-30 hours across one term, spread across 8 or more weeks	No
Semester 2: Extended Practicum EDTE 552	Splitting weekly time with a general education and a special education teacher in observing, and practice teaching small segments of learning	Observation and 4 observed practice lessons with supervisor feedback	20 hours per week for a total of 260 hours across one semester	Yes – 4 formal observations required
Semester 3: Student Teaching, first credential area EDTE 553/ EDTE 554	Practice teaching alongside an experienced teacher in your content area. You will be responsible for teaching a minimum of 20 days on your own within the credential area	Practice teaching with at least 20 days of solo teaching and 6 formal observations and feedback	Full-time for the semester for approximately 455 hours	Yes- 6 formal observations required
Semester 4: Student Teaching, second credential area (if elected) EDTE 553/ EDTE 554	Practice teaching alongside an experienced teacher in your content area. You will be responsible for teaching a minimum of 20 days on your own within the credential area	Practice teaching with at least 20 days of solo teaching and 6 formal observations and feedback	Full-time for the semester for approximately 455 hours	Yes- 6 formal observations required

Practicum Experience

The Practicum Experience is designed to provide classroom observations in order to enhance understanding of instructional methods and curriculum design. Candidates will have the opportunity to observe teaching and learning in progress and connect theories discussed in class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. This is not a supervised experience.

During the practicum experience, candidates should observe and support instruction of the cooperating teacher for approximately 20-30 hours. They will utilize these hours to also complete course assignments that are field-based. Candidates will work with the cooperating teacher to create a schedule of hours for the semester over approximately 8 weeks. Candidates are required to record their hours and submit them in Tevera with a digital signature from their cooperating teacher.

This is a time for candidates to observe and practice being a member of a professional community as more than merely a student. Candidates are expected to be dependable, prompt, respectful, dress in a professional manner, and keep private information confidential using an emerging professional discretion. Candidates are expected to confer regularly with the cooperating teacher, work closely with students, ask questions and show interest in observing and practicing assessment and instructional strategies, and assist the master teacher in the classroom as appropriate.

Extended Practicum

The first supervised experience for teacher candidates at USD is the Extended Practicum Experience. The field experience commitment for Extended Practicum is 20 hours per week for a total of 260 hours across the semester. Candidates make their own schedule for the week, but should spread their 20 hours across 4-5 school days.

The teacher candidate starts their Extended Practicum assignment by becoming oriented to the school community. As they progress through the assignment, they take on some small teaching responsibilities such as mini lessons and group work. This moves toward planning and teaching in one subject/class period, and then adding on the other subjects as the teacher candidate and cooperating teacher feel that the teacher candidate is ready. If the school site schedule is a block schedule, work with the candidate to determine which periods to participate in and on which days those periods operate.

Student Teaching

Student Teaching must occur for each credential area the teacher candidate is seeking, which means that some candidates might have two student teaching semesters and others might only have one. Teacher candidates need at least 20 days of solo teaching and 6 formal observations from their university-appointed supervisor to meet requirements from the CTC for each credential area (e.g., for each student teaching semester). Student teachers are expected to follow the hours of the cooperating teacher. The teacher candidate is also expected, upon principal approval, to participate in the full range of teacher activities, such as attending open houses, faculty meetings, and professional development. The teacher candidate follows the calendar of the schools to which they are assigned. This means that holidays and breaks of the school district are to be observed rather than USD holidays and breaks.

The University Supervisor's Role

As a supervisor for both Extended Practicum candidates and Student Teachers, you will act as both a coach/mentor and evaluator. Examples of each role are listed in, but not limited to, the descriptions below.

Coach/Mentor

- Script lessons and review areas of strength and areas for growth.
- Thoughtfully select a maximum of 2 areas for growth per observation.
- Ask candidates what areas in which they would like feedback.
- Invite cooperating teachers to observe with you.
- Give feedback on lesson plans prior to candidate teaching the lesson.
- Model professional attire and behavior.
- Collaborate with cooperating teachers regarding candidates' expectations and areas of growth.
- Question candidates often in order to build a reflective practice, and suggest they set up a system for reflective journaling (e.g., an app, emailing, Tevera, etc).
- Model appropriate use of technology in the classroom.
- Recommend candidates implement strategies they learned from their coursework.
- Support candidates' questions and offer to help with issues.
- Support candidates growing their voices as educators and professionals.
- Support candidates in meeting the goals and expectations of the profession.
- Show kindness and compassion.

Evaluator

- Set expectations for lesson plan submission prior to observation.
- Set expectations for professional behaviors, appearance, confidentiality, and attendance.
- Track their attendance at their sites and ensure time logs are accurate.
- Provide observation notes to both the candidates and their cooperating teachers.
- Submit observation notes in a timely manner.
- Communicate with Field Office in case a student is struggling.
- Review and complete the final evaluation rubrics, forms, and TPEs.
- Assign a final grade.
- Write a recommendation letter upon candidates' requests.

Expectations of the Supervisor's Role by Placement Type

It is very important that supervisors understand the differences in abilities and expectations of supervised teacher candidates. Below are the expectations for supervision of each placement type.

Extended Practicum Supervision

Supervisors are accountable for the following for Extended Practicum candidates:

- Hold a triad meeting with the teacher candidate and cooperating teacher early in the semester to sign paperwork, establish guidelines, and ensure placement adheres to standards.
- Advocate for the teacher candidate's boundaries, recognizing that they do not need to be at the placement beyond 20 hours per week due to their other expectations.
- Ensure the candidate has an on-site schedule planned for 20 hours per week, including time with a special education and general education teacher.
- Conduct four observations using the Tevera Lesson Observation Form (LOF) later in the semester, generally two in general education and two in special education.
- Submit a final evaluation of the teacher candidate via the online form.
- Submit Extended Practicum grades based on a Pass/Fail/Incomplete scale.

Student Teaching Supervision

Supervisors are accountable for the following for full-time Student Teachers:

- Hold a triad meeting with the teacher candidate and cooperating teacher early in the semester to sign paperwork, establish guidelines, and ensure placement adheres to standards.
- Advocate for appropriate and meaningful activities during the student teaching placement to help the student teacher experience the full job duty of a teacher.
- Conduct six observations throughout the semester and ensuring 20 days of solo teaching for the student teacher.
- Utilize both in-person and online (via Tevera) observation tools to maximize teacher candidate reflection and growth in their practice.
- Submit a final evaluation of the teacher candidate online.
- Assign Student Teaching grades with letter grades, with A being highest.

Required Training & Professional Development

University Supervisors are expected to maintain training and professional development standards as outlined by Standard 3 of the Teaching Credential Program Standards in California. As such, supervisors must provide proof of completion to the Field Office for the following training or its equivalent:

Certificate in Clinical Practice Support and Supervision
San Diego County Office of Education

The training covers 8 hours of content completed at your own pace over 4 weeks, completely managed by a facilitator/instructor online, and delivered in four distinct modules covering:

- Necessary dispositions of mentors
- Valuing adult learners
- The skills of mentoring and coaching
- Collaborative practice
- Effective classroom systems
- Teaching Performance Assessment
- UDL, MTSS, and curricular adaptations

An additional 2 hours of orientation and training will be provided annually by the Field Office.

Triad Meeting and Establishing Norms

Triad Meeting

The first site visit should be within the first two weeks of a placement's start date. The supervisor should schedule a time with the teacher candidate when the cooperating teacher is also free to meet to review paperwork, norms, and expectations for the placement.

During the triad meeting, the following should be discussed and documented on appropriate paperwork (available for download on the Field Experiences website):

- DLT Quick-Start Guide to the Teacher Performance Expectations (TPEs)
- Teacher Candidate On-Site Schedule Form
- Site Orientation Checklist
- UDL Lesson Templates 1 & 2
- Extended Practicum placements: Lesson Observation Form Template
- DLT Tevera Guidebook for all users
- Notice of Recording Letter
- Reflective Analysis of Lesson Questionnaire
- Student Teachers: CalTPA requirements (Multiple and Single Subjects)
- Final Evaluation Form

Early-Semester Check-In

As the semester gets started, it is ideal to reach out to your teacher candidates via email to proactively determine the status and progression of the placement. This would be the time to have a brief conversation about the school community, determine if the teacher candidate has been reporting as planned, and take note of how the cooperating teacher is following through with their expected roles.

Student Teaching: CalTPA, Capstone Research, & Observations

CalTPA is an integral component of teacher licensure in the state of California. Additionally, many (but not all) of our teacher candidates complete a research methods and capstone course sequence to obtain their M.Ed. degrees. The following section details these areas for you and helps define the expectations for supervisors.

CalTPA

All general education candidates are required to complete the California Teaching Performance Assessment, or CalTPA, as a licensure requirement. Teacher candidates complete this requirement during their Student Teaching Multiple or Single Subjects placement. Teacher candidates earning dual credentials will need to pick only one CalTPA to complete, either Gen Ed or Ed Specialist.

During Student Teaching placements, University Supervisors can:

- Ask questions of the course instructors
- Work with cooperating teachers and candidates regarding video equipment, filming, permission forms, and schedules
- Redirect candidates' question to course instructors
- Use the TPEs to guide observations and make notes, comments, and suggestions on videos in Tevera
- Encourage creating a schedule to support submission deadlines
- Share this information with cooperating teachers

University Supervisors WILL NOT:

- Edit candidates' official CalTPA materials prior to submission
- Offer critique of candidate responses that provide specific, alternative responses prior to submission for official scoring
- Tell candidates which video clips to select for submission
- Upload or share candidate CalTPA responses (written or videotaped) to social media or public access sites

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narratives. As the revised CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments.

Instructional Cycle 1 focuses on getting to know students' assets and needs and using that information for instructional planning. Candidates will be asked to demonstrate how they use knowledge of their students and instructional strategies, including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. In addition, they will demonstrate how they establish a positive

learning environment and provide social and emotional supports through interactions with students.

Instructional Cycle 2 focuses on assessing, during instruction, student learning and using multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, for one class of students, candidates will use what they know about their students and learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks or equivalent and provide feedback to students about the qualities of their performance for two types of assessment: 1) informal—monitoring of student learning and adjusting instruction while teaching to maintain active engagement in learning and 2) formal—collecting and analyzing student assessment data to plan and modify further instruction.

Capstone Research

All Master's Degree candidates are required to complete a capstone research project after successfully completing an education research methods course. This will likely overlap with Student Teaching placements, as students complete this project during their last semester of study before completing the program. Students' final work is presented in late May on Symposium Day.

If you'd like more information on the process, please reach out to the Field Office.

Formal Observations

University-assigned supervisors will conduct a minimum of 4 formal observations for Extended Practicum candidates and a minimum of 6 formal observations for Student Teacher candidates. In addition, the cooperating teacher should be requested to complete at least 2 formal observations throughout the course of the semester as well. If the cooperating teacher, university supervisor, and/or candidate feel additional observations are warranted to provide time for improvement and/or demonstration of TPEs, an additional observation may be scheduled. *If there are concerns or questions about a candidate at any point during their placement, contact the Field Office.*

All forms and question guides for observation are included in the Appendix, such as:

- UDL Lesson Template
- Lesson Observation Form
- Reflective Analysis of Lesson Questionnaire

Teacher candidates are observed by both the supervisor and cooperating teacher at regular intervals throughout the semester. During each of the observations, the following should take place:

1. The candidate plans and teaches a lesson which is observed and evaluated by the cooperating teacher and supervisor. The lesson plan should be shared with both the supervisor and cooperating teacher 24 hours prior to teaching so that all parties may give feedback.

2. The supervisor and cooperating teacher use the reflection guide questions (see Appendix) to support reflective thinking about the lesson and what happened in class during the lesson.
3. The supervisor and cooperating teacher use the Lesson Observation Form (LOF) to debrief the lesson and submit their official LOF via Tevera.

All observations by the university supervisor should be scheduled with the candidate prior to the visit. In some cases, the supervisor may visit and observe unannounced.

Prior to the first observation, call/text/email the candidate for confirmation of the first observation date and time. This will support building a strong rapport of communication. Request that the candidate send you the lesson plan a minimum of 24 hours in advance of the observation in order to give warm and cool feedback. In addition, remind the candidate to share the lesson plan with the cooperating teacher at least 24 hours in advance of the lesson. Share your feedback of the lesson with the cooperating teacher.

Lesson Observation Form (LOF) Overview

Supervisors use the Lesson Observation Form (LOF) to provide narrative feedback to Extended Practicum candidates and Student Teachers. The LOF is used in conjunction with TPEs and midterm/final evaluation rubric language. In this way, supervisors and cooperating teachers can identify areas for improvement, and better guide the candidates toward successful completion of student teaching.

Steps for using the LOF

The LOF is completed at every observation and submitted via Tevera. The LOF provides detailed feedback and progress on the candidates' progression on meeting the TPEs, as well as any other areas that need improvement. Supervisors should note strengths and areas for growth on the form. Cooperating teachers and supervisors both complete the LOF at each observation. The LOF can also be used to support feedback on lessons to candidates between official observations.

Candidates, cooperating teachers, and supervisors should all receive a copy of the LOF at the end of the debrief session. While a paper version of the LOF may be used during a lesson observation, the final LOF is submitted via Tevera by having your teacher candidate forward you the "assignment." Please see the DLT Tevera Guidebook for further instructions.

When using the LOF, select two to three TPE areas to observe at each observation. Be sure to observe all six domains of the TPEs prior to the final evaluation.

The six TPE domains include:

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

Further details and explanations of each domain can be found at:

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Relate the observations and narrative feedback to the selected TPEs.

In addition, select which 21st century skills and target language function the candidate plans to focus on for the lesson. Relate observations and feedback to these items as well.

Note other areas of strength, growth, or improvement as needed. Complete the goals and next steps in collaboration with the candidate and cooperating teacher.

Procedures for Unsatisfactory Progress

In the case where the cooperating teacher and/or supervisor feel that the student needs to put forth more effort, they will be notified. It is at this time that the Field Office should be notified as well. In most cases, a *Notification of Need to Improve for Student Teachers* form will be completed whereby specific areas in which improvement is needed and expected behavior outcomes are delineated. A meeting will be held to discuss the information on this form. If these outcomes are met to the satisfaction of the Field Office, the student will be successful in the placement experience.

If, however, the student teacher does not meet these expected behavior outcomes, the supervisor must complete a form titled *Identification, Assistance, or Dismissal of Candidate Enrolled in Student Teaching*. At a meeting that includes the appropriate parties and the Director of Field Experiences, the information on the form will be discussed and the student will be informed that they will not receive a passing grade for student teaching and will not be recommended for a California Teaching Credential. Future options will be discussed at that time.

Please see in Appendix:

- *Need to Improve Notification Form for Teacher Candidates*
- *Identification, Assistance, or Dismissal of a Teacher Candidate Form*
- *Phases of Student Teaching* excerpt

Concluding the Semester: Final Evaluations and Grading

Prior to the end of the semester, the final triad meeting and final evaluations should be completed by both the cooperating teacher and university supervisor via Tevera. Once a placement has concluded, candidates will be sent links to anonymously evaluate their site, cooperating teacher, and supervisor. The cooperating teacher will be sent links to evaluate the readiness of our candidate and the supervisor as well. The supervisor will also complete an evaluation of the site and cooperating teacher.

Please see in Appendix:

- *Student Teaching Grading Rubric*
- *Student Teacher Final Evaluation Form*

Final Evaluation Forms

Both the supervisor and cooperating teacher will complete a final evaluation of the teacher candidate in Tevera in order to guarantee the candidate is observed in all areas of the evaluation criteria (see Appendix). While the supervisor might only observe four or six lessons depending on the placement type, the cooperating teacher is observing the candidate daily. The evaluations might not contain similar scores.

Final Evaluation

1. Schedule the final evaluation meeting with the candidate and cooperating teacher during the first lesson debrief. Remind candidate and cooperating teacher of the final evaluation date meeting.
2. Share the final evaluation link with the cooperating teacher.
3. Meet with the cooperating teacher to discuss the final evaluation and share rationale and evidence to support the scores given.
4. Share the Student Teaching Grade Rubric with cooperating teacher, and request feedback.
5. Debrief the evaluation with candidate in a triad. During this time, the cooperating teacher and supervisor share rationale and evidence to support scores given.
6. Use reflection guide questions (as needed) to facilitate candidate creating an action plan for areas in need of growth.
7. Use the Student Teaching Grading Rubric (see Appendix) to show student areas for growth and areas of strength, and to determine grade for student teaching.

Teacher candidates are evaluated by both the supervisor and cooperating teacher once at the end of extended practicum and twice during the course of the semester for full-time student teaching. The supervisor and cooperating teacher individually complete the evaluation electronically, print their results, and share their results with candidate in a triad meeting. The supervisor is responsible for assigning the grade for extended practicum and/or student teaching. It is important to share this information with candidates early in the semester. During the mid-term, candidates should know where they stand academically and be given tips on how to improve that academic standing.

Submitting Final Grades

Toward the end of the semester, the Field Office will email you with a link to submit your final grades to a google form survey. This is the most efficient way to collect this data and maintain records accurately. Please do not submit grades via email.

Extended Practicum is graded with a Pass, Fail, or Incomplete.

Student Teaching is graded on a letter scale, with A being the highest grade, as based on the rubric below.

Student Teaching Grading Rubric

It is ultimately the responsibility of the university supervisor to assign a grade to the student teacher for the semester. University supervisors should use the language of the rubric to provide a rationale for each candidate's final grade. Supervisors may add a "+" or "-" to indicate that a candidate's performance rests slightly above or below a particular letter grade. **Supervisors should also work to gather evidence to support the reasoning for the grade.**

A: *Student teachers who receive A grades stand out in all respects and show clear signs of becoming excellent teachers. (NB: A is the highest grade; there is no A+ option)*

- By the end of the semester, they score 4s and 5s on the final evaluation based upon the Teaching Performance Expectations.
- Willing to take risks, and they capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice.
- View their lessons in the context of big ideas and enduring understandings that guide instruction over time.
- Maintain high expectations for their students and for themselves.
- Demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities.
- Use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement.
- Lead instruction in their classrooms frequently and are capable of designing and implementing effective lessons and units of instruction.
- Go beyond and volunteer for additional activities on campus when it's feasible.
- Collaborate effectively and appropriately with their cooperating teachers and respond well to feedback from their cooperating teachers and coaches.
- Complete the semester well prepared to take on responsibility for their own classroom.

B: *Student teachers who receive B grades do well in a number of aspects of student teaching but not in consistent ways.*

- They meet, but do not exceed expectations (3s and 4s) in many or any of the competencies targeted on the final student teaching evaluation as based upon the Teaching Performance Expectations (TPEs).
- Are conscientious about meeting their responsibilities but do not take initiative.
- Tend to follow the lead of their cooperating teachers but do not take risks or attempt to add anything of their own to the methods of instruction already being employed.
- Are able to engage students and teach effective lessons (but not necessarily consistently), and they do not have a longer-term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson.
- Do not consistently see their lessons as part of a larger body of instruction and are not able to identify big ideas and enduring understandings that guide them.
- Demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their cooperating teachers and using feedback from their coaches to influence their instruction.
- Complete the semester prepared to take on responsibility for their own classroom, but will possibly need some support in reaching the highest standards of the profession.

C: *Student teachers receive C grades for the following.*

- If students do not understand or meet the expectations for student teaching by attending school daily, participating actively in their classrooms, and collaborating effectively with their cooperating teachers and supervisors, they will receive a C grade (or lower).
- In addition, some student teachers may meet the basic expectations for student teaching but fail to engage students, to manage the classroom, and/or to plan and execute effective instruction.
- Students who receive a C demonstrate a lack of ability to appear professional in dress, communication, and/or relationship building.
- They often appear moody or insensitive, or possibly act in an awkward or inappropriate manner.
- They are not well-prepared to take on responsibility for their own classroom.

Index of Forms & Guides

The following list of forms and documents can be located as individual downloads on the Field Experiences website.

DLT's Quick-Start Guide to the TPEs: a truncated, succinct version of the California Teacher Performance Expectations to help student teachers start to make sense of what's required of them during observations

Site Orientation Checklist: ideal for helping the student teacher acclimate to the new placement

Teacher Candidate On-Site Schedule Form: useful in communicating expected time of arrival and departure for each day of the week for the student teacher

UDL Lesson Plan Templates 1 and 2: optional but encouraged templates for designing lessons, especially for observation days, based on the Universal Design for Learning Guidelines which are taught in our credential coursework

DLT Tevera Guidebook: a quick-start guide prepared by DLT to help you utilize the online observation platform

Notice of Recording Letter: a letter for parents/guardians to sign to allow their student's image to be captured during CalTPA recording

Reflective Analysis of Lesson Questionnaire: an optional, informal tool for reflecting on the strengths and weaknesses of a student teacher's lesson which can be used privately and/or during a discussion with the supervisor or cooperating teacher

Identification, Assistance, or Dismissal of a Teacher Candidate Form: a formal documentation of ongoing issues, solutions, and/or possible dismissal of a candidate

Need to Improve Notification Form for Teacher Candidates: formal documentation for a struggling teacher candidate to know how to improve their performance at a placement

Appendix A: Phases in Student Teaching

Student teachers often go through different stages as they progress through their part-time and full-time student teaching experiences. With the added pressures of CalTPA and Action Research, the stages presented below might seem to repeat themselves in different field placements. As you read through the list, consider how you can identify and support candidates as they move through these stages.

Phase 1: Anxiety/Euphoria – During this phase candidates are concerned about acceptance from their cooperating teacher, supervisor, and students. They are also concerned about accepting their cooperating teacher, supervisor, and students. At the same time, there is great excitement about starting student teaching. They are excited about all of the possibilities and change they will institute without knowing the realities of being a teacher.

Phase 2: Confusion/Clarity – Once the initial excitement has worn off and candidates begin to work with students in small group or whole group situations, panic sets in. They are uncertain about standards, curriculum, lesson planning, classroom management, and giving directions/instructions. In addition, they are gaining new real world experiences and university coursework information daily. This is the stage when a candidate will begin to demonstrate stamina, emotional/intellectual curiosity, and drive. Candidates begin to work with small pieces to form their understanding of teaching and learning. At this point their scope of understanding is fairly limited, but through grappling with small pieces, their understanding begins to grow.

Phase 3: Competence/Inadequacy – This is the moment when the candidate first experiences the “aha” of teaching, or when the students admit to liking them. While the candidate may intellectually know there is growth, the feeling of insecurity is also present. Teaching appears easy for the cooperating teacher and the supervisor might always have the answer. Candidates might also struggle with authority figures at this time as their competence grows.

Phase 4: Criticism/New Awareness – During this phase, the candidate moves attention toward the students and professional issues at the school site or in education as a whole. The candidate who has moved into this phase might say, “If this were my class, I would do it differently.” Candidates begin to find fault with their cooperating teacher. At this point, there is also a deeper appreciation of what is happening behind the scenes with teaching. A candidate at this stage is also more open to receiving criticism and areas of growth during lesson debriefs.

Phase 5: More Confidence/Greater Inadequacy – At this point, candidates are ready to move into assuming a greater role in the classroom. They have set higher expectations and standards for themselves, and will feel great inadequacy when they do not meet those expectations. They want to be the best, and in thinking this, are more accepting of criticism for growth. Candidates are more likely to demonstrate deeper levels of reflection.

Phase 6: Loss/Relief – As candidates prepare to leave a classroom, they will experience their first sadness of leaving a group of students. It is the loss of a relationship and possibly guilt at not having done more for the students or cooperating teacher. There might be a feeling of anxiety if a candidate is now looking for a job or position.

Adapted from Caruso, J. (1977). Phases in student teaching. *Young children*, 33(1), 57-63.

Implications for Supervisors:

- Get to know your candidate(s)
- Support candidates getting to know office personnel, cooperating teacher, and students (orient them to their school site)
- Support candidates creating a regular schedule/routine
- Support candidates in seeing the routines and procedures created by the cooperating teacher (mediated observations)
- Support candidates in locating materials and supplies within the classroom, online, etc.
- Support candidates lesson planning through reviewing their work
- Help them understand the boundaries between themselves and the cooperating teachers
- Make note of candidates who struggle moving from confusion and overwhelmed states to clarity
- Give praise when deserved, and when needed
- Always emphasize areas of improvement and strength on the LOF
- Validate feelings and emotions to support growth of teacher ego and eliminate insecurities
- Reschedule observations when a lesson fails or will be laden with critical issues that might push a candidate into feelings of inadequacy
- Know when your candidate is ready for more or less critique
- Offer to film a candidate to review a lesson
- Relate critiques and areas for growth to the TPEs
- Support candidates in building their network by continuing communications with former cooperating teachers (birthday cards, holiday cards, etc.)
- Support students in writing a thank you letter to their students

Appendix B: A Coach’s Toolkit: 3 Ways to Take Observational Notes

By Lily Jones November 24, 2014

Last week, I had the opportunity to participate in a brainstorming session with other coaches where we talked about our successes and challenges around observational coaching. I find coaching can be even more isolating than teaching — I’ve gotten together with other coaches maybe four times during my three years of coaching — so it was a huge treat to have an hour to share ideas and struggles.

During our meeting, each coach talked about how she takes observational notes and discusses those notes with teachers. We noticed that during observations we all script what teachers and students are saying, but each of us had different approaches to organizing and sharing these notes.

Give Wows, Wonders, and Suggestions

Sheila Banks, a School Support Specialist for Jefferson Parish Public Schools in Louisiana (and a Teaching Channel featured teacher), scripts out everything the teacher is doing and how the students are responding. After the lesson, she leaves the room and writes feedback for the teacher she observed. Shelia begins her feedback by listing “wow” moments, and then writes “wonders” in question form. For example, “I wonder how we can work on increasing student engagement in the classroom?”

Finally, Shelia lists suggestions to address her questions. For example, “Consider having students take brain breaks to maximize their engagement.” Along with her suggestions, she sends teachers resources and schedules a time to work through them. I love how Shelia not only gives suggestions to her teachers, but also provides concrete resources and follow-through to help them implement those suggestions.

Help Connect the Dots

Similar to Shelia, Instructional Mentor Stacy Davison makes a t-chart to record teacher and student comments. Then Stacy, who works for Bellevue Public Schools in Washington, adds time markers throughout. Many of us don’t realize how long we spend on tasks, and this helps teachers reflect on their pacing and time management. Stacy says that often, without any additional feedback, teachers will get an ah-ha moment from seeing how they are using their time.

After scribing what happened during the lesson, Stacy writes connections on the right side of her paper. On the left side, she connects what she’s seeing with what it means to her — often noting effective instructional moves, linking to the Danielson rubric, and connecting to evaluative criteria. Making these connections helps teachers see how their instruction connects to larger goals and frameworks.

Look for Evidence of Goals

Ruth Corley, an Instructional Reform Facilitator for the San Francisco School District, begins the year by setting goals with each teacher she works with. Ruth scripts what

happens in each lesson and after each observation, she sits down with the teacher with a particular goal in mind. Together, they look at the script and make notes on evidence of these goals. For example, if the teacher is working on student engagement, she'll mark all the areas where students are engaged/not engaged. I love how Ruth actively involves her teachers in reflecting on their lessons while using concrete evidence to guide them. As I move into more teacher observations, I can't wait to try out these new approaches. I'd also love to hear about your methods for taking and sharing observational notes — please share below!

Lily Jones taught K/1 for seven years in Northern California. She has experience as a curriculum developer, instructional coach, teacher trainer, and is also a contributing writer for Teaching Channel.

Jones, L. (2014, November 24). Educational Coach's Toolkit: 3 Ways to Take Observational Notes. Retrieved July 23, 2015, from <https://www.teachingchannel.org/blog/2014/11/24/three-ways-to-take-observational-notes-coaching/>

Appendix C: Supervisor and Cooperating Teacher Reflection Guide

The following question charts can be utilized when working with your teacher candidates in building reflective practice. Please consider appropriateness of questions in relation to a candidate's placement type and build on their reflective practice each semester.

Norms and Routines

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>What signals do you use to get your students' attention?</p> <p>How have you taught your students those signals?</p> <p>What do you do if it is not working?</p> <p>What do you do to practice the norms and routines?</p> <p>Do your students know where the materials are in the room?</p> <p>What evidence do you have that the students are using the materials appropriately?</p> <p>What evidence reflects students are self-regulating their behavior and have adopted the classroom expectations?</p>	<p>How have you incorporated the students' ideas and expectations into your classroom norms and routines?</p> <p>In what ways have you helped your students be independent in terms of norms and routines and expectations?</p>	<p>Is it clear that the teacher has spent time explicitly teaching the students classroom routines and expectations?</p> <p>Transitions are orderly and efficient and require little direction from the teacher (start of class, activities, preparing for group work, ending activities, cleaning up).</p> <p>Materials are provided and are arranged for easy access.</p> <p>It is evident that students have been taught where the materials are and expectations for use.</p> <p>Students are self-directed in behavior and purpose.</p> <p>Students help other students stay focused and directed.</p>

Classroom Arrangement

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>Where do you usually position yourself when you are doing this kind of activity? Why?</p> <p>Do all the students have clear access to the visuals you are using?</p>	<p>Have you noticed differences in how your students respond based on where you are in the classroom?</p> <p>Have you thought about being intentional about your position in the classroom?</p>	<p>The teacher's position in the classroom is varied and is designed to support and encourage student participation.</p> <p>Visuals in the classroom are clear and easily accessible to all students.</p>

Authenticity: Engagement

Awareness Questions	Refining Questions	Characteristics/Evidence
Do you already have a guess about what the end products/answers will be?	How much do your students need to know to figure out what to do or how to get started?	<p>Students demonstrate ownership of work/learning: articulating the purpose of the work they are doing, limiting need for review and showing effective application of concepts.</p> <p>Students don't rely on teachers for answers.</p> <p>Students are engaged in inquiry.</p> <p>Students experiment, fail, and persevere.</p>
What skills are developed by participating in this activity/strategy?	In what ways is the teaching driving the outcome? Is there room for divergence?	
When you are working with one student or a group, what are the other students doing?	Are you thinking about the end result from the beginning of planning?	
How do students know their work is good?	How do you know that all of the students feel safe about exploring and asking questions?	
	Who do students rely on for answers?	

Authenticity: Teaching Structures

Awareness Questions	Refining Questions	Characteristics/Evidence
What structures do you have in place that will support student progress?	What are your thoughts about the difference between checking in with students and taking control?	<p>Students are guided throughout the lesson to make connections and understand the purpose.</p> <p>Teacher's time is spent pushing thinking and posing questions rather than managing behaviors or giving/repeating directions.</p> <p>Teacher's time with students resembles conversations rather than lectures.</p> <p>Questions and activities do not have predetermined outcomes.</p>
How much time are you talking?	How often do you ask a follow-up question(s) after student(s) have responded in order to deepen thinking and learning?	
How do you know your students know what to do?	Are students involved in determining goals, checklists, rubrics, etc.?	
	Are your students involved in self-assessment?	

Authenticity: Student Voice and Choice

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>What are your thoughts about the difference between checking in with students and taking control?</p> <p>How do your students know their work is good?</p> <p>In what ways can the students make independent choices about the content/materials/products?</p>	<p>In what ways is the teaching driving the outcome? Is there room for divergence?</p> <p>Are your students taking control of their learning?</p> <p>How do you know the lesson is open enough to allow for student driven exploration?</p> <p>How does this work resemble what a professional in the field would be doing?</p> <p>Who do students rely on for answers?</p>	<p>There is evidence of student voice and choice in diversity of product, materials and resources used, as well as multimedia choices.</p> <p>Students are encouraged to develop independent ideas that may differ from peers' and teacher's.</p> <p>Students recognize what they need and are proactive in asking for/getting resources and support.</p>

Student Engagement: Sense of Purpose, Focus, and Efficiency

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>How would you describe the level of student engagement?</p> <p>Were you satisfied with the productivity of the class?</p> <p>What did the students accomplish?</p> <p>Were all students on task?</p> <p>Is this the typical amount of student participation?</p> <p>Is there something you would like to change about the noise or activity level in the classroom?</p>	<p>How can you increase the energy level or excitement in the classroom?</p> <p>What routines/norms and expectations have you established (or the cooperating teacher has established) and rehearsed with the students in regards to activity and noise level?</p> <p>What structures have you (or the cooperating teacher) put in place to let the students know that they will be accountable for participation other than a grade?</p>	<p>Students are engaged and focused.</p> <p>Students can speak to the purpose of the activities.</p> <p>Students demonstrate a sense of purpose in the classroom activities and discussions.</p> <p>All students are actively engaged in sharing ideas.</p> <p>Students are held accountable to meet stated expectations.</p> <p>The noise level and participation are appropriate to the activity.</p>

Student Engagement: Internalization of Norms

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>Have you noticed whether or not your students are able to meet your expectations without too many reminders or redirections?</p> <p>Do you feel like you have to do a lot of management interventions?</p> <p>How much are you focusing your energy on management issues versus student learning?</p>	<p>Which routines, norms, and expectations do students independently act on?</p> <p>Which routines, norms, and expectations are you still teaching and developing?</p>	<p>Students are self-directed in adhering to classroom norms and expectations as evidence by minimal teacher interventions or redirections.</p>

Student Engagement: Collaboration

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>Do you see evidence of students encouraging and supporting multiple perspectives? Each other? What does it look and sound like?</p> <p>Did all student share their ideas openly? How do you know?</p> <p>Are students actively using each other as resources? What evidence or examples do you have?</p> <p>How well were English Language Learners and/or students with special needs able to participate in this lesson?</p>	<p>What steps have you taken to provide opportunities for students to rely on each other?</p> <p>What steps have you taken to establish respectful support for multiple perspectives?</p> <p>Have you done any specific teaching of effective and respectful collaboration language/strategies?</p> <p>What specific strategies are you using to support English Language Learners and students with special needs?</p>	<p>Students demonstrate effective and productive collaboration when working in groups.</p> <p>Collaborations are equitable as evidenced by all students in groups having equal voice, participation, and input.</p> <p>Students demonstrate respectful and supportive sharing of ideas.</p> <p>Students listen to one another and integrate contributions of all members.</p> <p>English Language Learners or students with special needs are actively supported in their collaborations with peers.</p>

Student Engagement: Intellectual Curiosity and Risk Taking

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>How interested do you think students were in the activity? How can you tell?</p> <p>Do you see your students working to extend the activity?</p> <p>What do you do if students ask you a question you don't know the answer to?</p> <p>What do you do if students approach problems in ways you don't understand?</p> <p>How do students respond to divergent thinkers in the class? Do they probe for understanding, ignore, or dismiss?</p> <p>How do you know if students feel comfortable sharing an idea?</p> <p>Which of your students are more comfortable sharing ideas? Which are the least comfortable?</p> <p>Of the questions you asked in class, which were open-ended, had more than one possible answer, or were one answer only?</p> <p>How do you respond when a student makes an error?</p>	<p>What examples did you see of complex student thinking?</p> <p>Have you thought about ways these concepts can be applied to another context or content area?</p> <p>How do you assure that students are given more time to experiment with these concepts/activities?</p> <p>Have you thought about ways to leave room for different approaches to solving problems?</p> <p>Have you thought about ways to support students in clarifying their thinking?</p> <p>Have you thought about ways you can encourage your students to challenge you and/or the content?</p> <p>How do you encourage students to evaluate evidence or try out a guess?</p> <p>How do you encourage students to evaluate the relevance or partial relevance of an idea?</p>	<p>Students are actively searching for information and ideas.</p> <p>Students work to clarify points of confusion.</p> <p>Students work to rationalize conflicts between ideas, concepts, and opinions.</p> <p>Students extend conversations and activities by seeking additional knowledge or understandings.</p> <p>The classroom/lesson promotes risk-taking as evidenced by:</p> <ul style="list-style-type: none"> • Students are eager to contribute and ask questions • Students respond positively to their peers • Students exhibit genuine interest in understanding how their peers approach problems/solutions <p>The teacher:</p> <ul style="list-style-type: none"> • Open ended questions are common and not all questions are answered immediately • Theorizing and considering evidence are dominant modes of discussion as opposed to coming up with the "right" answer • Ideas are discussed in terms of their explanatory value as opposed to being "good", "right", "bad", "wrong"

Student Motivation: Relevance of Activity and Student Sense of Competence

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>What evidence do you have that students understand the purpose of this activity?</p> <p>What connections do they see between the work and the real world?</p> <p>What evidence do you have that the students have the ability to meet your expectations?</p> <p>Which students have a strong understanding of the concept? Which do not? How do you know?</p> <p>What interventions have you tried to support the students who struggle with this concept?</p> <p>Have you taught students how to organize and keep track of their own learning?</p> <p>What strategies have you taught the students about how to work together?</p>	<p>Which students were interested in the activity/lesson? How do you know?</p> <p>If you were a participant in this lesson/activity, which aspects would you find interesting and/or boring?</p> <p>Are there ways that this activity/lesson can be expanded to include real world applications?</p> <p>Which students exhibit confidence in their abilities? Which do not? How do you know?</p> <p>How do you differentiate the activity for students who need more support and students who need more challenge?</p> <p>What do the different products and outcomes look like?</p> <p>Do you have different pacing/organization structures/resources for the students who many not feel as able to grapple with the work?</p>	<p>The work is meaningful to students and can be evidenced by:</p> <ul style="list-style-type: none"> • Students understand and can articulate the purpose • Real world applications are apparent <p>The students are engaged and have sufficient rigor to be immersed in the work.</p> <p>The activities are appropriately challenging.</p> <p>The teacher has evidence of students' understanding and ability to inform instruction.</p> <p>Individual students are provided adequate support regarding content, thinking strategies, and organizational structures.</p> <p>Teacher allows for multiple learning styles and modes of output:</p> <ul style="list-style-type: none"> • Inclusion of visual arts • Inclusion of performance art • Inclusion of construction • Etc.

Teacher Reflection: Evidence Based Decision Making

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>What evidence do you have that is an example of what you are describing?</p> <p>What evidence do you have that your students understand the concept?</p> <p>What evidence do you have about the students that are struggling with the concept?</p>	<p>What evidence do you have of areas of strength that you can build upon?</p> <p>What interests, skills, or background do your students have that you can build upon?</p> <p>In what ways is a student(s) struggling? How do you know? Is this struggle new or ongoing?</p>	<p>The teacher's understandings about the student learning and behavior are based on evidence:</p> <ul style="list-style-type: none"> • Formative and summative assessments • Observations • Student work • Student history • Information from cooperating teacher, counselor, or family members <p>Reflection includes an awareness of need to reteach and review concepts or reestablish expectations.</p>

Teacher Reflection: Organization and Planning

Awareness Questions	Refining Questions	Characteristics/Evidence
<p>Why did you select this activity?</p> <p>What evidence did you have that students needed to learn this information?</p> <p>What materials and resources did you plan on having for this lesson? Were they appropriate, or did you need other materials/resources? How do you know?</p> <p>Did the lesson go as you planned? Why or why not?</p> <p>Was this your original plan? What changed?</p> <p>Did you have enough time to get through the lesson?</p> <p>Were the students appropriately challenged and supported?</p>	<p>Did the students benefit from the ways you organized this lesson?</p> <p>How would you change the pacing, resources, and/or supports for next time?</p> <p>What are the next steps after this lesson? If you are teaching tomorrow's lesson, what needs to happen? How do you know?</p>	<p>The teacher's understandings about the student learning and behavior are based on evidence:</p> <ul style="list-style-type: none"> • Formative and summative assessments • Observations • Student work • Student history <p>Reflection includes an awareness of need to reteach and review concepts or reestablish expectations.</p> <p>Reflection includes awareness of lesson organization.</p> <p>Reflection includes awareness of the impact of planning, pacing, instructional time, and unit planning.</p>

Appendix D: 21st Century Skills Overview

The term **21st century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas and in all educational, career, and civic settings throughout a student’s life.

It should be noted that the “21st century skills” concept encompasses a wide-ranging and amorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations. In addition, a number of related terms—including *applied skills*, *cross-curricular skills*, *cross-disciplinary skills*, *interdisciplinary skills*, *transferable skills*, *transversal skills*, *noncognitive skills*, and *soft skills*, among others—are also widely used in reference to the general forms of knowledge and skills commonly associated with “21st century skills.” While these different terms may not be strictly synonymous, and they may have divergent or specialized meanings in certain technical contexts, these diverse sets of skills are being addressed in this one entry for the purposes of practicality and usefulness.

While the specific skills deemed to be “21st century skills” may be defined, categorized, and determined differently from person to person, place to place, or school to school the term does reflect a general—if somewhat loose and shifting—consensus. The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with “21st century skills”:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

While many individuals and organizations have proposed definitions of “21st century skills,” and most states have adopted learning standards that include or address cross-disciplinary skills, the following are three popular models that can serve to illustrate the concept and its applications in education:

- Framework for 21st Century Learning (The Partnership for 21st Century Skills)
- Four Keys to College and Career Readiness (David T. Conley and the Educational Policy Improvement Center)
- Seven Survival Skills (Tony Wagner and the Change Leadership Group at the Harvard Graduate School of Education)

Reform

Generally speaking, the “21st century skills” concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today’s schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students. The basic idea is that students who will come of age in the 21st century need to be taught different skills than those learned by students in the 20th century, and that the skills they learn should reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

- Teachers may be more intentional about teaching cross-disciplinary skills in subject-area courses. For example, in a science course, students might be required to learn research methods that can also be applied in other disciplines; articulate technical scientific concepts in verbal, written, and graphic forms; present lab results to a panel of working scientists; or use sophisticated technologies, software programs, and multimedia applications as an extension of an assigned project.
- States, accrediting organizations, and schools may require “21st century skills” to be taught and assessed in courses. For example, states can adopt learning standards that explicitly describe cross-disciplinary skills, and assessments may be designed or modified to evaluate whether students have acquired and mastered certain skills.
- Schools and teachers may use educational approaches that inherently encourage or facilitate the acquisition of cross-disciplinary skills. For example, educational strategies such as authentic learning, demonstrations of learning, or project-based learning tend to be cross-disciplinary in nature, and students—in the process of completing a research project, for example—may have to use a variety of applied skills, multiple technologies, and new ways of analyzing and processing information, while also taking initiative, thinking creatively, planning out the process, and working collaboratively in teams with other students.
- Schools may allow students to pursue alternative learning pathways in which students earn academic credit and satisfy graduation requirements by completing an internship, apprenticeship, or volunteer experience for example. In this case, students might acquire a variety of practical, job-related skills and work habits while also completing academic coursework and meeting the same learning standards required of students in more traditional academic courses.

Debate

The following list provides a few additional examples of representative arguments that may be made in support of teaching “21st century skills”:

- In today’s world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that students will get after they graduate may not yet exist. For this reason, students need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life—just teaching them ideas and facts, without teaching them how to use them in real-life settings, is no longer enough.
- Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. The purpose of school should be to prepare students for success after graduation. Therefore, schools need to prioritize the knowledge and skills that will be in the greatest demand such as those skills deemed to be most important by college professors and employers. Only teaching students to perform well in school or on a test is no longer sufficient.
- Given the widespread availability of information today, students no longer need teachers to lecture to them on the causes of the Civil War, for example, because that information is readily available—and often in more engaging formats than that of a typical classroom lecture. For this reason, educators should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The following list provides a few examples of representative arguments that may be made against the concept of “21st century skills”:

- Public schools and teachers have always taught, and will continue to teach, cross-disciplinary skills—they just never gave it a label. The debate over “content vs. skills” is not new.
- Focusing too much on cross-disciplinary skills could water-down academic courses, and students may not get “the basics.”
- Cross-disciplinary skills are extremely difficult to assess reliably and consistently. There are no formal tests for “21st century skills,” so the public won’t know how well schools are doing in teaching these skills.

Adapted from:

21st Century Skills Definition. (2013, May 15). Retrieved July 23, 2015, from <http://edglossary.org/21st-century-skills/>